

N321 Teaching Plan and Grading Rubric

Student Name:

Criteria	0 points	2.5 points	5 points	Comments
<p><u>Assessment of Client/Family</u></p> <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	<p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> Determines motivation for learning Identifies barriers to learning Discuss health beliefs/values Discuss psychosocial and cognitive development 	
Criteria	0 points	2.5 points	5 points	Comments
<p><u>Nursing Diagnosis and Goal of Teaching</u></p> <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified 	
Criteria	0 points	2.5 points	5 points	Comments
<p><u>Interventions</u></p> <ul style="list-style-type: none"> Discuss 3 interventions to be included in teaching Relate interventions to meeting the teaching goal 	<p>Missing 2 of the following:</p> <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	<p>Missing 1 of the following:</p> <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	<p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> Interventions to be included in teaching Relate interventions to meeting the teaching goal 	

Criteria	0 points	1 point	2 points	Comments
<u>Methods/Teaching Tools</u> <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	Missing 2 of the following: <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	Missing 1 of the following: <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	Includes complete information of all criteria: <ul style="list-style-type: none"> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: <ul style="list-style-type: none"> • Discussion • Q&A • Teach-Back • Interactive 	
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation</u> <ul style="list-style-type: none"> • Discuss how the client/family received the teaching • Identify strengths/weaknesses of the client or family in receiving teaching • Suggest modifications to improve teaching plan (What would have improved the plan?) 	Missing 2 or more of the following: <ul style="list-style-type: none"> • Discuss how the client/family received the teaching • Identify strengths/weaknesses of the client or family in receiving teaching • Suggest modifications to improve teaching plan (What would have improved the plan?) 	Missing 1 of the following: <ul style="list-style-type: none"> • Discuss how the client/family received the teaching • Identify strengths/weaknesses of the client or family in receiving teaching • Suggest modifications to improve teaching plan (What would have improved the plan?) 	Includes complete information of all criteria: <ul style="list-style-type: none"> • Discuss how the client/family received the teaching • Identify strengths/weaknesses of the client or family in receiving teaching • Suggest modifications to improve teaching plan (What would have improved the plan?) 	

Criteria	0 points	2.5 points	5 points	Comments
<p>APA Format</p> <ul style="list-style-type: none"> • Appropriate APA in-text citations and listed all appropriate references in APA format • At least 2 scholarly source(s) are utilized and should be 5 or less years old • Source(s) greater than 5 years old will not be accepted • Reference page complete 	<p>No in-text citations present</p> <p>2 or more references are greater than 5 years old</p> <p>3 or more APA errors</p> <p>No reference page present</p>	<p>1-2 APA errors</p> <p>1 reference is greater than 5 years old</p> <p>In-text citations appropriately cited</p> <p>Reference page present</p>	<p>No APA errors present</p> <p>In-text citations appropriately cited</p> <p>Reference page present and formatted properly</p>	
Criteria	0 points	2.5 points	5 points	
<p>Evaluation of Teaching Presentation</p> <p>Introduction of content</p> <p>Patient put at ease</p> <p>Eye contact</p> <p>Clear speech and organized presentation</p> <p>Environment conducive to learning</p> <p>Family included (if applicable)</p> <p>Accuracy of information</p> <p>Validation of learning status</p> <p>Use of teaching aids</p> <p>Appropriate non-verbal body language</p>	<p>Missing 2 or more of the following criteria:</p> <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	<p>Includes all criteria:</p> <ul style="list-style-type: none"> • Introduction of content • Patient put at ease • Eye contact • Clear speech and organized presentation • Environment conducive to learning • Family included (if applicable) • Accuracy of information • Validation of learning status • Use of teaching aids • Appropriate non-verbal body language 	
TOTAL				/30

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
<p>The client-maintained eye contact, reduced distractions, and asked supplemental follow-up questions regarding her health and education. The client displayed emotional readiness after previously not adhering to past medical advice. Emotional readiness also affects the motivation to learn. A person who has not accepted an existing illness or the threat of illness is not motivated to learn. A person who does not accept a therapeutic regimen, or who views it as conflicting with their present lifestyle, may consciously avoid learning about it (Hinkle et al., 2022).</p> <p>Barriers to effective learning: While there are no mental barriers to the patient being able to learn there are the social and emotional barriers the student nurse would like to address. The student nurse would have loved to have the clients husband in the room so that he could learn about lifestyle changes. This would be key since the husband is</p>	<p>Nursing Diagnosis: Risk for unstable glucose level related to inadequate knowledge of nutrient requirements as evidenced by lifestyle choices (Phelps, 2023).</p> <p>Goal of Teaching: The goal of teaching was to aid in early recognition of inadequate caloric and food intake. The goal was to help the patient understand that monitoring her blood glucose levels can allow her to recognize hyperglycemia symptoms. Because glucose is the main component of parenteral nutrition, the patient may become hyperglycemic if it is not carefully monitored (Phelps, 2023).</p>	<p>Intervention 1: Discuss patient's normal food preferences to evaluate eating habits and include preferred foods in patients diet (Phelps, 2023).</p> <p>Intervention 2: Help patient identify the problem, feelings associated with eating, and circumstances in which patients turn to food (Phelps, 2023).</p> <p>Intervention 3: Support and encourage healthy patient behavior (Phelps, 2023).</p>	<p>Method 1: Question and Answer The student nurse used question and answer method to see how much the client knew about diabetes and maintaining a healthy blood glucose number.</p> <p>Method 2: Discussion The student nurse used discussion so the client could feel comfortable discussing her challenges with managing her disease. The student nurse found that when the client was comfortable, she shared more about her lifestyle.</p>	<p>Discuss how the client/family received the teaching: The client was receptive to learning. She did say that as long as the changes were feasible, she was open to making them. Though she and her spouse were both working a job, she insisted that their spending had to be limited because they had a fixed income. When the student nurse listed possibilities for the client to change meals and drinks, the client appeared excited.</p> <p>Identify strengths/weaknesses of the client or family in receiving teaching: The husband's role as the family's major cook is one of the limitations the student nurse believes will make it difficult for them to follow the teachings. The client reports that her spouse cooks and consumes whatever he likes, regardless of how it may impact the endocrine</p>

the primary cook within the household.

Health beliefs/values:

The client was on board with leading a healthy lifestyle. When asked how she valued health care she said she trusted the medical professionals and their medical advice because if it wasn't for the medical team her son has she felt she would have lost him a long time ago. However, she did stated that she believed the Dexcom was an annoyance because it beeped more than it should have. She also stated that she knew she was doing wrong so she didn't need the machine to keep alerting her. When asked if that was why she didn't replace it she stated "No, I forgot to replace it after removing it three days ago. But I will get better."

Psychosocial development:

The client is 69 years of age and is currently in the Integrity vs Despair stage of psychosocial development. The patient speaks highly of her home life with her

system because he has uncontrolled diabetes and doesn't think it's important to follow a diet. The student nurse identified the client's desire to attempt healthy alternatives as a strength. At least once a week, she was willing to swap out her 64-ounce cherry coke for an alternate beverage. She realized that it wasn't something that should happen every day and that it should only be enjoyed occasionally.

Suggest modifications to improve teaching plan (what would have improved the plan?):

The student nurse should have done more research before making her healthier option recommendations. Yes, the objective is to help the patient choose healthier options, but we also need to consider that carbohydrates can transform into sugar, which can cause issues for a patient who is still learning how to control their blood sugar levels. Ingested carbohydrates, which are broken down into monosaccharides in the

husband and speaks with love when reflecting over her life with him and raising their son.

Cognitive development:

The client is in the formal operational stage. Older adults may experience temporary changes in cognitive function (i.e., delirium) when hospitalized or admitted to skilled nursing facilities, rehabilitation centers, or long-term care facilities (Hinkle et al., 2022). The patient didn't appear to have any of these temporary changes, she was concerned however her cognitive function was still intact. She was reasonable, redirectable, and aware of the teachings and what was happening around her.

intestine, are the major source of glucose in the bloodstream. Glucose is a major energy source for cell function (Capriotti, 2022).

References (2) (APA):

Capriotti, T. (2022). *Davis Advantage for pathophysiology: Introductory concepts and clinical perspectives*. F.A. Davis Company.

Hinkle, J. L. (2022). *Brunner and Suddarth's textbook of medical-surgical nursing*. Wolters Kluwer.

Phelps, L. L. (2023). *Nursing diagnosis reference manual*. Wolters Kluwer.