

Criteria	0 points	2.5 points	5 points	Comments
<u>Assessment of Client/Family</u> - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development (Make up)	Missing 2 or more of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Missing 1 of the following: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	Includes complete information of all criteria: - Determines motivation for learning - Identifies barriers to learning - Discuss health beliefs/values - Discuss psychosocial and cognitive development	5/5
Criteria	0 points	2.5 points	5 points	Comments
<u>Nursing Diagnosis and Goal of Teaching</u> 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 2 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Missing 1 of the following: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	Includes complete information of all criteria: 1 nursing diagnosis identified in proper formatting 1 goal of teaching identified	5/5
Criteria	0 points	2.5 points	5 points	Comments
<u>Interventions</u> - Discuss 3 interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 2 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Missing 1 of the following: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	Includes complete information of all criteria: - Interventions to be included in teaching - Relate interventions to meeting the teaching goal	5

Criteria	0 points	1 point	2 points	Comments
<u>Methods/Teaching Tools</u> • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back (visual) • Interactive	Missing 2 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Missing 1 of the following: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	Includes complete information of all criteria: • Use 2 appropriate teaching methods to deliver teaching • Consider the following teaching methods: • Discussion • Q&A • Teach-Back • Interactive	2
Criteria	0 points	1.5 points	3 points	Comments
<u>Evaluation- must meet with her prior to next class (04/17/2024)</u> • 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: • 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: • 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: • 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?)	1.5/3

Criteria	0 points	2.5 points	5 points	Comments
APA Format • 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	No in-text citations present 2 or more references are greater than 5 years old 3 or more APA errors No reference page present	1-2 APA errors 1 reference is greater than 5 years old In-text citations appropriately cited Reference page present	No APA errors present In-text citations appropriately cited Reference page present and formatted properly	2.5
TOTAL				21/25

Assessment of Client/Family (5 points)	Nursing Diagnosis & Goal of Teaching (5 points)	Interventions (5 points)	Methods/Teaching Tools (2 points)	Evaluation (3 points)
Level of motivation for learning: The client's motivation is low due to her only believing that losing weight would cure her diabetes. Barriers to effective learning: The client is in denial that she has diabetes and does not accept that it will not be cured. Health beliefs/values: She believed that if she loss weight, she would "cure" her diabetes. Psychosocial development: Young adult (age 27), morbidly obese, Type 1	Nursing Diagnosis: Deficient knowledge related to inaccurate statements about a topic as evidence by only asking about losing weight to cure her diabetes. Goal of Teaching: "Patient will state intervention to make needed changes in lifestyle, including seeking help from health professional, when needs." (Phelps, 2023, p. 381).	Intervention 1: "Find a quiet, private environment for teaching patient and support person." (Phelps, 2023, p. 381). Intervention 2: "When teaching self-care measures, go slowly and repeat frequently." Intervention 3: "Communicate openly and honestly with patients and encourage them to visit regularly."	Method 1: Visual materials. (PowerPoint/pamphlet) - Why type 1 is not curable and brief background knowledge - How to test their blood sugar - How to use insulin Method 2: Teach and demonstrate. - Practice using their blood sugar machine - Use teaching tools for insulin Teaching Project	Discuss how the client/family received the teaching: My patient received the information very well, was asking good questions, watching me the whole time and when I was talking, she had good eye contact. She demonstrated how to check her blood sugar good and when it came to giving herself insulin, she demonstrated proper handling of the syringe to not contaminate it. Identify strengths/weaknesses of the client or family in receiving teaching: - Strength: asking good questions and demonstrating check her blood sugar and giving insulin good. Good eye

diabetes. Cognitive development: Delayed realization of diagnoses of Type 1 Diabetes. Scenario: Client is a 27 female client newly diagnosed with Diabetes Mellitus Type 1. The client is morbidly obese and is asking about weight loss measures to assist in “curing” their diabetes. Key takeaway in this scenario should be that Type 1 cannot be cured.				contact. Watching and paying attention the whole time. - Weakness: not wanting to accept that her diagnosis is not curable, and that losing weight will only help control her blood sugar values. Suggest modifications to improve teaching plan (what would have improved the plan?): - I could provide some links to videos on the steps to how to check her blood sugar and giving insulin at home. - Encourage her to have a follow-up appointment with her doctor to get a better understanding of her diagnosis.
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References (2) (APA):

How to self-administer insulin. VMFH. (2024). <https://www.vmfh.org/our-services/diabetes/type-2-diabetes-guide/how-to-self-administer-insulin>

Mayo Foundation for Medical Education and Research. (2024, January 16). *Blood sugar testing: Why, when and how.* Mayo Clinic. <https://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/blood-sugar/art-20046628>

Phelps, L.L. (2023). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.