

N441 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
Methods/Teaching Tools <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
Evaluation <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><u>Evaluation of Teaching Presentation</u></p> <p>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> <p>*In the event the student is unable to present the teaching plan at the bedside, the student will present the teaching plan to the instructor during post-conference</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>Level of motivation for learning: The patient was 72-year-old female. The patient was admitted due to hypotension, hypoglycemia, and sepsis. The patient was willing to learn and listen to the education.</p> <p>Barriers to effective</p>	<p>Nursing Diagnosis: Risk for infection related to hypoglycemia due to type 2 diabetes as evidence by the patient being admitted for being septic (Phelps, 2023).</p> <p>Goal of Teaching: The patient will maintain blood glucose levels in a safe range to help healing and</p>	<p>Intervention 1: Educate the patient to monitor blood glucose levels regularly (Phelps, 2023). I discussed with the patient about how to properly obtain a blood glucose sample. I printed out a diagram with pictures on how to use a glucometer.</p>	<p>Method 1: Discussion/handout: I discussed the basics of hypoglycemia to the patient. I printed out a handout for the patient to have and I highlighted important information on the handout as well. The patient was involved in the teaching and maintain eye contact throughout the</p>	<p>Discuss how the client/family received the teaching: The patient was eager and receptive to the learning. A granddaughter was present in the patient's room.</p> <p>Identify strengths/weaknesses of the client or family in</p>

<p>learning: The patient had a cognitive effect that caused a barrier to learn. The patient was A/Ox2, being disoriented to place and situation. The patient was confused and anxious.</p> <p>Health beliefs/values: The patient still had hope. The patient's granddaughter was at the bedside eager to learn as well. The patient and her family instilled hope that the patient would get better and back to her baseline.</p> <p>Psychosocial development: The patient was A/Ox2. The patient was confused and anxious but followed commands and was cooperative. The patient was able to answer simple yes or no questions. The patient is in the integrity vs. despair stage of Erickson's stages of development (Cherry, 2023). In this stage the patient will look back on their life and feel satisfied or have regrets about their life choices (Cherry, 2023).</p>	<p>remain infection free (Phelps, 2023).</p>	<p>Intervention 2: Educate the patient on signs and symptoms of hypoglycemia (Phelps, 2023). I discussed with the patient the signs and symptoms of low blood sugar from the handout I printed out. I specifically pointed out being confused, trouble walking, and passing out, because the patient had been hallucinating/confused, had a fall 2 days prior, and was found unresponsive on the ground the day she was brought into the ED.</p> <p>Intervention 3: Educate the patient how to treatment hypoglycemia (Phelps, 2023). I discussed with the patient to drink or eat a quick source of sugar. I gave examples such as juice, candy, or graham crackers.</p>	<p>whole teaching.</p> <p>Method 2: Interactive: The patient was engaged in the teaching and was asking questions. After I finished teaching the patient about hypoglycemia, I asked if the patient had any other question, and she did not. But the patient did make a statement stating that a high protein diet is optimal for a type 2 diabetic.</p>	<p>receiving teaching: The patient's strength was that the patient has had type 2 diabetes for a while now and knows how to take care of it, but just needed some refresher points. The patient's weakness was that the patient was confused at times and was anxious. So, this could affect the patient on how she receives the teaching/information.</p> <p>Suggest modifications to improve teaching plan (what would have improved the plan?): There are a couple of ways that I could have done the teaching differently. I could have gathered glucometer supplies and have done a demonstration on how to obtain a blood glucose sample. I could have also talked slower since the patient was having some confusion and was anxious.</p>
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<p>Cognitive development: The patient is A/Ox2. The patient was able to follow commands and answer yes or no questions. The patient opened their eyes spontaneously. The patient's speech was illogical at times. The patient is in the formal operational stage of Piaget's cognitive development (Cherry, 2024). During this stage the patient can understand abstract thoughts (Cherry, 2024).</p>				
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References (2) (APA):

Cherry, K. (2023). *Integrity vs. Despair in Psychosocial Development*. Verywellmind. <https://www.verywellmind.com/integrity-versus-despair-2795738>

Cherry, K. (2024). *Piaget's 4 Stages of Cognitive Development Explained*. Verywellmind. <https://www.verywellmind.com/piagets-stages-of-cognitive-development-2795457#toc-the-formal-operational-stage-of-cognitive-development>

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