N431 Teaching Plan and Grading Rubric   **Student Name: Kayla Cox Schrubb**

Criteria	0 points	2.5 points	5 points	Comments
Assessment of Client/Family • Determines motivation for learning • Identifies barriers to learning • Discuss health beliefs/values • Discuss psychosocial and cognitive development	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	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Nursing Diagnosis and Goal of Teaching • 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	
Criteria	**0 points**	**2.5 points**	**5 points**	**Comments**
Interventions • 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	

Criteria	0 points	1 point	2 points	Comments

Methods/Teaching Tools
• Use 2 appropriate teaching methods to deliver teaching
• Consider the following teaching methods:
  • Discussion
  • Q&A
  • Teach-Back
  • 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	

Criteria	0 points	1.5 points	3 points	Comments
Evaluation • 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?)	

Criteria	0 points	2.5 points	5 points	Comments

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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	
Criteria	**0 points**	**2.5 points**	**5 points**	
Evaluation of Teaching Presentation 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 (interpreter if applicable) Appropriate non-verbal body language	Missing 2 or more of the following criteria: • 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	Missing 1 of the following criteria: • 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	Includes all criteria: • 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)**

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Level of motivation for learning: Pt is consistently in and out of the hospital because of poor glucose control. He says he wants to get better, but his actions need to improve. He seems engaged in the learning process. **Barriers to effective learning:** No hearing, language, or speaking barriers. The only barrier I see is transportation to get the proper foods he needs. **Health beliefs/values:** His health beliefs are low but follows diet while in the hospital. He values his life now that he had to get knee down amputation because of his poor health choices. **Psychosocial development:** Low self-esteem because of amputation of lower limb. Substance abuse with alcohol drinking. Initiative vs. guilt because of feeling guilty about not being able to do what they want or eat what they want because of poor choices in the past. **Cognitive development:** The	**Nursing Diagnosis:** Decreased cardiac output related to elevated blood glucose levels as evidence by decreased peripheral pulses which led to lower limb amputation (Cumpian, 2021). **Goal of Teaching:** Patient will be able to show improvements on dietary knowledge by telling me which foods are good choices, and which foods are bad for his health condition.	**Intervention 1:** Administer diabetic medications (oral or insulin) as prescribed (Cumpian, 2021). **Intervention 2:** Educate on counting carbs (Cumpian, 2021). **Intervention 3:** Education to the patient on how to monitor blood glucose levels throughout the day to maintain levels within normal limits (Cumpian, 2021).	**Method 1:** Discussion **Method 2:** Teach-back/interaction	**Discuss how the client/family received the teaching:** Client received education well. I was able to go through a list of foods and he could tell me which foods were food choices, and which foods he needed to stay away from. **Identify strengths/weaknesses of the client or family in receiving teaching:** A strength for this client was that he was able to express which foods were good choices for him to choose. A weakness was that he lost all confidence in changing his lifestyle habits. He does not have a support system and is unable to work. He was able to show that he knows and understands what he needs to do for his health but does not have the support financially or friends/family to help him. **Suggest modifications to improve teaching plan (what would have improved the plan?):** Instead of educating this patient on foods, insulin

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cognitive development of this patient has declined because he expresses that he already did this damage and feels like he cannot go back. He has declined in performance when required effort is needed.			admin, and glucose monitoring, I could have taught him how to get in touch with resources on how to get transportation and financial help. Case management/social worker did come and talk to him after this education was expressed.

References (2) (APA):

Cumpian, T. (2023, October 13). *Diabetes mellitus: Nursing diagnoses, care plans, Assessment & Interventions*. NurseTogether.

> **https://www.nursetogether.com/diabetes-nursing-diagnosis-care-plan/**

Lumen Learning. (2022, December 10). *Libguides: Psy 180 - psychology of aging - textbook: Cognitive development in late adulthood*. Cognitive

> **Development in Late Adulthood - PSY 180 - Psychology of Aging - Textbook - LibGuides at Hostos Community College Library.**
>
> **https://guides.hostos.cuny.edu/Psychology_of_Aging/cognitive_development#:~:text=The%20decline%20of%20working%2Dmemory,L**
>
> **ynn%20Hasher%20and%20Rose%20Zacks.**