

**N441 Teaching Plan and Grading Rubric**

**Student Name: Lindsey Burnett**

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

Criteria	0 points	1 point	2 points	Comments
<b>Methods/Teaching Tools</b> <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 2 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Use 2 appropriate teaching methods to deliver teaching</li> <li>Consider the following teaching methods: <ul style="list-style-type: none"> <li>Discussion</li> <li>Q&amp;A</li> <li>Teach-Back</li> <li>Interactive</li> </ul> </li> </ul>	
Criteria	0 points	1.5 points	3 points	Comments
<b>Evaluation</b> <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 2 or more of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Missing 1 of the following: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	Includes complete information of all criteria: <ul style="list-style-type: none"> <li>Discuss how the client/family received the teaching</li> <li>Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>	
Criteria	0 points	2.5 points	5 points	Comments

<p><b>APA Format</b></p> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul>	<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>	
<b>Criteria</b>	<b>0 points</b>	<b>2.5 points</b>	<b>5 points</b>	

<p><b><u>Evaluation of Teaching Presentation</u></b></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"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Missing 1 of the following criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	<p>Includes all criteria:</p> <ul style="list-style-type: none"> <li>• Introduction of content</li> <li>• Patient put at ease</li> <li>• Eye contact</li> <li>• Clear speech and organized presentation</li> <li>• Environment conducive to learning</li> <li>• Family included (if applicable)</li> <li>• Accuracy of information</li> <li>• Validation of learning status</li> <li>• Use of teaching aids</li> <li>• Appropriate non-verbal body language</li> </ul>	
<b>TOTAL</b>				<b>/30</b>

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><b>Level of motivation for learning:</b> I explained to the patient that I was going to be teaching him on the importance of rotating injection sites when using insulin. I also provided information on how to make the injections less painful. The patient was very appreciative and receptive of the handout I gave him as it</p>	<p><b>Nursing Diagnosis:</b> Risk for unstable blood glucose level as evidenced by inadequate glucose monitoring, inability to follow diabetes management (NANDA 2021).</p> <p><b>Goal of Teaching:</b> The goal of diabetes management is to normalize</p>	<p><b>Intervention 1:</b> Teach the patient how to perform home glucose monitoring. This was done by providing an information pamphlet and showing the patient how to monitor blood glucose.</p>	<p><b>Method 1:</b> I printed out information about 3-4 pages that had images and tables in it as well as the importance of rotating injection sites. The patient seemed to really enjoy the handout and the images on it showing how to rotate injections sites. I gave this packet to the patient to follow along so</p>	<p><b>Discuss how the client/family received the teaching:</b> Patients' family was present in the room during the teaching and seemed to be interested in the teaching as well. When I was asking the patient questions after the teaching the family was very interactive and participated and asked</p>

<p>had images along with it showing how to rotate injection sites. The patient was willing and attentive to receive information about the teaching on rotating injection sites for insulin. The patient seemed motivated to learn. He seemed willing to learn more about his medical diagnosis. He used eye contact and read along with me in the information pack I gave him. The patient verbalized that there were a few things he had learned from the teaching that he hadn't previously learned. In addition, family was at bedside during the teaching and willing to learn as well.</p> <p><b>Barriers to effective learning:</b> Patient was in a lot of pain and very tired during the teaching. There was also a lot of family members in the room who were talking to each other and on the phone, making it difficult for the patient to have their full attention to the teaching.</p> <p><b>Health beliefs/values:</b> The patient understands and</p>	<p>insulin activity and blood glucose levels to prevent or reduce the development of complications that are neuropathic and vascular in nature (NANDA 2021). This is important as glucose control and management can dramatically reduce the development and progression of complications. The teaching is to make sure the patient is aware that even though they are taking insulin regularly it is very important to do so even if it is painful or the patient is very ill, so information was provided on rotating injection sites for patient to stay compliant and reduce the pain.</p>	<p><b>Intervention 2:</b> Instruct the patient to take insulin as directed. Instruct the patient on the proper injection of insulin.</p> <p><b>Intervention 3:</b> Educate the patient on the correct rotation of injection sites when administering insulin.</p>	<p>he could visually see the information and listen to me as well.</p> <p><b>Method 2:</b> I asked the patient a couple of questions about the information I provided to see if they learned what I was teaching them. The first question was where you can inject insulin, and the patient responded correctly with the information provided in the packet as being abdomen, thighs, back of arm, and buttocks. The next question I asked the patient had to think for a minute but was able to answer it correctly. I asked him where the most common site is to inject insulin, and he responded correctly with abdomen.</p>	<p>questions too. The patient seemed very eager and willing to listen to the information provided. He followed along with the information and asked questions, as well as making comments on how he does some of the stuff that was provided in the packet.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b> <b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• The patient followed along with the packet that I provided him as I was teaching him.</li> <li>• The patient showed understanding by verbalizing and communicating during the teaching, as well as asking questions.</li> <li>• The patient made contact and was very attentive during teaching. The patient's family members also asked questions to make sure they understood how to correctly</li> </ul>
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recognizes the seriousness of having diabetes and taking insulin correctly, along with the importance of rotating injection sites. The patient verbalized understanding and he provided information he already knew; this patient is very willing to change his lifestyle to be healthy and take care of himself the best he can with his diagnosis.

**Psychosocial development:**

The patient was stable, alert, and oriented with no abnormal observations noted. According to Erikson's stages of development this patient would fall under stage 6: Intimacy vs. isolation; under this stage this patient recognizes themselves and their medical diagnosis and the steps that need to be taken to keep themselves healthy (Legg 2020).

**Cognitive development:**

Under Jean Piaget's stages according to this clients age he would fall under the formal operational (Gill 2024). This stage is the use of symbols to relate to abstract concepts, able to make hypotheses and grasp abstract concepts and relationships (Gill 2024).

monitor blood sugars.

**Weaknesses:**

- The only weakness that I would say is that some of the family members were talking on the phone, as others were trying to learn and listen to the teaching, and the TV was also on as some of the family was watching the TV, this potentially distracted the patient as it was loud in the room and there was a lot going on that he wasn't able to have full focus.

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

The only thing that would have improved this plan is if I would've made sure that the family members that were not wanting to participate in the teaching, and were being loud was to ask them to step out and turn the TV off so that the patient and family members had full attention to what I was teaching. Therefore,

<p>This was observed with this patient as he was provided information on rotating injection sites, and he was able to point to the picture that he follows to use for his rotation of injections sites.</p>				<p>having a better understanding and being able to retain the information better without all of the distractors.</p>
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**References (2) (APA):**

Gill, K. (2024, July). *Piaget’s stages of development: 4 stages and what to expect*. Medical News Today. <https://www.medicalnewstoday.com/articles/325030>

Legg, Timothy J. (2020, April). Erikson’s 8 Stages of Development, Explained for Parents. Healthline. <https://www.healthline.com/health/parenting/erikson-stages>

NANDA International Nursing Diagnosis List 2021. (2021, January). Public Health. <https://www.publichealth.com.ng/nanda-international-nursing-diagnosis-list-2021/>