

N301 Adult Health I
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Kelsey Reardon Date: 10/18/18

Use the format page included for preparing the written component of the teaching plan. Students will be evaluated on the written plan (15 points) and on the presentation of the teaching plan (10 points). Total Points possible = 25 points.

SCORE

I. Evaluation of the **written component**

Assessment of patient/client/class

(3 points)

- Prior knowledge of subject to be taught
- Determine patient's motivation to learn content
- Health beliefs/values (Taylor pgs 70 & 513)
- Psychosocial adaptations/adjustment to illness
- Compliance with health care protocols
- Assess patient's ability to learn
- Developmental level
- Physical capabilities/health status
- Language skills/literacy
- Level of education

Nursing Diagnosis Identified

(1 point)

Planning

(3 points)

State objectives and outcomes: Include at least one from each learning domain:
 Cognitive, Affective & Psychomotor

Interventions

(2 points)

- List the content to be included in instruction. Be specific and accurate.
 - Logical sequence.
 - Simple to complex.
 - Organized

Methods/Teaching Tools

(2 points)

- Instructional methods to be used:
 - Examples are: Discussion
 - Question & Answer
 - Demonstration/Return Demonstration
 - Strategies to keep patient's attention
 - Methods to include patient in teaching/participation

Evaluation

(3 points)

Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better

References Listed in APA format.

(1 point)

TOTAL CONTENT

_____ /15

II. Evaluation of **teaching presentation**

(10 points)

_____ /10

- Introduction of content, Patient put at ease, Eye contact,
- Clear speech and organized presentation, Environment conducive to learning,
- Family included, Accuracy of info, Validation of learning status, Use of teaching aids,
- Appropriate non-verbal body language etc.

Date Submitted: _____

Total points

_____/25

**N 301 Nursing the Adult Client
TEACHING PLAN**

Student Name: Kelsey Reardon

Subject: Cholelithiasis/Biliary Colic

Nursing Diagnosis: Risk for injury related to cholecystectomy surgery as evidenced by right upper quadrant pain and gall stones

Relevant Assessment Data (see instructions)	Patient Outcomes (see instructions re: 3 domains of learning)	Teaching Outline (be specific and use a logical sequence)	Teaching Tools (see instructions)	Evaluation (see instructions)
<p>This 35-year-old female patient had no prior knowledge of the discharge information relating to the risk for injury after a surgery. The patient was disinterested in learning about the information and was preoccupied with her phone, rather than communicating with the nurse. This patient is Caucasian and was alone during the discharge teaching. She didn't ask any questions regarding the information provided. The patient is eager to have the surgery and get back home so she doesn't have to stay in the hospital any longer. The patient verbalized understanding of the information provided and was given a couple of websites that she could use for additional information. This patient had an appropriate developmental level for her age.</p>	<p>Cognitive Objective: To remember, understand, and apply the information taught to her about the risk for injury related to her surgery, when to seek emergency care, how to prevent infection, and why it's important to seek follow up care after being released from the hospital.</p> <p>Cognitive Outcome: This patient verbalized understanding all the information presented to her, she did not ask any questions to clarify the information provided.</p> <p>Affective Objective: This patient will value and respect the information taught to her, she will be willing to receive the information, and she will be motivated to learn.</p> <p>Affective Outcome: This patient's attitude reflected annoyance toward me when I was teaching her the discharge information about the risk for injury following a cholecystectomy, she was not engaged in our conversation, she didn't act like she was willing to learn the information.</p> <p>Psychomotor Objective: This patient will be able to understand the different signs and symptoms of injury and infection after a surgery is performed, perform</p>	<p>After you leave the hospital you should:</p> <ul style="list-style-type: none"> -take any medications as prescribed -teach the importance of the medications and how to use them properly and what to avoid -notify provider if any symptoms occur including: dark urine, pruritus, jaundice, clay-colored stools. Inform patient that loose stools may occur for several months as the body adjusts to the continuous flow of bile -teach how to care for dressing and tubes if placed and monitor incision site for symptoms of infection (fever, redness, pain, discharge, swelling, increased local warmth) -eat healthy foods; eat small frequent meals; contain a diet that consists of low fat dairy products, fruits, vegetables, whole-grain breads, beans, lean meat, fish (high protein, low fat diet) -the patient may experience fatty intolerance -stress the importance of keeping follow up appointments and attending them with the physician (reconfirm date and time of next appointment) -avoid alcoholic beverages during the first 2 postoperative months to minimize the risk of pancreatic involvement -the necessity of postsurgical activity precautions: avoid lifting heavy objects (more than 10lbs) for the first 	<p>The patient was given information of a couple of websites to be able to look up any information based upon her diagnosis and surgery. The websites provided are from the National Institute of Diabetes & Digestive & Kidney Diseases, and the American Gastroenterological Association.</p>	<p>I believe the patient achieved the goals of my teaching objectives. She seemed to understand the signs and symptoms of recurring infections of postsurgical operations, why it's important to follow up with her primary care physician, and what to watch for in herself that could be the potential of an infection. The strengths of my teaching plan was the discussion approach I went with. . A weakness of my teaching plan was the fact that the patient didn't demonstrate any psychomotor skills or act engaged about being eager to learn. She was able to verbalize the proper ways to prevent infections and said she was capable of driving herself to her follow up appointment. I could have provided her more supplemental information on ways to prevent infection to make my teaching plan better.</p>

	<p>proper hand hygiene, and drive herself to her follow up appointment after being released from the hospital.</p> <p>Psychomotor Outcome: Unable to determine the outcome, patient did verbalize she was able to complete these tasks physically.</p>	<p>4-6 weeks, rest after periods of fatigue, get maximum amounts of rest, gradually increase activities to tolerance</p>		
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Reference(s):

Swearingen, P. L. (2016). *All-In-One Nursing Care Planning Resource* (4 ed.). St. Louis, Missouri: ELSEVIER.

Hinkle, J. L., & Cheever, K. H. (2014). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (13th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.