

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: _____ Date: _____

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

(3 points)

- Prior knowledge of subject to be taught
- Determine patient's motivation to learn content
- Health beliefs/values
- 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

**N431 Adult Health II
TEACHING PLAN**

Student Name: Taylor Hamilton

Subject: Signs and symptoms of GI bleed

Nursing Diagnosis: Risk for knowledge deficit related to acute blood loss anemia as evidence by a lack of knowledge regarding signs and symptoms of a GI bleed and the things to look for.

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>Prior knowledge of the subject that this patient may have would come from her being a former nurse.</p> <p>The patient was motivated to learn when this nursing student presented with information that she may not have known about signs and symptoms of a GI bleed.</p> <p>This patient had no health beliefs or personal values that would restrict any medical care.</p> <p>This patient's psychosocial adaptation to the illness was appropriate and she was coping well with recovering from her GI bleed and also her amputation that caused the anemia.</p> <p>This patient had no barriers that would affect their ability to learn when being educated.</p> <p>This patient had no language or skill barrier that would affect their ability to learn or understand the information that was given.</p> <p>This patient's education level consisted of being a former nurse and working as a army helicopter nurse and also a nurse at a army base nurse in Baltimore.</p>	<p>Cognitive – This patient had the cognitive ability to be able to teach back the information that she was given. After reviewing signs and symptoms with the patient, she was able to state back to me, “So some of the things that I should look for if I were to ever have a GI bleed again would be bright red stool, coffee ground emesis, or severe abdominal pain.”</p> <p>Affective – This patient was accepting of her diagnosis and was feeling much better than she had and had a very positive outlook on her hospital stay and care. She was ready to be released from the hospital to return to her rehab facility to continue with PT from her amputation.</p> <p>Psychomotor – This patient has the mental capacity to be able to take care of herself and recognize if she is showing signs of a future GI bleed. She can make herself future doctor appointments for lab work if she is suspicious that she may be showing signs or symptoms of a GI bleed.</p>	<p>Content included in the instruction was: What anemia is, what a GI bleed is, and signs and symptoms that the patient should be aware of for a GI bleed.</p> <p>Anemia is when the body is lacking enough healthy RBC to carry enough oxygen to the body's tissues. This patient had low hemoglobin following her amputation which lead to the diagnosis of her anemia. This nursing student explained that RBC make up the hemoglobin levels in the blood, and when there is not enough RBC then that is the cause of anemia.</p> <p>A GI bleed is bleeding anywhere in the digestive tract and the blood will often appear in the stool or vomit.</p> <p>Signs and symptoms of a GI bleed could be things like stool that is black or tarry or bright red with blood. Vomit can appear to look like coffee ground emesis or bright red with blood.</p>	<p>The teaching tools that were used during this education was keeping the attention of the patient, discussion, and question and answer.</p> <p>This nursing student used keeping attention of the client by asking questions about her past, asking about how her healing process is doing and using active listening when she was talking about her past.</p> <p>This nursing student used discussion by having a conversation about the signs and symptoms she had prior to her diagnosis of a GI bleed and also related that to other signs and symptoms that she could have if this were to ever happen again.</p> <p>This nursing student used question and answer by asking the patient at the end if she had any other questions for the student nurse.</p>	<p>Something that could have made this teaching plan better for this nursing student's patient would have been to have some handouts to give to her and not only have a discussion with her. Although she was receptive, it could have been beneficial for her to have literature to read afterwards and also to have at home with her.</p>

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Reference(s):

References

Mayo Clinic Staff. (2018, September 21). *Gastrointestinal bleeding - Symptoms and causes*. Mayo Clinic.

[https://www.mayoclinic.org/diseases-conditions/gastrointestinal-bleeding/symptoms-causes/syc-20372729#:~:text=Gastrointestinal%20\(GI\)%20bleeding%20is%20a](https://www.mayoclinic.org/diseases-conditions/gastrointestinal-bleeding/symptoms-causes/syc-20372729#:~:text=Gastrointestinal%20(GI)%20bleeding%20is%20a)

Mayo Clinic Staff. (2019, August 16). *Anemia - Symptoms and causes*. Mayo Clinic. <https://www.mayoclinic.org/diseases-conditions/anemia/symptoms-causes/syc-20351360#:~:text=Anemia%20is%20a%20condition%20in>

OSF SHMC EPIC Education points

