

N441 Adult Health III
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Lindsey Davis _____ Date: 10/8/2020

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)

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.

_____/10

Date Submitted: _____

Total points

____/25

**N431 Adult Health II
TEACHING PLAN**

Student Name: Lindsey Davis

Subject: Quitting smoking for older Adults

Nursing Diagnosis: Ineffective airway clearance related to smoking one pack a day, as evidenced by lung inflammation seen on chest x-ray

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)
Patient was semi knowledgeable, as attempted to quit smoking in the past unsuccessfully. Patient was very motivated to learn as she wants to quit and hasn't had a craving since being hospitalized. Patient is Christian and has been talking with God about this issue. Patient seems a little down about being sick and not being able to go home after the hospitalization. Patient has been compliant with the plan of care throughout this stay. Patient was eager to learn with no problems developmentally.	Promote cessation of tobacco use among the smoker. Increase awareness and the intention to quit. To improve overall health and well being.	"Older smokers are at high risk of smoking. The longer you have smoked, the more toxins you have been exposed to. Toxins are bad chemicals in tobacco. As someone who has smoked for a long time, you are more likely to have illnesses related to smoking." But its never too late! Set a date to quit smoking Slowly reduce your smoking until your quit date. Avoid places and situations where you are more likely to smoke. Reward yourself every time you do not smoke but never with food. Ask your doctor for help if needed. Benefits Blood flow improves right away. Your lungs become more active. Heart rate and blood pressure lower You have less chance of having a heart attack. Food tastes and smells better Your lungs begin to work better Breathing becomes easier. You have more energy. Lungs become clear and work better. You are less likely to get colds and other lung infections. Shortness of breath decreases. It is clogging of sinuses decreases.	I used a hand out from Lippincott to add in my discussion with the patient. I asked questions, and she demonstrated an understanding of the material. I made sure to allow time for the patient to supply any input as well.	I believe the learning objective was achieved. The patient seems receptive to the learning material and adds to the conversation. A place for improvement would be providing the side effects of tobacco withdrawal and when the patient should seek medical treatment. Something I did well was good eye contact with the patient, and I felt confident in the material I was teaching on.

Reference(s):

Benefits of Quitting Smoking. (n.d.). Retrieved from <https://www.lung.org/stop-smoking/i-want-to-quit/benefits-of-quitting.html>

