

**N301 Medical/Surgical
TEACHING PLAN INSTRUCTIONS AND EVALUATION
Summer 2017**

STUDENT NAME: Ashley Miller _____ Date: October 11, 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/class	(3 points)	_____
<ul style="list-style-type: none"> 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)	_____
<ul style="list-style-type: none"> State objectives and outcomes: Include at least one from each learning domain: Cognitive, Affective & Psychomotor 		
Interventions	(2 points)	_____
<ul style="list-style-type: none"> List the content to be included in instruction. Be specific and accurate. Logical sequence. Simple to complex. Organized 		
Methods/Teaching Tools	(2 points)	_____
<ul style="list-style-type: none"> Instructional methods to be used: Examples are: Discussion <li style="padding-left: 20px;">Question & Answer <li style="padding-left: 20px;">Demonstration/Return Demonstration <li style="padding-left: 20px;">Strategies to keep patient's attention <li style="padding-left: 20px;">Methods to include patient in teaching/participation 		
Evaluation	(3 points)	_____
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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: Ashley Miller

Subject: Diabetes

Nursing Diagnosis:

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 55-year-old patient had no prior knowledge of discharge information regarding his condition. He was motivated to learn the content the doctor had to offer for him because he was ready to go back home. This patient is a White male and the patient's daughter was present on the phone with wound care about how to bandage his wounds bilateral lower extremities. The patient was informed about his discharge teaching and what he would be going with when he was discharged. The patient did not ask any questions while the doctor was in to see him. This patient was hospitalized for three days, he was eager to get back home. This patient was compliant with the health care protocols, he was not on any precautions while he was in the hospital. The patient did not seem to eager to learn about his discharge teaching. The patient had an appropriate developmental level for his age, he had a high school diploma.</p>	<p>Cognitive Objective: To remember, understand, and apply the information that was taught to the patient about how to use a glucometer. Cognitive Outcome: This patient will visually show that he is able to use a glucometer properly to take check his blood sugar before every meal.</p> <p>Affective Objective: This patient will value and respect the information taught to him, he will be willing to receive the information, and motivated to learn. Affective Outcome: The patient's attitude reflected respect toward me when I was teaching him the discharge information about how to use a glucometer. He was engaged in the conversation, he involved his daughter in the discussion, she was willing to learn the information.</p> <p>Psychomotor Objective: This patient will be able to take blood sugar, perform the proper way to use a glucometer. Have transportation to follow up appointments after being released from the hospital. Psychomotor Outcome: Unable to determine the outcome, patient verbalized he was able to</p>	<p>After you leave the hospital you should:</p> <ul style="list-style-type: none"> -Take any medications as prescribed -Follow up with your primary care physician about any questions with medications, or how to use the glucometer when you get home. -Check your blood sugar before every meal. -You should rest as much as possible, especially if you feel dizzy or weak when your sugar is low. -Take insulin when instructed by the provider when your blood sugar reaches a certain level -When to call your provider about your glucose level, if you are having pain, numbness, weakness or tingling- especially in your hands, feet and arms, illness, change in health, skin problems, high blood sugar, or moderate to large ketones in the urine (When to See a Doctor, n.d.). <p>Reference:</p> <p>When to see a doctor. (n.d.). Accu-Chek. Retrieved October 11, 2020, from https://www.accucheck.com/management-tips/when-to-to-see-a-doctor.</p>	<p>The patient was given a handout on how to use a glucometer. He read along the handout with me as we went over it together. After we finished the handout, I had the patient physically show me that he knew how to use the glucometer properly.</p>	<p>I believe the patient achieved the goals of my teaching objectives. He seemed to understand how to use the glucometer to take his blood sugar. Why it is important to stay on top of keeping his blood sugar under control. The strengths of my teaching plan was discussing the teaching plan with the patient, it was to leave room for the patient to ask any questions he may have about using the glucometer. The weakness of the teaching plan was the patient did not show any psychomotor skills. He was able to verbalize the proper ways to use a glucometer. He had transportation to follow up appointments. I could of provided more information on ways to use a glucometer and make my teaching plan better.</p>

	complete these tasks physically.			
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Reference(s):