

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Jackie Smith Date: 11-08-2020

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)

_____/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: 11-08-2020

Total points

_____/25

**N431 Adult Health II
TEACHING PLAN**

Student Name: Jackie Smith

Subject: No Added Salt Diet

Nursing Diagnosis: Deficit Knowledge related to new diet plan as evidenced by the patient asking questions about what foods he can no longer have.

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>Pt was a 73-year-old male diagnosed with pulmonary edema. Due to the fluid retention the provider placed him on a no added salt diet prior to discharge and to be continued at home. When asked what he thinks a no added salt diet is he said, "I can't have any salt." The Pt was very hungry and wanted to be discharged so he could finally eat so he appeared to be very motivated to learn if that meant he could eat sooner. When asked how he feels about the new change to his diet the Pt said "Having salt in my food does not bother me, not having salt in my food doesn't bother me. I'm going to eat it all either way." Pt has a history of noncompliance. He recently signed out from Carle AMA, but he seems adamant that he is going to follow the new diet. Pt is alert and oriented with no apparent anxiety and is very willing to learn. Pt's developmental level is appropriate for their age. Pt's status is stable, and he has no limitations outside of the new diet plan. The Pt speaks English, and he is able read literature in English. The Pt received his GED but has no higher education.</p>	<p>Cognitive Objective: The goal is for the patient to understand, remember, and apply the information I teach him about what a no salt diet is, why a no added salt diet is necessary, and different salt substitutes he can use.</p> <p>Cognitive Outcome: The patient states a better understanding of his new diet plan. He asked questions about different salt substitutes he could while cooking. He also asked how the new diet will improve his condition.</p> <p>Affective Objective: The goal is that the patient will value the information I teach him and that he will want to learn more about his conditions and ways to improve it.</p> <p>Affective Outcome: The patient's attitude was positive about the new diet plan going into the teaching, but he said it seemed more feasible after understanding what the new diet entailed. Before the teaching, the patient had the idea that a no added salt diet consisted of no salt consumption at all. After explaining to him that a no added salt diet was just not adding salt to his food because it already had some salt in it, he</p>	<p>After being discharged the patient should know: What a no added salt diet is</p> <ul style="list-style-type: none"> Do not add any salt as a flavor for food Foods already have salt in them, and it is important not to add any more. Recommended to limit salt intake to 2,000 mg daily (CDC, 2017) <p>Importance of a no added salt diet</p> <ul style="list-style-type: none"> An increased amount of salt in the body causes fluid accumulation (<i>Pulmonary Hypertension: How (and Why) to Embark on a Lower-Salt Lifestyle, 2019</i>). A no added salt diet will help relieve some symptoms associated with the patient's pulmonary edema. <p>Different salt substitutes available</p> <ul style="list-style-type: none"> Patient can use different herbs and spices to flavor his meats that he cooks instead of using bouillion. 	<p>The patient was given a pamphlet with information about a no added salt diet. A question/answer session was held to make sure all the patient's questions were answered. I also utilized the teach back method to verify that the patient understands the teaching and could follow through with the new diet plan.</p>	<p>The goals of my teaching objectives were successfully met. The patient understood what a no added salt diet was, how it will improve his condition, and different substitutes he could use instead of salt when cooking. A problem with my teaching plan is that there was only one food label he could evaluate, and I think having more labels for him to evaluate would have allowed me to evaluate his understanding more. The patient understood that a no added salt diet was going to benefit him, and he was willing to give it a try.</p>

	<p>seemed to find it more achievable.</p> <p>Psychomotor Objective: The goal is that the patient will be able to count how much salt is in the foods that he eats based off the food labels. This will allow him to keep track of his total daily salt intake to make sure it is under the recommended 2,000 mg per day.</p> <p>Psychomotor Outcome: The goal was met due to the literature given to him having a picture of a food label included and him being able to explain how he would evaluate the salt content of the product pictured.</p>			
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Reference(s):

Get the Facts: Sodium and the Dietary Guidelines (2017). Center for Disease Control and Prevention. https://www.cdc.gov/salt/pdfs/sodium_dietary_guidelines.pdf

Pulmonary Hypertension: How (and Why) to Embark on a Lower-Salt Lifestyle. (2019). Health Essentials. Cleveland Clinic. <https://health.clevelandclinic.org/pulmonary-hypertension-how-and-why-to-embark-on-a-lower-salt-lifestyle/>