

**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: \_\_\_\_\_ Peyton Luesse \_\_\_\_\_

Subject: \_\_\_\_\_ How to quit smoking \_\_\_\_\_

Nursing Diagnosis: Need for health teaching due to unfamiliarity with the cause, and alternative treatments for anxiety related to the patient not knowing his stress triggers and what to do when he is stressed.

<b>Relevant Assessment Data</b> (see instructions)	<b>Patient Outcomes</b> (see instructions re: 3 domains of learning)	<b>Teaching Outline</b> (be specific and use a logical sequence)	<b>Teaching Tools</b> (see instructions)	<b>Evaluation</b> (see instructions)
<ul style="list-style-type: none"> <li>• Patient smokes a full pack of cigarettes every day.</li> <li>• Patient has smoker for 20 years</li> <li>• Patient smokes for stress relief</li> <li>• Patient is willing to learn and wants to quit</li> <li>• Patient is aware of the risks of smoking</li> <li>• Patient has a college education</li> <li>• Patient's partner also wants to quit smoking</li> <li>• Patient believes smoking cessation will make him healthier</li> <li>• patient is developmentally appropriate for his age</li> <li>• patient can read and understand English without difficulties</li> <li>• patient is independent and has the ability to access anything he needs or wants</li> </ul>	<ul style="list-style-type: none"> <li>• Patient feels confident they can cut back on their smoking</li> <li>• Patient will try to replace smoking habit with a different activity. For example going on a walk, squeezing a stress ball or holding a straw between his fingers to mimic a cigarette</li> <li>• Patient knows the steps he is going to take to quit smoking and what activities they are going to do to replace that action.</li> </ul>	<ul style="list-style-type: none"> <li>• Risks that come with smoking: Cancer Lung disease COPD Infection Heart disease</li> <li>• Determine the goal of the patient: To quit smoking completely</li> <li>• Start trying to cut back little by little and replace the habit with something else. 8 cigarettes a day for a week 6 cigarettes a day for a week 4 cigarettes a day for a week 2 cigarettes a day for a week 1 cigarettes a day for a week 1 cigarettes every other day for a week</li> <li>Replace with: A straw A MONQ A stress ball A walk Push ups</li> <li>• Other stress relievers: Exercise-punching bag Cooking Meditation</li> <li>• Any questions from the patient or partner</li> </ul>	<ul style="list-style-type: none"> <li>• Why to quit smoking handout</li> <li>• Create your own plan handout</li> <li>• Different triggers handout</li> <li>• Medication alternative handout</li> <li>• Alternative activities to try instead of smoking handout</li> <li>• Question and answer with patient and partner</li> <li>• Discussion with patient and partner</li> <li>• Inclusion planning activities with both patient and partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Patient and their partner were receptive to the teaching plan.</li> <li>• Patient is excited to begin his plan to quit smoking</li> <li>• Patient has ideas on different habits to try instead of smoking</li> <li>• Patient is worried he will get too stressed out and resort to smoking cigarettes</li> <li>• Teaching plan could have been improved by implementing a specific plan for the partner as well as the patient so they can hold each other accountable and work towards the goal together.</li> </ul>

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**Reference(s):**

CDC. (2020). *How to quit smoking: Tips from former smokers*. U.S. Department of Health & Human Services. <https://www.cdc.gov/tobacco/campaign/tips/quit-smoking/index.html>