

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Savannah Woods _____ Date: 11/19/2020

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: _____

Total points

_____/25

**N431 Adult Health II
TEACHING PLAN**

Student Name: Savannah Woods

Subject: COPD

Nursing Diagnosis: Deficient knowledge related to COPD as evidenced by new 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>Client is a 56-year-old female who has been diagnosed with Chronic Obstructive Pulmonary Disease (COPD). She lives at home with her husband and son who lives with them. The only prior knowledge the client has of COPD is that it affects her lungs. She has a daughter who is a nurse and a granddaughter who is currently in nursing school. She says she knows both will get on her if she doesn't take better care of herself now that she has been diagnosed. She is ready to learn about COPD and how to manage it. Client's education level is a high school degree, she speaks and understands well when we talk to her. She has been slowing with age and her many years of waitressing as she says. She does not use any assistive device to get around. She is not a drinker but has been a smoker since she was 18, smoking about a half pack a day. She is excited and ready to learn what she can do to help her get around better and get her symptoms better under control so she can have some normalcy back in her life.</p>	<p>Client will actively listen, understand, and repeat back the teaches taught to her that include symptoms she will experience, risk factors, complications, management, and lifestyle changes she needs to make to become healthier. She will ask any questions that she is not sure on so that she has the best understanding possible.</p> <p>Client will listen to the doctor and nurses when informing her about her COPD. She will understand that her COPD does not only affect her but her loves ones as well as she doesn't want them to worry about her. She will actively show interest in her learning and willingness to put in the needed effort.</p> <p>Client will teach back her learns on her diagnosis. Client will teach back her learns on her medications and lifestyle changes and how she can start on them, little steps at a time. Client will also teach back how to properly take her medications, ones by inhalation specifically.</p>	<p>Teaching about COPD</p> <p>The Mayo Clinic Staff tell us that COPD is a chronic inflammatory lung disease. COPD causes your air sacs in your lungs to lose elasticity over time and over-expand. This causes air to not be completely exhaled from the lungs. Your air sacs are at the end of the bronchioles in her lungs that are attached to your bronchi and up to your main windpipe (2020).</p> <p>COPD signs & symptoms: shortness of breath, wheezing, lack of energy, chronic cough, unintended weight loss, chest tightness, frequent respiratory infections, and swelling in ankles, feet, or legs (Mayo Clinic Staff, 2020).</p> <p>The main cause of COPD is smoking but there are other causes as well. Ones such as emphysema and chronic bronchitis that cause an obstruction in the airway (Mayo Clinic Staff, 2020).</p> <p>Risk factors: exposure to tobacco smoke, exposure to fumes from burning fuel, people with asthma, genetics, and exposure to dust and chemicals (Mayo Clinic Staff, 2020).</p> <p>Complications: lung cancer, depression, heart problems, high blood pressure in lung arteries, and respiratory infections (Mayo Clinic Staff, 2020).</p> <p>Treatment: QUITE SMOKING Medications include bronchodilators, inhaled steroids, combination inhalers, oral steroids Lung therapies include oxygen therapy and pulmonary rehabilitation program</p> <p>If poorly managed and not properly taken care of COPD can eventually lead to a possible lung transplant, bullectomy or lung volume reduction surgery (Mayo Clinic Staff, 2020).</p>	<p>We will properly show her how to use her inhaler and she will teach it back to us.</p> <p>Bring in a diagram or model to show the difference in a healthy lung and COPD lungs for a better visual understanding.</p> <p>Include husband and son in teachings so they are also aware of signs and symptoms to look out for if her COPD become unmanageable.</p> <p>Periodically through teaching ask if she or family has any questions or would like something to be repeated or explain in a different way for better understanding. Will finish teaching with room for more questions to make sure everyone is on the same page.</p>	<p>Client will be sent home with oxygen therapy and says she will work on stopping smoking. Emphasizing of the danger of smoking while on oxygen therapy was stressed to client. She says she will make sure to take it off if she smokes as she won't be able to stop smoking abruptly.</p> <p>Client also voiced a change in their eating habits as home as none of them have been eating healthy and they all should work on it for best health.</p> <p>Client understood her teachings and was comfortable using her inhaler and ready to start her changes to manage her COPD.</p> <p>Strength would be that a visual was provided for her to better understand her diagnosis. A weakness would be there was no way to assess if this client really was going to work on her smoking habit. She said she was going to work on quitting but didn't sound very willing. It is likely that she will continue to smoke after being diagnosed with COPD and being put on oxygen therapy. Better emphasis and detailed information on her risk to her health should have been said to help her realize just how important quitting smoking is.</p>

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Reference(s):

Mayo Clinic Staff. (2020). *COPD*. <https://www.mayoclinic.org/diseases-conditions/copd/symptoms-causes/syc-20353679>