

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

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/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: 40px;">Question & Answer <li style="padding-left: 40px;">Demonstration/Return Demonstration <li style="padding-left: 40px;">Strategies to keep patient's attention <li style="padding-left: 40px;">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: _____ Happy Kalavadia _____
failure _____

Subject: Congestive Heart

Nursing Diagnosis: Ineffective breathing pattern (due to decreased CO and CHF)

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>Patient is 56-year-old female, who is from Danville and admitted due to difficulty to breathing and edema in all limbs . She was diagnosed with congestive heart failure and pulmonary artery hypertension. She was given Lasix (Furosemide) three times a day to treat her edema . Patient is very friendly and eager to learn . She told the nurse that I want to make a change in my lifestyle because she did not feel good about herself. She described that her favorite food was pizza and her family eats a lot of pizza on a regular basis. Her cognitive ability is good, and she asked questions about the what sodium and how to reduce in the diet. Her health status looked improved after taking Lasix and her physical ability improved a lot as she was capable to use the restroom which was bed side commode by herself. . In African American culture, people tend to eat more salt and are more prone to hypertension(Hinkle & Cheever, 2018). Patient has four sons and one of her sons wants to become a nurse. She is an high school diploma graduate and her devolpmental</p>	<p>Cognitive Objective: To remember , understand and apply the information taught to her about signs and symptoms of congestive heart failure and pulmonary hypertension. In addition, the main objective was to modify her dietary habits and some lifestyle modifications. She was taught how excess sodium is detrimental to her health and was given nice article about reducing sodium intake in her diet.</p> <p>Cognitive Outcome: This patient verbalized understanding all the information presented to her, she asked several questions to clarify the signs and symptoms of congestive heart failure and pulmonary hypertension .</p> <p>Affective Objective: This patient will value and respect the information taught to her, she will be willing to receive the information, and she will be motivated to learn.</p> <p>Affective Outcome: This patient's attitude reflected respect toward me when I was teaching about her the discussion, she was willing to adapt changes to her diet by reducing sodium intake</p>	<p>After you leave hospital you should :</p> <ul style="list-style-type: none"> • Take medication as prescribed . • Continue any home medications. • Monitor for sign and symptoms of blood clot like pain , swelling and tenderness in legs. • Monitor for fluid overload and watch for sign and symptom like shortness of breath and hypotension. • Follow up with primary care provider after 1 month to evaluate about ongoing treatment and modify if there are any changes to make. (This was mentioned in the chart). • Reduce sodium intake by incorporating Mrs. Dash in diet which contains herbs instead of salt . • Picking fresh groceries instead of frozen and read to eat foods because the food contains high salt content. • Lifestyle modifications like light physical activity and breathing exercises to improve oxygenation of the lungs which will improve her shortness of breath. • Monitor blood pressure . patient mentioned that she uses electric blood pressure cuff at home and will continue to monitor it after going home. Patient was educated that blood pressure of less than 110/ 80 indicates hypotension(Hinkle & Cheever, 2018). • Call 911 immediately if any symptoms of CHF or PE arise which are shortness of breath and chest pain. 	<p>The patient was given handout from American Heart Association to reduce sodium intake and how to incorporate diet which contains low sodium. Patient was given sodium tracker where she can note down her sodium intake as there were columns for breakfast , lunch and dinner. We also included her husband in the discussion where he decided to support her by following the same diet as he had hypertension as well. The couple asked lot of questions about dietary modifications and they were eager to implement changes in their life.</p>	<p>I believe the patient achieved the goals of my teaching objectives. The patient had clear understanding of sign and symptoms of Chronic heart failure . She also understood that she needs to change her diet and lifestyle modifications and she was willing to make such change based on her verbalization . The strengths of my teaching plan were the logical sequence of my teaching from simple to complex. She was very interested to read my article and she liked the sodium tracker page very much. It allowed the patient to feel open to ask anything she wanted to, and to include her husband who seemed very concerned with her wellbeing. A weakness of my teaching plan was the fact that the patient didn't demonstrate any psychomotor skills . She verbalized about changing her diet and lifestyle and I believe she will follow it because she seems very much motivated to make her life better. I could have made the teaching plan better by presenting a video instead of giving her handout to make it more interesting and easier to understand.</p>

<p>level is normal is appropriate for her age. She could read the supplemental information and was physically capable of understanding the information provided to her.</p> <p style="text-align: center;">References</p> <p>Hinkle, J. L., & Cheever, K. H. (2018). Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.). Wolters Kluwer.</p>	<p>and changing her lifestyle like eating fresh fruits and vegetables instead of frozen foods. She was willing to learn the information, and she even was motivated to ask for more information regarding how to change her diet and lifestyle. Her husband was very supportive, and he mentioned to implant low sodium diet with her so that he can support and motivate her.</p> <p>Psychomotor Objective: The patient's teaching was mostly educational and hence psychomotor objective was not used . But she was taught about normal sodium intake for an adult which is 2500 mg per day, and she was given sodium tracker page to track her intake.</p> <p>Psychomotor Outcome: Unable to determine the outcome, patient did verbalize she was able to complete these tasks physically.</p>	<p style="text-align: center;">References</p> <p>Hinkle, J. L., & Cheever, K. H. (2018). Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.). Wolters Kluwer.</p>		
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Reference(s): Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing* (14th ed.). Wolters Kluwer.