

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Casey Buchanan Date: 2/12/21

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: _____

Subject: _____

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>The patient, TR, is 67-year-old male who was hospitalized for hypertension. TR has many risk factors that predispose him to hypertension such as advancing age, African American race, gender, alcohol use, poor diet habits, and a history of cigarette use (Hinkle & Cheever, 2018). Along with hypertension TR experiences chronic leg pain, gout, congestive heart failure, and hepatitis C. He is also blind in one eye and has blurry vision in the other. TR lives in an apartment alone. TR is at risk for imbalanced nutrition related to difficulty buying and preparing healthy food as evidence by the patient being hospitalized for hypertension.</p>	<p>Cognitive Objective: The patient has basic understanding of the types of foods are better choices for him such as foods on the Dietary Approach to Stop Hypertension (DASH) diet.</p> <p>Cognitive Outcome: TR stated that it would be difficult for him to buy and prepare fresh vegetables, but he stated he could buy frozen vegetables. He also stated he could try not buy as many canned goods. He stated he understood that frozen dinners contained lots of sodium and wasn't good for his hypertension. He also stated that he knows not to add salt, garlic, or onion to his food.</p> <p>Affective Objective: The patient will value the information and want to implement the teaching.</p> <p>Affective Outcome: The patient seemed to value the conversation about healthier food choices and lowering his sodium intake. He was open to the conversation.</p> <p>Psychomotor Objective: The</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss with patient how the grocery shops and prepares food. <input type="checkbox"/> Discuss what types of food the patient usually buys and likes to eat. <input type="checkbox"/> Ask the patient what he knows about foods he should avoid due to hypertension. <input type="checkbox"/> Ask patient what he knows about foods that he could eat to manage or lower hypertension. <input type="checkbox"/> Discuss with patient that foods high in sodium should be avoided and salt, garlic, and onion powders shouldn't be added to food during preparation. <input type="checkbox"/> Discuss with patient to consume no more than 2,400 mg of sodium a day but aiming for 1,500 mg of sodium a day is best (Hinkle & Cheever, 2018). <input type="checkbox"/> Discuss with patient that excessive amounts of sodium is in foods such as frozen dinners, canned food, and processed meat. <input type="checkbox"/> If the patient is going to eat canned food, rinsing the food with water can get rid of some of the sodium. <input type="checkbox"/> Explain the basics of the DASH diet. Encourage the patient to consume whole grains, fruits, vegetables, and low-fat dairy (Mayo Clinic, 2019). <input type="checkbox"/> Reinforce that diet is important and can lower blood pressure but maintaining a strict hypertension medication regimen is also essential. 	<p>The teaching began with discussing what TR eats, and how he buys and prepares his food. TR has limited resources and physical impairments; therefore, it was important to keep the discussion concise and to the point. I chose to introduce the conversation while the patient was fully awake. Even though he has difficulty seeing, I maintained eye contact. I made sure to listen and encouraged him to think of foods he liked that would fit into his diet.</p>	<p>This interaction was a great first step for TR to begin to change his diet in order to improve his health. He stated that he understood what types of food he could by that were low in sodium. He also stated that he wants to stay healthy in order to stay in his apartment. There is a weakness in the psychomotor factors including being able to shop at stores that have healthier options and having the means to prepare the food. A great modification would be to set up a meal-on-wheels program would be ideal for TR. TR is blind, has difficulty preparing meals, and has transportation issues therefore a meal service providing heart healthy prepared dishes could help his nutrition significantly.</p>

	<p>patient will be able to buy and prepare food that better suits his nutritional needs.</p> <p>Psychomotor Outcome: The patient wasn't able to put this into action yet. He stated that if someone could go with him to the store to help him, he could buy healthier food.</p>			
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Reference(s):

Hinkle, H. L., & Cheever, K. H., (2018). Textbook of medical-surgical nursing (14th ed.). Wolters Kluwer.

Mayo Clinic. (2019). *DASH diet: Healthy eating to lower your blood pressure*. <https://www.mayoclinic.org/healthy-lifestyle/nutrition-and-healthy-eating/in-depth/dash-diet/art-20048456>.