

**N321 Medical/Surgical
TEACHING PLAN INSTRUCTIONS AND EVALUATION**

STUDENT NAME: Christine Nlandu Date: 02/12/2021

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: 2/14/2021

Total points _____ /25

**N 301 Nursing the Adult Client
TEACHING PLAN**

Student Name: Christine Nlandu _____

Subject: Dehydration _____

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>Nursing diagnostic: knowledge deficit.</p> <p>The client was motivated to learn and change behavior. She agreed to take steps that can change her condition.</p> <p>Client did not show any psychosocial inability. The client understands her diagnosis but refused to go to the long-term care for better care. She was able to learn, had fluent speech, and able to maintain conversation. Client attended high school.</p> <p>Hand out was given as a resource and a cup was used as visual material for water quantity.</p>	<p>Cognitive:</p> <ol style="list-style-type: none"> The goal was to help client understand that drinking water will prevent her from having muscle pain. Client restates lifestyle changes to avoid progressive dehydration. <p>Affective:</p> <ol style="list-style-type: none"> Client will restate in a positive way how often she should drink water. Client shows interest after learning new knowledge. <p>Psychomotor:</p> <ol style="list-style-type: none"> Question and answer will help to get the feedback from the client and make sure the client understands. The patient indicates when to contact the provider and will drink 6 to 8 glasses of water a day. 	<p>Assessment of the client and get the nursing diagnostic: Knowledge deficit.</p> <p>Collected material needed for the session.</p> <p>The student nurse greets the client, introduces herself and the instructor.</p> <p>The student explained the material and emphasized health benefit.</p> <p>Then the client provide feedback.</p>	<p>Question & answer.</p> <p>Discussion</p>	<p>The client was able to learn and answer questions, when to call the provider and the amount of water needed each day. Client also understands the importance of drinking enough water to avoid muscle pain.</p> <p>Strength: The client learned and understood the concept.</p> <p>Weakness: I was limited to explain the material due to client's age.</p> <p>Modification: Client should go to the nursing care for better care.</p>

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Reference(s):

Capriotti, T. (2020). *Pathophysiology: introductory concepts and clinical perspectives*. (2020). Philadelphia: F.A. Davis Company.