

**N301 Adult Health I**  
**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/class**

**(3 points)**

- 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)**

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

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

Student Name: Ashley Webber

Subject: Chronic Kidney Disease (CKD)

Nursing Diagnosis: Deficit Knowledge related to chronic kidney disease diagnosis

<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)
<p>The patient is a 97 year old female who has no prior knowledge of chronic kidney disease. She was interested in learning about the disease as it is not reversible and not letting it progress further is essential to her quality of life. The patient was unaware of the disease being irreversible and seemed very interested in ways to prevent further decline. Acute problems need to be prevented if possible or recognized and treated quickly to avoid kidney damage (Hinkle &amp; Cheever, 2018). The patient spoke English and had graduated high school.</p> <p align="center">Reference</p> <p>Hinkle, J. &amp; Cheever, K. (2018). <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> (14<sup>th</sup> ed). Wolters Kluwer.</p>	<p>Cognitive Objective: To remember, understand, and apply the information taught about chronic kidney disease.</p> <p>Cognitive Outcome: The patient verbalized understanding all of the information presented to her. She asked a handful of questions to clarify the information.</p> <p>Affective Objective: The patient will value and respect the information taught to her. She is willing to receive the information and is motivated to learn.</p> <p>Affective Outcome: The patient's attitude reflected respect throughout the teaching on her chronic kidney disease.</p> <p>Psychomotor Objective: The patient will eat foods rich in Vitamin D and stay away from foods high in salt and potassium.</p> <p>Psychomotor Outcome: Unable to determine the outcome as patient was discharged prior to ordering her meal for the night.</p>	<p>After leaving the hospital you should:</p> <ul style="list-style-type: none"> <li>-Eat foods rich in Vitamin D such as liver, eggs, oily fish, and/or fortified milk/dairy products.</li> <li>-Stay away from foods high in salt and potassium.</li> <li>-Continue taking your ACE inhibitor medication (lisinopril) which is your hypertension pill.</li> <li>-Continue to avoid smoking.</li> <li>-Exercise within your limits, such as range of motion exercises in bed.</li> </ul>	<p>The patient was given a handout from Care Notes on Caring for Yourself when you have Kidney Failure. I read some of the information off of the handout and then presented it to her to skim over. I asked if she had any questions and she indicated not at this time. I gave the sheet and let her know to call back to us or her primary doctor if she does have any questions.</p>	<p>I believe the patient achieved the goals of my teaching objectives. She seemed to understand the need for eating correctly, exercising, taking her medications, and continuing to avoid smoking to decrease the chances of her chronic kidney disease progressing further. I did well with using both instruction and a handout to review the topics. I was not able to see if she would truly order a meal with the guidelines provided.</p>

**Reference(s):** Hinkle, J. & Cheever, K. (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14<sup>th</sup> ed). Wolters Kluwer.