

**N321 Medical/Surgical  
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**

<b>Assessment of patient/client/class</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Prior knowledge of subject to be taught</li> <li>Determine patient's motivation to learn content</li> <li>Health beliefs/values (Taylor pgs 70 &amp; 513)</li> <li>Psychosocial adaptations/adjustment to illness</li> <li>Compliance with health care protocols</li> <li>Assess patient's ability to learn</li> <li>Developmental level</li> <li>Physical capabilities/health status</li> <li>Language skills/literacy</li> <li>Level of education</li> </ul>		
<b>Nursing Diagnosis Identified</b>	<b>(1 point)</b>	_____
<b>Planning</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>State objectives and outcomes: Include at least one from each learning domain: Cognitive, Affective &amp; Psychomotor</li> </ul>		
<b>Interventions</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>List the content to be included in instruction. Be specific and accurate.</li> <li>Logical sequence.</li> <li>Simple to complex.</li> <li>Organized</li> </ul>		
<b>Methods/Teaching Tools</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>Instructional methods to be used:</li> <li>Examples are: Discussion</li> <li style="padding-left: 20px;">Question &amp; Answer</li> <li style="padding-left: 20px;">Demonstration/Return Demonstration</li> <li style="padding-left: 20px;">Strategies to keep patient's attention</li> <li style="padding-left: 20px;">Methods to include patient in teaching/participation</li> </ul>		
<b>Evaluation</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better</li> </ul>		
<b>References Listed in APA format.</b>	<b>(1 point)</b>	_____

**TOTAL CONTENT** \_\_\_\_\_ /15

II. Evaluation of <b>teaching presentation</b>	<b>(10 points)</b>	_____ /10
<ul style="list-style-type: none"> <li>Introduction of content, Patient put at ease, Eye contact,</li> <li>Clear speech and organized presentation, Environment conducive to learning,</li> <li>Family included, Accuracy of info, Validation of learning status, Use of teaching aids,</li> <li>Appropriate non-verbal body language etc.</li> </ul>		

Date Submitted: \_\_\_\_\_

**Total points** \_\_\_\_\_ /25

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

Student Name:       Nikki Brown      

Subject:       Adult Health I      

Nursing Diagnosis: Risk for unstable blood glucose related to lack of adherence to diabetes management as evidence by elevated glucose levels.

<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>This 87-year-old Caucasian female patient stated that she did not know of some snacks that may be a healthy alternative to the inadequate snacks she has been eating, affecting her diabetes mellitus type 2. She was very motivated to learn about different snacks that she could eat because she is ready to make some lifestyle changes. When looking at the stages in the Transtheoretical Model of Change, I believe this patient is in stage three, decision-making. The person constructs a plan to change her behavior (Hinkle &amp; Cheever, 2018). This model is a framework that focuses on the motivation of a person to decisions that promote healthy behavior change (Hinkle &amp; Cheever, 2018).The patient's daughter was in the room during the snack education. The daughter attentively listened to the snacks offered and chimed in when she thought her mother would like a specific one. This patient was admitted on February 17th and did not have an expected discharge when the student left the floor. The patient was compliant and stated multiple times that she now knows how scary it was to</p>	<p><b>Cognitive Objective:</b> To remember, understand, and apply the information taught to her about eating healthier snacks, when to check her glucose, and why it is important to do those things.</p> <p><b>Cognitive Outcome:</b> This patient verbalized understanding of all the information presented to her, when responding to me she stated the ones that sound the best to her and thinks she will be able to make the change. When she stated some of the foods back to me that I had mentioned, it showed that she took in the information.</p> <p><b>Affective Objective:</b> This patient will appreciate the information provided to her, be willing to receive it, and be motivated to learn.</p> <p><b>Affective Outcome:</b> This patient was respectful and seemed to value the information given to her. She was engaged in the conversation and shook her head yes or no to the ones she liked and disliked. She stated the ones that she would like to try and asked me about the ones she did not know about.</p> <p><b>Psychomotor Objective:</b></p>	<p>After you leave the hospital you should:</p> <ul style="list-style-type: none"> <li>- Take any medications as prescribed.</li> <li>- Follow up with your primary care provider to ensure everything remains stable after your hospital stay.</li> <li>- Monitor glucose before and after every meal</li> <li>- Eat snacks high in protein</li> <li>- If you want to have a snack in between meals look at your list provided you to determine which snacks are okay to have and the amount.</li> </ul>	<p>The patient was given a handout of the healthy snacks that she can eat. She repeated the food back to me anytime she thought it sounded good. She also asked questions about the food she was unsure about.</p>	<p>I believe that the patient achieved the goals of my teaching objectives. She showed an understanding of what foods are good and which are bad. I think having an open discussion and interacting with the patient was the strength of my teaching plan. It allowed the patient to feel open to ask anything she wanted to, and to include her daughter who seemed concerned for her well-being. A weakness of my teaching plan was that I could not see her psychomotor skills of actively switching to healthier snacks. I think it would have benefited the patient to have received something from me explaining why it is important for her to check her glucose after she eats. She explained to me that she sometimes does not take her medications when she should and that she does not check her glucose often.</p>

<p>have a heart attack (cardiovascular accident) and wants to make lifestyle modifications to prevent further decline in her health. She also understood that she is to take her glucose test before every meal. I handed the patient three pages worth of healthy alternative snacks to eat upon discharge. The patient did have an appropriate developmental level for her age. She was able to read and understand the supplemental information.</p> <p>Reference</p> <p>Hinkle, J. &amp; Cheever, K. (2018). Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing (14 th ed). Wolters Kluwer.</p>	<p>This patient will be able to monitor her glucose and understand why it is important to watch the kind of food she is eating. She will be able to obtain these healthier snacks by going to the store herself or have someone else go for her.</p> <p><b>Psychomotor Outcome:</b> Patient stated that the next time her and her daughter go to the store they will try out the healthy snacks, she also stated she is going to start monitoring her glucose correctly.</p>			
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**Reference(s):**

Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14 th ed). Wolters Kluwer .