

**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**

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: 20px;">Question & Answer <li style="padding-left: 20px;">Demonstration/Return Demonstration <li style="padding-left: 20px;">Strategies to keep patient's attention <li style="padding-left: 20px;">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: Mallorie Mason
Nursing Diagnosis: Decreased Cardiac Output

Subject: 93 year old Female

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 was asked about their knowledge of heart failure. The patient responded with they know “nothing”. The patient did not know any of the medications that they were on for heart failure. The patient did know that a low sodium diet and exercise are good for patients with heart failure. The patient does perform daily arm exercises but does not follow the low sodium diet. The patient was motivated to learn. The patient was asked if she would like to be taught about heart failure. The patient’s response was “sure”. The patient showed readiness to learn when giving the handouts; she read every single one. The patient is Baptist, and it does not affect any of the healthcare that will be given. The patient graduated from high school and had no further education. The patient can read and write but does wear prescription glasses. The patient is also hard of hearing which may affect some of her ability to learn. The patient was asked how she learns best. The patients’ response was, “studying, reading, and with some pictures”.</p>	<p>A cognitive object would be asking the client to explain any knowledge she has on heart failure. The learning objective is to see how much information the client knows about the condition they have.</p> <p>A psychomotor objective would be having the patient perform a range of motion exercises. The learning outcome is to ensure the patient is performing the exercises right and understands what exercises she can do to help prevent acute exacerbations.</p> <p>An affective learning objective is to ask a couple of questions after the teaching of heart failure is over. The learning outcome is for the client to correctly answer all questions and retain some of the taught information.</p>	<p>I chose to teach the client about preventing acute exacerbation because that is why the patient came to the hospital. First, I talked about medications that the client is taking for heart failure. I explained that the client was on a beta-blocker, diuretic, and angiotensin receptor blocker. The main thing that is important for medications is to take them as prescribed. The patient lives with her daughter, who is in charge of making sure she takes her medications daily. The next thing that was discussed was healthy behavior changes. Maintaining a healthy weight is a crucial component. I explained the type of diet a patient should be on who has heart failure, which is a low sodium diet. I explained foods that are high in sodium to the patient, such as freezer foods, canned foods, fast foods, and processed foods. The patient stated, “I eat eggs, toast, and bacon every morning”. The patient loved her bacon. I explained that if the patient cannot cut out bacon completely, she can cut it down to a moderate amount. I also taught the patient about low sodium foods such as fruits, veggies, grains, poultry, beans, and dairy. The patient would tell me what foods she liked out of each category.</p> <p>Physical activity is also an excellent way to prevent an acute exacerbation. The patient was aware that physical activity is a good thing. I explained some physical activities she could do, such as walking for 30 minutes four to five times a week. The patient states, “I love to walk, but I can not walk that well”. We then went over different exercises she could do sitting, such as abduction, adduction, flexion, and extension of the arms and legs. The patient states, “I normally use small weights when I do my arm exercise”. She also showed me the movement of what her exercises look like that she does at home. I reassured her that is good physical activity. We also talked about the importance of daily weights. The patient knows she should check her weights daily and write them on a log. I explained the reason for doing daily weights is because it helps you notice excessive fluid weight gain. I also explained that daily weights should be taking in the morning and with the same scale.</p>	<p>The client stated that she learns best by reading and looking at some pictures. I printed the patient out one document on heart failure. I made the print larger because of her vision impairment. The document was received from Sarah Bush Cerner. I printed off three pictures, two pictures of low sodium foods that the client should eat more. Also, a picture about ways to be physically active: I received those pictures from google images. After the teaching of heart failure was over, I asked the patient two questions. The first question was about what foods should be avoided if a person has heart failure. The patient responded with “sodium foods”. Then I asked what one exercise she could perform is. The patient demonstrated again what she does for her arm exercises. Other ranges of motion activities were shown</p>	<p>The patient was asked if they learned something from the teaching plan. The patient responded with yes. The patient showed readiness to learn by reading the whole article and looking at the pictures. The patient also asked me questions about beef hot dogs and if they were as bad as the non-beef ones. The patient asking me questions shows that the patient was interested in learning what foods are high in sodium. All three of the learning objectives and expected outcomes were achieved. The patient stated what she knew about heart failure for the cognitive domain. The patient answered the questions I had for her and got them all right for the affective domain. The patient showed me how she did her daily arm exercise for the psychomotor domain. My strengths were the second portion of the teaching plan—the part where I taught the patient about heart failure. My weakness would have to have been at the beginning of the teaching plan, the assessment part. I need to practice asking the client questions and getting more information out of the client. I would modify the assessment part. I need to be able to get more information from the client and be comfortable asking them questions.</p>

			to the patient as well. To keep the patient's attention, her television was turned down, and I sat close to her so she could hear me better.	
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Reference(s): Swearingen, P. L. (2016). *All-in-one nursing care planning resource: Medical-surgical, pediatric, maternity, psychiatric nursing care plans* (5th ed.). Elsevier/Mosby.