

N301 Adult Health I
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Richard Kumpi 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: 02/28/2021

Total points

_____/25

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

Student Name: _____ Richard Kumpi _____

Subject: _____ Hemodialysis _____

Nursing Diagnosis: Deficit knowledge related to cognitive limitation as evidenced by patient requesting for information about dialysis.

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>My 49 y/o female patient has heard about dialysis but had no prior sufficient and specific knowledge about the functioning, and outcomes, and downside of dialysis.</p> <p>She was very motivated and excited to learn the content provided to her even though she said she is still not really prepared to go through dialysis.</p> <p>My patient is an African American and her husband was present during the teaching and he asked questions to clarify the information.</p> <p>Patient is mature and alert, she is cognitively able to learn new knowledge and apply them. She was physically capable to understand the information provide to her. Patient is an English speaker and has no language barriers to learning new knowledge.</p> <p>Patient is educated, she has an Associate degree in Clinical advisor.</p>	<p>Cognitive Objective: To understand, remember, and apply the information taught to her about how the dialysis, an artificial kidney will perform some of work that her kidneys use to do, how to take care of the access cite, and changes to her diet she has to make.</p> <p>Cognitive Outcome: My patient verbalized understanding of the information presented to her, asking several questions to clarify nutritional changes she has to make.</p> <p>Affective Objective: Patient will value and respect the information taught to her; she will display increasing motivation to learn new information about dialysis.</p> <p>Affective Outcome: Patient's positive attitude displayed increasing respect and consideration about the information.</p> <p>Psychomotor Objective: Patient will be able to wash the area around the access, check for signs of infections, and change her diet.</p> <p>Psychomotor Outcome: patient asked questions about how to limit salt consumption.</p>	<p>What happens during hemodialysis:</p> <ul style="list-style-type: none"> - A filter called dialyzer an artificial kidney has to be placed outside your body to receive blood flow from your body, filter it then send it back into your body. - The dialysis will check your BP, will control how quickly blood flows through the filter and how fluid is removed from your body. <p>Can the dialysis do everything your kidneys use to do:</p> <ul style="list-style-type: none"> - No, hemodialysis can do part of the work but not all. - It will improve your energy level, and changes you make to your diet can help you feel better. <p>Home hemodialysis:</p> <ul style="list-style-type: none"> - You may have your treatment at home, but you still need to meet with your physician at least once a month. - You and your family members will be trained on how to set up the machine, how to prevent infections, place needles into the vascular access, respond to any alarms from the machine, check your weight, and clean the machine. <p>How to take care of your vascular access:</p> <ul style="list-style-type: none"> - Protect the access - Wash the area around the access with soap and warm water every day. - Check the area for signs of infection (warmth, redness). <p>Make changes to your diet:</p> <ul style="list-style-type: none"> - Limit salt in foods and drinks - Limit high- phosphorus foods - Limit the amount of liquid - Add protein to your diet - Choose rich-potassium foods (National Institute of Diabetes and Digestive and Kidney Diseases. 2018). 	<p>Discussion Question & Answer</p>	<p>I believe that the patient teaching achieved it goals as she seemed to understand the process of dialysis, about changes she has to make during the treatment.</p> <p>The strength of my teaching plan was the discussion approach I used to introduce the material, which allowed her to be open and ask questions for clarification. Also, the participation of her husband into the discussion allowed much clarification.</p> <p>The weakness of my teaching plan was the fact that my patient did not have to demonstrate any psychomotor skills. I could have asked her more questions about how to wash the access and why eating foods rich in potassium and protein. However, she was able to ask more questions for clarification and stated that she is already good on cutting salt consumption down.</p>

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Reference(s): National Institute of Diabetes and Digestive and Kidney Diseases. (2018, January 01). *Hemodialysis*. National Institutes of Health. <https://www.niddk.nih.gov/health-information/kidney-disease/kidney-failure/hemodialysis>.