

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

STUDENT NAME: Jessica Kavajecz \_\_\_\_\_ Date: 3-4-  
21 \_\_\_\_\_

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>	_____
State objectives and outcomes: Include at least one from each learning domain: Cognitive, Affective & Psychomotor		
<b>Interventions</b>	<b>(2 points)</b>	_____
List the content to be included in instruction. Be specific and accurate.		
<ul style="list-style-type: none"> <li>Logical sequence.</li> <li>Simple to complex.</li> <li>Organized</li> </ul>		
<b>Methods/Teaching Tools</b>	<b>(2 points)</b>	_____
Instructional methods to be used:		
Examples are: Discussion		
<ul style="list-style-type: none"> <li>Question &amp; Answer</li> <li>Demonstration/Return Demonstration</li> <li>Strategies to keep patient's attention</li> <li>Methods to include patient in teaching/participation</li> </ul>		
<b>Evaluation</b>	<b>(3 points)</b>	_____
Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better		
<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:  Jessica Kavajecz

Subject:  Diet Changes and lifestyle for

management of diabetes. \_\_\_\_\_

Nursing 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 an 80-year-old male who was admitted for pneumonia and other underlying conditions. The patient is 6'1" and weighs 260 pounds. The patient lives at home with his wife. His wife prepares his meals and helps him check his sugar levels. The patient's lung sounds are labored, and crackles are heard upon auscultation. He also has a diabetic foot ulcer on his right foot. The patient uses a walker and a wheelchair at home. The patient is a retired police officer and is developed mentally. He likes to watch the news and talk about it. The patient is Christian and wants to get better and get out of the hospital. He was willing to learn about information regarding his condition even though he is already aware of the care involved</p>	<p><b>Cognitive objective:</b> To remember, understand, and apply the information taught to him about risk factors of diabetes and other conditions that can occur because of unmanaged diabetes. How he can improve his lifestyle to prevent further damage and why it's important to watch your health closely. <b>Cognitive outcome:</b> This patient verbalized understanding all the information provided. He asked how he could change his lifestyle and what signs and symptoms him or his wife should recognize in case of an emergency and what to do if that happens. <b>Affective objective:</b> This patient will value and respect the information taught to him, he will be willing to receive the information, and he will be motivated to learn because this could help his life</p>	<p>After you leave the hospital you should:</p> <ul style="list-style-type: none"> <li>- Take any medications as prescribed (BP medication)</li> <li>- Follow up with your primary care physician on scheduled visits to check condition</li> <li>- You should practice a new and healthy diet. Examples of a heart healthy diet include vegetables, fruits, whole grains, fiber, limit unhealthy fats, limit red meat, and reduce sodium and protein. Portion your meals and don't overeat.</li> <li>- You should exercise regularly and try to maintain a healthy weight.</li> <li>- Try to limit stress as much as possible. Find things to help reduce stress like reading a book or exercising.</li> <li>- You should contact your physician or local hospital if you are experiencing pain or symptoms involving your condition.</li> </ul>	<p>The patient was given a handout on a diabetic diet and exercise that should be done. I verbally went over food options that were healthy for a diabetic patient. I also mentioned that he should give these handouts to his wife since she prepares his meals.</p>	<p>I believe that this patient is going to take the necessary steps to change his lifestyle and become healthier overall. He seemed to understand the risk factors of a fatty/carbohydrate diet and what could happen if he didn't change his lifestyle and take better care of his health. The strengths of my teaching plan were that I explained all of the information clearly to the patient and made sure he understood. I made sure to ask if he had any questions or concerns regarding his health. I had him give me examples of healthier alternatives that he could take to help him. A weakness of my teaching plan was that I can't actually evaluate whether or not he went home and started practicing these lifestyle changes. I could have provided meal examples for a fat/ carb free diet. I could have also told him some exercises that he could possibly do to</p>

<p>to manage his type II diabetes.</p>	<p>tremendously.</p> <p><b>Affective outcome:</b> The patient's attitude and motivation to learn really showed when I was teaching the discharge information about potential effects of diabetes if left unmanaged. He was engaged and he wanted to learn more. He verbalized what he can do to change his diet like limit butter on food. He also said he would limit his favorite high fat foods.</p> <p><b>Psychomotor objective:</b> This patient will be able to eat better meals, exercise, check BP regularly, identify signs/symptoms of further complications, check his blood sugar regularly, and go to scheduled doctor visits.</p> <p><b>Psychomotor outcome:</b> Outcome can't be determined yet, but patient verbalized the changes he was going to make.</p>			<p>help his mobility and health.</p>
--	--	--	--	--------------------------------------

**Reference(s):**

Capriotti, T., & Frizzell, J. P. (2016). *Pathophysiology: introductory concepts and clinical Company.*

*perspectives.* Philadelphia: F.A. Davis

Mayo Clinic. (2019, February 19). *Diabetes diet: Create your healthy-eating plan*.  
<https://www.mayoclinic.org/diseases-conditions/diabetes/in-depth/diabetes-diet/art-20044295>.