

**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: Kristy Geier

Subject: Diabetic Foot Care

Nursing Diagnosis: Ineffective Tissue perfusion related to Diabetic Foot Ulcers

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>A 61-year-old male Caucasian who presents with diabetic complications/non-compliance. He has a past medical history of Coronary Artery Disease, Post Coronary Artery Bypass Graft II, Diabetes Type II, Obestiy, Hyperlipidemia, and Hypertension. He weighs 235lb and is 6'2". He stopped smoking approximately 4 weeks ago but is at risk for restarting smoking due to stress of his job and homelife. He is a divorced male who lives alone with two adult kids living in a town about 45 minutes away from him. He also works a full-time factory job where he is on his feet 10-12 hours per day. He states he wears tennis shoes to work. He is brought into SBLHC for non-compliance of his diabetes which results in osteomyelitis and cellulitis of his right great toe and other digits on the right foot.</p>	<p>Cognitive Objective: To remember, understand, and apply the information taught to her about signs and symptoms of worsening symptoms related diabetes, cellulitis of the foot and osteomyelitis and how to treat and prevent it.</p> <p>Cognitive Outcome: This patient verbalized understanding all the information presented to him but states that he manages his diabetes fine and does not need to regularly check his sugars.</p> <p>Affective Objective: The patient will value the information given to him and use it to live a more successful life outside of hospital readmissions.</p> <p>Affective Outcome: This patient's attitude reflected respect toward me when I was teaching him information regarding his diabetes and the importance of checking his feet daily, wearing shoes inside his home, and checking his sugars prior to every meal.</p> <p>Psychomotor Objective: This patient will be able check his sugar prior to eating breakfast, lunch and dinner. He will also be able to check his feet daily to make sure he is not developing any pressure ulcers or sores on</p>	<p>Patient will be uninterrupted and will not have any tests or procedureds during this time period that I will teach him the proper way to use a glucometer and check his feet.</p> <p>Patient will demonstrate how to take his blood sugar using a glucometer prior to eating each meal.</p> <p>Patient will choose a digit on his hands.</p> <p>He will turn on the glucometer and insert a test strip in glucometer.</p> <p>He will load new pen cap into apparatus.</p> <p>He will wipe the selected digit with an alcohol swab and let air dry approximately 30 seconds.</p> <p>Patient will test finger using pen and apply drop of blood to test strip</p> <p>Patient will wait to see result and record in blood glucose monitoring book.</p> <p>He will then dispose of dirty needle, test strip and alcohol swab in appropriate receptacle.</p> <p>He will continue to keep track of blood glucose levels and bring book to next appointment with his PCP.</p> <p>Patient will also inspect feet each morning prior to going to work, and each evening after returning home from work each day.</p> <p>Patient will inspect his feet for temperature, color, appearance and any ulcers.</p>	<p>Test Glucometer Kit which is provided at the hospital for patients with diabetes</p> <p>Record Book for glucometer readings</p> <p>Patient will be able to read back test instructions</p> <p>Patient will be able to demonstrate proper glucometer testing / feet check</p> <p>Patient will be able to teach back test instructions</p>	<p>Unfortunately, patient was not ready for teaching and education. Although, he welcomed the information and me teaching, he told me that when he returned home, he was going to continue to be non-complaint with his blood sugar checks and feet checks.</p>

	<p>his feet. He will be able to identify when it is appropriate to contact his provider when he suspects a diabetic foot infection. He will also refrain from smoking as smoking does not provide proper oxygenation to the extremities of the body.</p> <p>Psychomotor Outcome: Unable to determine the outcome, patient did verbalize he was able to do these tasks, however unsure if he will actually follow through with his plan of care.</p>	<p>Patient will know to contact his provider if he sees any noticeable changes to his feet.</p>		
--	--	---	--	--

Reference(s):