

N301 Adult Health I
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: ADELE MOANDA _____ Date: 04/11/2021

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: _____

Total points

_____/25

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

Student Name: ADELE MOANDA

Subject: Pneumonia

Nursing Diagnosis: Ineffective Airway Clearance related to lungs infection as evidence effective cough and dyspnea.

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>63 y/o Black- American female with a medical history of Pneumonia, COPD, asthma, CHF, and hyperlipidemia. She is here because she was not able to breathe. She has crackles in base of lungs bilateral in auscultation. SpO2 =88, she is in 6 L of Oxygen with humidifier. Showing a lot of fatigue and using excessive respiratory muscles when breathing.</p> <p>Patient has an order to use the incentive spirometry, but the no one teach her the proper way to use it and why to use it. Therefore, we observe this patient improperly using the (IS). Patient was able to lift the (IS) maker only at 300 mL. After getting information in (IS), patient was able to do the deep breathing exercise by lifting a marker as high as possible (1000 mL).</p> <p>Reference Kotta, P. A., & Ali, J. M. (2021). Incentive Spirometry for Prevention of Postoperative Pulmonary Complications After Thoracic Surgery. <i>Respiratory Care</i>, 66(2), 327–333. https://doi.org/10.4187/respcare.07972</p>	<p>Cognitive objective: to understand the information provide to this patient about the process on pneumonia in the lungs and how it affects human respiratory system (breathing). Also, how using incentive spirometry helps to improve a deep breathing.</p> <p>Cognitive outcome: patient understand her risks of being affected by Pneumonia and the benefits of incentive spirometry usage for her lungs.</p> <p>Affective objective: patient will show motivation while learning how to use incentive spirometry and will ask a question to clarify the importance of the use of IC when in patient with Pneumonia.</p> <p>Affective outcome: patient shows a positive attitude during the teaching time, she asks some questions and was very motivated to participate.</p> <p>Psychomotor objective: patient will demonstrate the proper use incentive spirometry and feel free to use it as prescribe by the prescriber.</p> <p>Psychomotor outcome: patient demonstrates her new skill by doing perfectly as it has been teaching.</p>	<p>During her staying time in the hospital:</p> <ul style="list-style-type: none"> -This patient will improve clearance. -This patient will expectorate phlegm effectively. <p>This patient will have a respiratory rate between 12-20 breath per minutes.</p> <ul style="list-style-type: none"> -This patient will increase in SpO2 above 96 %. -This patient will verbalize ease of breathing without dyspnea <p>After Discharge from the hospital:</p> <ul style="list-style-type: none"> -This patient will show no sign of crackles in the lungs. -This patient will check her weight daily for sign of fluid overload. - This patient will be able to maintain SpO2 value of at least 96% at room temperature -This patient will be able to do all her ADLs without showing any signs of dyspnea or SOB. -This patient will take the medication as prescribe even when she feels better. Do not stop antibiotic abrupt. - This patient will fallow up with her primary care doctor. -The patient will maintain her intake and eat healthy. -The patient will report any sign of high temperature, productive or coloring cough. -This patient will call 911 or come back to the hospital if she cannot breathe. <p>Reference Belleza, M. (2019, March 20). Pneumonia nursing care management: A study guide. Retrieved April 11, 2021, from https://nurseslabs.com/pneumonia/</p>	<p>This patient has an order from the doctor to use Incentive Spirometry (IS) 15 X/hr. She is (IS) in her room at the bedside table. After, explaining or giving her the information about Pneumonia infection. And the use of (IS) to help her bring her respiratory up to normal. She was able to use (IS) very well for 15 X/ hr. as prescribe.</p>	<p>I think that patient was able to achieve my goal during this teaching because compared to the first time when the patient uses the incentive spirometry by herself before my teaching through the second time after receiving my teaching on the proper use and importance of using. We were able to notice the big difference, patient used eye contact to see how I explain the step of using (IS) and reproduce exactly as directed. She was able to use IS 15 X/hr. as prescribe by the physician. She was motivated, she gets a good posture by rising the head of the bed at 90 degreed to help improve the expansion of the lung and facilitate breathing.</p> <p>At the beginning, patient's SpO2 was 88%, by using IS, patient SpO2 increase to 92%.</p> <p>Patient was able to inhale air into 1000 mL as order by the physician.</p> <p>Patient really understand the importance of Oxygen role in human body and the benefit of maintain normal value.</p> <p>Reference Hinkle, J. L., & Cheever, K. H. (2014). <i>Brunner & Suddath's Textbook of Medical-Surgical Nursing</i> (13th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.</p>

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