

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

STUDENT NAME: **Alexis Cribbett**

Date: **04/12/2021**

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)	_____
<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: 40px;">Question & Answer <li style="padding-left: 40px;">Demonstration/Return Demonstration <li style="padding-left: 40px;">Strategies to keep patient's attention <li style="padding-left: 40px;">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

- 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: Alexis Cribbett

Subject: Monitoring blood sugar levels at home

Nursing Diagnosis: Insufficient knowledge related to diabetes.

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>Client is a 44-year-old female, who was just recently diagnosed with diabetes type II. She has little to no knowledge about diabetes, the disease process, or management to keep her blood sugar levels under control. The client is currently morbidly obese, so diet will be the biggest concern when complying with treatment options. While speaking with the client, she was eager to listen and ready to receive the information that I was teaching her. She informed me that she has been staying on top of her accuchecks and administers her insulin 3 times a day, every day, before each meal. Compliance is not an issue at this point. Client is not developmentally delayed in any capacity, and her primary language is English.</p>	<p>Cognitive: <u>Objective:</u> Client will be able to understand what blood sugar is, and how important it is to monitor it and take her insulin before each meal. Client was taught about acceptable A1C and blood sugar levels that will keep her diabetes well controlled. <u>Outcome:</u> Client verbalized understanding of the teaching.</p> <p>Psychomotor: <u>Objective:</u> Client watched a demonstration on how to properly, and accurately take her blood sugar using strips and a glucose monitor. After watching me demonstrate, I had the client repeat what I did to see if she understood what I was teaching her. <u>Outcomes:</u> Client was able to repeat an accurate blood glucose check.</p> <p>Affective: <u>Objective:</u> Client will listen attentively and actively participate in the teaching. Client will also raise any questions or concerns she has through the duration of</p>	<p>After leaving the hospital you should:</p> <ul style="list-style-type: none"> -Continue monitoring blood sugar levels, 3 times a day, before meals. -Understand what a well-controlled diabetes blood glucose and A1C is, and how to help facilitate these numbers being in a good range *Client should know that A1C is her blood glucose level for the past 3 months, as compared to daily blood glucose checks, which show her current blood sugar levels. -Understand the difference between hyper- and hypoglycemia, the signs and symptoms of each, and what interventions can help relieve these manifestations. Hyperglycemia S/S: N/V, polyuria, polydipsia, polyphagia, fruity-smelling breath (Hinkle & Cheever, 2020). Interventions: check blood sugar, take fast-acting insulin (Hinkle & Cheever, 2020). Hypoglycemia S/S: sweating, cold and clammy skin, fast heartbeat, confusion, irritability, dizziness (Hinkle & Cheever, 2020). Interventions: eat or drink 15-20 grams of fast acting carbohydrates such as honey, graham crackers, hard candy, saltine crackers (Hinkle & Cheever, 2020). -Client should have a firm understanding on what percentage of fats, carbohydrates, and proteins to include in her daily intake. Carbohydrates should comprise of 45-60%, fat 20-35%, and protein 15-20% (Hinkle & Cheever, 2020). 	<p>While the client was admitted, I took the time to demonstrate how to accurately check blood sugar levels, and had the client repeat the demonstration back to me. I also talked with her and taught her about acceptable A1C and blood glucose ranges that she should aim to achieve to maintain well-controlled diabetes. She also learned the importance of sticking with her insulin schedule, and the negative affects they can cause if she continually misses doses. The client also met with the dietitian who went over different ways the client can change her diet to fit with her new diagnosis.</p>	<p>Teaching was a success with this patient, and she will be discharged from the hospital with a complete, and solid understanding of the teachings. Patient showed no teaching delays and had fully understands how to accurately check her blood sugar. Patient stated that she will have a hard time with changing and sticking with a healthy diet, but she was eager to make the change and receive the information that both the dietitian and I had to offer.</p>

	<p>the teaching.</p> <p><u>Outcome:</u> Client actively participated in the teaching and asked questions throughout when she was confused. Client also verbalized understanding about different changes she can make in her diet.</p>			
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Reference(s):

Hinkle, J. L., & Cheever, K. H. (2020). Brunner & Suddarth's textbook of medical-surgical nursing (Edition 13.). Wolters Kluwer Health/Lippincott Williams & Wilkins.