

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

STUDENT NAME: Chloe Stalcup Date: 04/10/2021

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: 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: _____Chloe Stalcup_____

Subject: _____Xarelto_____

Nursing Diagnosis:

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>This 56-year-old Caucasian male had plenty of previous knowledge blood thinners. This client did not have anyone else present during the teaching. This client finished the 11th grade and had the appropriate developmental level for his age. He is Christian but does not practice. The client was motivated to learn. The client was more than willing to converse about the information. He has been in and out of the hospital numerous times and has been put on blood thinners before for a DVT in the left leg. The client was given extra information regarding Xarelto to take home with him as a reference. The client was able to read the information and retain the information given verbally. He was physically and mentally equipped to be properly taught about Xarelto.</p>	<p>Cognitive objective: To create, understand, remember, and apply information that was taught about Xarelto such as S&S of bleeding, adverse effects, and why its important to take the med as prescribed. Cognitive outcome: This patient was motivated to engage in conversation and listen to the teaching about Xarelto. He asked questions for clarity and seemed interested. Affective objective: The client was willing to be educated on his diagnosis and was willing to receive extra teaching. Affective outcome: The clients attitude reflected willingness to learn and willingness to learn about Xarelto. He listened and asked questions. He was also motivated to do what it takes to get better so he can continue his hobbies. Psychomotor objective: This client will be able to properly administer Xarelto to himself and can do so efficiently. Psychomotor outcome: The client was able to take his Xarelto med by himself without assistance.</p>	<ul style="list-style-type: none"> - There is an increased risk of bleeding with Xarelto; the patient should use a soft bristle toothbrush and avoid activities that may cause bleeding. - Avoid the use of Aspirin, NSAID's and other anticoagulants while taking this drug. - Call your doctor if you notice excessive bleeding, unusual bleeding, red/pink/brown urine, coughing blood, coffee emesis, headaches, and dizziness. - Only take Xarelto as prescribed; for this patient it is once every 12 hrs. - Do not stop taking without consulting your provider. - There is an increased risk of bleeding if you stop taking Xarelto. - Xarelto should be taken with a meal. 	<p>The patient was given a printout of possible side effects and medication administration from the Xarelto website. He listened as I highlighted the pertinent information. I turned down his TV so he could focus on what I was saying. The client asked what time he should take it while at home and if he could take it with his dinner.</p>	<p>I believe the patient achieved the goals of my teaching. He seemed to understand the possible risks and reasons for taking this new drug. He understood the signs of abnormal bleeding and knew who to call if the symptoms arose. I think the strengths of my teaching plan was that I was able to make the client feel comfortable and relaxed during the teaching. We had an open dialogue that promoted learning. I think a weakness of my teaching plan was that I did not have a list of his medications that might interact with Xarelto. He was able to give me reassurance that he was well educated after my teaching.</p>

--	--	--	--	--

Reference(s):