

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

STUDENT NAME: Shawn Weber 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: 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
<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: Shawn Weber

Subject: _____

Nursing Diagnosis: Risk for Hyperglycemia

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>Prior knowledge: Client has dealt with diabetes and CHF for many years. States he knows all about them but “a nice refresher couldn’t hurt”.</p> <p>Motivation: Client is motivated to listen to teachings.</p> <p>Health beliefs: Client does not seem to value his own health. Client seems to have trouble coping with age, poor health, and loneliness.</p> <p>Adjustments to illness: Client administers his own insulin 5 times a day.</p> <p>Compliance: Client checks blood glucose and administers insulin as instructed. Deficiencies are in diet and activity.</p> <p>Learning ability: No barriers to learning</p> <p>Developmental level: No impairments.</p> <p>Physical capabilities: Client is overweight, has difficulty moving any significant without pain/SOB.</p> <p>Language skills: Client speaks well, can read and write.</p> <p>Level of Education: High School Graduate.</p>	<p>Cognitive: I tried my best to synthesize the areas of improvements that could help the client with their diabetes as well as their Heart Failure. Highlighting the subjects that overlap in the two diseases reinstates the importance of meeting those health goals.</p> <p>Affective: Receiving information from the client about the personal struggles they have with their health conditions and valuing the improvements that they have attained so far while also trying to motivate them to try to continue to make more improvements.</p> <p>Psychomotor: Printed off discharge instructions related to managing type 2 diabetes as well as CHF. This offers client a Guided Response, or specific instructions/goals for them to follow in better handling their health.</p>	<p>Using my teaching tool, I ran through lifestyle adjustments the client should consider helping improve their health. I emphasized importance of a well-balanced diet, getting a certain amount of exercise each week (even mild aerobic exercise, and assessed how compliant client is with his medications. I emphasized importance of smoking sensation, and we discussed the difficulties of quitting tobacco. We also discussed a little on the symptoms of hypoglycemia, the rule of 15s, and the importance of seeking medical attention if symptoms are unrelieved or severe.</p> <p>I also discussed instructions for the clients CHF. Many of the instructions were like those of DM II, so there was some reiteration. New information from CHF was the importance of daily weights to assess whether the client is retaining fluids. Lastly, we discussed severe symptoms related to CHF and the importance of knowing when to seek medical attention, to which the client joked he knew that based off the fact that he was currently at the hospital.</p>	<p>I found discharge paperwork for DM 2 and CHF. Discharge paperwork offers a wealth of information in an easily digestible format for clients to read. I tried to simplify it even further by bolding big points, like reduce salt in diet and 2 ½ hours of exercise per week to emphasize their importance. I also printed out a My plate picture as a visual aid for what ideal meals would look like. I tried to keep the teaching method in a relaxed conversational manor and encouraged the client to give his input to keep him engaged.</p>	<p>I think overall the teaching plan went very well. The client was able to see the importance of making adjustments that would improve health in relation to his diabetes and his heart failure. The client was very engaged and attentive to the teaching all throughout. Giving his own feedback on hurdles that he has to struggle through. He was able to share the information that he already knew as well as say in areas where he needs refreshed. The client seemed eager to read along with the instructions as well as keep his copy of the discharge instructions to look over again. If I did it again, I would try to have the client teach back the information back to me. Having the client reiterate the instructions in his own words would have been a great way to instill the information with him longer.</p>

Reference(s):

Alberta. (2019, December 20). Type 2 diabetes: Care instructions. MyHealth.Alberta.ca.

<https://myhealth.alberta.ca/Health/aftercareinformation/pages/conditions.aspx?hwid=tw12205>

Baycare. (n.d.). Discharge instructions for heart failure. BayCare | Hospitals & Outpatient Centers in Central Florida. <https://baycare.org/health-library/discharge-instructions-for-heart-failure>