

**N431 Adult Health II
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

(3 points)

- Prior knowledge of subject to be taught
- Determine patient's motivation to learn content
- Health beliefs/values
- 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

**N431 Adult Health II
TEACHING PLAN**

Student Name: Molly Rogers

Subject: Post Stress Test Care

Nursing Diagnosis: Deficient knowledge related to a nuclear stress test as evidenced by this being a new procedure for the patient.

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>The eighty-five-year-old Caucasian female had no knowledge of a nuclear stress test as she had never had one before. The patient presented to the hospital for chest pain and left sided arm pain. During the shift, the patient was taken for the stress test and was eventually brought back about an hour and a half before the end of shift. If the stress test showed good results, the patient was going to be discharged that day. The patient will be discharging back to the nursing home she came from. The patient was willing to learn about post stress test care, but did not want to pay close attention as she was watching television. The patient tried her best to listen to the care instructions, but was often distracted by her television. The patient did not ask any questions after the instructions were given. The patient claims Presbyterian as her religion. The patient was friendly, but easily distracted. Patient was able to ambulate with one assist and a walker. The patient's development level was appropriate for her age, but she does have a history of Parkinson's Disease which makes her very particular about her care. The patient is a retired teacher, so her literacy and language skills are well developed. The patient has a college degree, and had no other barriers to learning.</p>	<p>Cognitive Objective: To understand and remember the information being provided to her, and apply it to her life. The information provided includes post stress test care upon being released from the hospital. Cognitive Outcome: The patient did not verbalize understanding of the information presented to her. The patient did not ask questions to clarify aspects of post stress test care. Affective Objective: The patient will respect and value the information being brought to her, and she will be motivated to learn about her care. Affective Outcome: The patient's attitude did reflect that she valued the information, but respect was not shown as she was mainly paying attention to her television. The patient was not very involved in the conversation, but she tried her best to listen. Psychomotor Objective: The patient will be able to monitor her signs and symptoms that she needs to alert her provider about in case of emergency. Psychomotor Outcome: I was unable to observe this outcome. The information was left with the patient, so it is hoped she will take that information and use it in case of any emergency symptoms experienced.</p>	<p>Prepare and print information on post stress test care so the patient can have some literature to hold on to.</p> <p>Highlight the main points for the patient.</p> <p>Discuss each subpoint in ways the patient can understand.</p> <p>Discuss how the patient can return back to her normal diet after the procedure is complete.</p> <p>Discuss which signs and symptoms are very concerning, and when to contact her nurse or provider about the manifestations.</p> <p>(Sarah Bush Lincoln, 2021).</p>	<p>The patient was given a handout from Care Notes on post nuclear stress test care. I read the handout to her and the patient tried to listen along as I explain the key points. The handout was given to the patient upon end of the teaching plan.</p>	<p>I do not believe that the patient achieved the goals of my teaching objectives. As previously mentioned, she did not seem to pay very close attention to the presentation, nor did she ask any questions about the information provided to her. The strength of my teaching plan was that I printed out the information and highlighted key points so the patient could read it at a later time when she was ready to learn the information. A weakness of my teaching plan was that I was not able to capture the patient's full attention for the presentation. I could have asked her to turn off the television for 5 minutes so I could explain the information to her.</p>

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Reference(s):

Sarah Bush Lincoln. (2021). *Post stress test care*. Care Notes.