

**N321 Medical/Surgical
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/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: Jamie Rucker

Subject: Urinary Tract Infection

Nursing Diagnosis: Risk for recurrent infections related to improper toileting as evidenced by flank pain and positive urine cultures.

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>- JB is a 71-year-old Caucasian female, who speaks English. She has been admitted to the hospital for a urinary tract infection.</p> <p>-She is alert and oriented to person, place, and time. She has a high school education, no cognitive impairment or learning disabilities.</p> <p>- JB is widowed, she has a daughter who checks in on her, who will help her when needed</p> <p>- She is cooperative, motivated, in a positive mindset, willing, and eager to learn.</p> <p>-There were no visitors or distractions at the time of our conversation. The patient, myself and my clinical instructor were present for the education. She has little prior knowledge about how to prevent urinary tract infections, and about proper toileting.</p>	<p>Cognitive objective – The patient will comprehend the information shared with her so she will know how to prevent recurrent uti's.</p> <p>Cognitive outcome – JB was able to comprehend the teaching provided to her. She verbalized what was told to her, and asked questions for clarification. She expressed that she was not aware of the importance of wiping front to back prior to the teaching.</p> <p>Affective objective – The patient will value the information being taught to her, she will be receptive, willing to learn and modify behaviors and habits to improve her urinary system health.</p> <p>Affective outcome – The patient demonstrated a positive attitude and willingness to work on making changes. She was engaged in our conversation, asked questions and was polite and respectful.</p> <p>Psychomotor objective- The</p>	<p>After leaving the hospital you should:</p> <p>-Take the full course of antibiotics as prescribed.</p> <p>-Wipe from front to back to avoid bacteria from entering the urinary tract.</p> <p>-Establish an intentional toileting schedule every two hours to prevent leakage or urinary incontinence.</p> <p>-Drink 2-3L of water every day to flush out toxins and for good hydration, kidney, and urinary health.</p> <p>-Avoid bubble baths, and use mild soaps for cleaning the vaginal area</p> <p>-Add low sugar/no sugar cranberry juice to current diet</p> <p>-Eat raspberries, blackberries, and blueberries for added antioxidants.</p> <p>-Exercise, walk 30 minutes a day</p>	<p>We had detailed discussions about her toileting habits, foods that she eats, what she drinks and how much, as well as her exercise habits. We also used questions and answers to confirm the effectiveness of the teaching.</p>	<p>I believe the patient achieved the goals of my teaching objectives.</p> <p>She seemed to understand the importance of wiping front to back to avoid spreading bacteria into the urinary tract.</p> <p>The strength of my teaching plan was the discussion. It allowed me to get to know more about the patient's lifestyle and habits and allowed her to feel comfortable enough to open up and feel free to ask questions.</p> <p>A weakness of my teaching plan was the fact that I did not have handouts to provide her with. She loves to read, and I think handouts would have been a helpful addition to reinforce our discussions.</p> <p>She was able to verbalize the proper way to wipe and repeat back to me her understanding of what was taught to her during our discussion.</p> <p>My teaching plan would have been better and more effective if I would have had supplemental information to send home with her. Since she loves to read it</p>

	<p>patient will remember to wipe front to back, she will be intentional about toileting every two hours to avoid incontinence, and she will start walking more each day.</p> <p>Psychomotor outcome – The motion of wiping front to back was presented and received, and the client verbalized the ability to make these changes. The outcome was otherwise undetermined since she did not toilet again or ambulate while we were there.</p> <p>Hinkle, J. L., Cheever, K. H., & Hinkle, J. L. (2018). <i>Brunner & Suddarth's textbook of medical-surgical nursing</i>. Wolters Kluwer.</p>			<p>would have been a good additional tool for her, as well as a reminder to review once she returns home.</p>
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Reference(s):

Hinkle, J. L., Cheever, K. H., & Hinkle, J. L. (2018). *Brunner & Suddarth's textbook of medical-surgical nursing*. Wolters Kluwer.