

**N 311 Foundations
TEACHING PLAN**

Student Name: Hayley Barrie

Subject: Inhaler use for Asthma.

Nursing Diagnosis: At risk for activity intolerance related to asthma as evidenced by prolonged dyspnea and wheezing while exercising

Relevant Assessment Data	Patient Outcomes	Teaching Outline	Teaching Tools	Evaluation
<p>This 25-year-old, female, patient did not have any prior knowledge regarding an asthma diagnosis and knew little information ahead of discharge. She was extremely determined to understand the subject matter presented to her because she wanted to continue training for a marathon that she hoped to partake in at the end of summer. Patient says that she has been having trouble breathing while training. This patient is Puerto Rican, and her husband was with her for the duration of the discharge teaching. He was also extremely interested and motivated to learn so that he can help his wife when she is at home. The patient also had a group call with her parents and two of her sisters so that they could be involved as well. According to the patient her parents live two houses down and her sisters also live in the same town as her. The patient asked numerous questions and seemed to be relieved that she can get back to her fitness lifestyle. In the Puerto Rican culture, it is common for families to live in close proximity to one another. It is also common for Puerto Rican families to value</p>	<p>Cognitive Objective: To be able to understand and apply the information that is taught to her regarding her asthma diagnosis. Also, to understand worsening signs and symptoms of asthma and when to use her medication. The patient must also understand when she should seek medical care regarding her condition and when it is appropriate to take a long-lasting medication vs. a rescue inhaler. The patient also needs to understand how to use her rescue inhaler correctly so that she is able to reap the full benefits of the medication.</p> <p>Cognitive Outcome This patient claims to understand when she is in an asthma attack. She can repeat to me the signs and symptoms and when to use a short acting medication vs a long-lasting medication. Patient was able to tell me how to use MDI as well.</p> <p>Affective Objective: This patient will find value in the information she is being taught to maintain her health. She will be motivated to learn so that she can have quality of life.</p> <p>Affective Outcome: This patient</p>	<p>After you leave the hospital you should:</p> <ul style="list-style-type: none"> - Take long-acting beta-agonist (LABA) as prescribed. - Take short acting beta-agonist (SABA) as prescribed. <p>- Know the difference between when to take LABA and SABA</p> <ul style="list-style-type: none"> • Take LABA on a regular schedule to open tightened airways and to avoid asthma attacks (Li, 2019) • Take SABA as a rescue inhaler and as relief from an asthma attack (Burgess, 2018) <p>-When using a SABA inhaler make sure proper administration of medication. Step 1: Remove cap. Step 2: Shake the inhaler 10 -15 times before use. Step 3: Place the index finger on top of the inhaler cannister and thumb on the bottom of the mouthpiece part. Hold the inhaler firmly. Step 4: Make sure you're standing or sitting with your back straight. Tilt your head back slightly. Step 5: Exhale facing away from the inhaler device. (Martin, 2020)</p> <p>Know how to thoroughly clean the inhaler. Step 1: Remove the cap and cannister from mouthpiece. Step 2: Avoid soaking the cannister in water. Step 3: Run the mouthpiece through warm water for at least 30 seconds. Step 4: After rinsing, shake excess water. Step 5: Airdry overnight (Asthma UK, 2018)</p>	<p>The patient received a brochure explaining how to properly take a metered dose inhaler (MDI).</p> <p>The patient followed along with me as I explained to her the steps in the brochure. Her husband also followed along.</p> <p>The patient and her husband asked several questions, and I was able to answer them to the best of my ability. Included with this document is the brochure that the patient was given.</p>	<p>I have the upmost confidence that the patient succeeded in understanding the goals of the teaching objectives. She understood how to use the MDI and showed me the correct steps and administered her own medication correctly. She also understands that if she is prescribed a corticosteroid, she must rinse her mouth out with water to prevent fungal infections. She also knows how to check how much medications she has left in the cannister.</p> <p>She understood when to use a Long-lasting medication vs a Short acting medication. She understood that a SABA is used as a rescue from an asthma attack and LABA should be taken daily to prevent an asthma attack.</p> <p>The patient also understands how to thoroughly clean her inhaler device and how to safely store it. She showed me how she would clean it if she were at home and verbalized how it should be stored.</p> <p>Patient understood the steps; however, the teaching plan was implemented shortly before discharge. Patient was focused on leaving. The plan should have been implemented sooner.</p>

<p>family input in decisions made, which includes health (Sherpa, n.d.) This patient was admitted to the hospital for three days. She was excited to go back home so she could relax and keep up with her typical schedule. This patient was cooperative with the healthcare staff and understood that she needed to have periodic breathing treatments. This patient was open minded when it came to learning about asthma and how to treat it. The patient requested that I bring her information about asthma so that she can read it over more at home. This patient has appropriate development that is typical for a 25 year old female. She was able to read the additional information I had given her and was proficient in comprehending what was presented to her. The patient is a yoga instructor who has her bachelor's degree in kinesthetics.</p> <p style="text-align: center;">Reference</p> <p>Sherpa, Maria. "Family Structures." n.d. Web. 17 Mar. 2021.</p>	<p>highly valued the information that was provided to her. She is motivated to get back to her normal fitness routine and get back to training. She knows that the only way she can achieve her fitness goals is if she first takes care of her body. She values the information regarding the inhaler usage because that will help her breathe better if she is feeling wheezy or feels an asthma attack coming on.</p> <p>Psychomotor Objective: The patient will be able to correctly open the inhaler, be able to identify how much medication amount she has left in the inhaler, how to effectively use the inhaler, and how to safely store the inhaler.</p> <p>Psychomotor Outcome: Patient will be able to show me how to use an inhaler while I provide her with the medication.</p>	<p style="text-align: center;">References</p> <p>Asthma UK. "Cleaning and Looking After Your Inhaler." Asthma.org. Nov. 2018. Web. 18 Mar. 2021.</p> <p>Burgess, Lana. "Rescue Inhalers." Medical News Today. MediLexicon International, 28 Feb. 2018. Web. 18 Mar. 2021.</p> <p>Li, James. "LABAs for Asthma." Mayo Clinic. Mayo Foundation for Medical Education and Research, 31 Dec. 2019. Web. 18 Mar. 2021.</p> <p>Martin, Laura. "How to Use an Inhaler." MedlinePlus. U.S. National Library of Medicine, 2020. Web. 18 Mar. 2021.</p>		
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