

**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**

<b>Assessment of patient/client/class</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Prior knowledge of subject to be taught</li> <li>Determine patient's motivation to learn content</li> <li>Health beliefs/values (Taylor pgs 70 &amp; 513)</li> <li>Psychosocial adaptations/adjustment to illness</li> <li>Compliance with health care protocols</li> <li>Assess patient's ability to learn</li> <li>Developmental level</li> <li>Physical capabilities/health status</li> <li>Language skills/literacy</li> <li>Level of education</li> </ul>		
<b>Nursing Diagnosis Identified</b>	<b>(1 point)</b>	_____
<b>Planning</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>State objectives and outcomes: Include at least one from each learning domain: Cognitive, Affective &amp; Psychomotor</li> </ul>		
<b>Interventions</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>List the content to be included in instruction. Be specific and accurate.</li> <li>Logical sequence.</li> <li>Simple to complex.</li> <li>Organized</li> </ul>		
<b>Methods/Teaching Tools</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>Instructional methods to be used:</li> <li>Examples are: Discussion</li> <li style="padding-left: 20px;">Question &amp; Answer</li> <li style="padding-left: 20px;">Demonstration/Return Demonstration</li> <li style="padding-left: 20px;">Strategies to keep patient's attention</li> <li style="padding-left: 20px;">Methods to include patient in teaching/participation</li> </ul>		
<b>Evaluation</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better</li> </ul>		
<b>References Listed in APA format.</b>	<b>(1 point)</b>	_____

**TOTAL CONTENT** \_\_\_\_\_ /15

II. Evaluation of <b>teaching presentation</b>	<b>(10 points)</b>	_____ /10
<ul style="list-style-type: none"> <li>Introduction of content, Patient put at ease, Eye contact,</li> <li>Clear speech and organized presentation, Environment conducive to learning,</li> <li>Family included, Accuracy of info, Validation of learning status, Use of teaching aids,</li> <li>Appropriate non-verbal body language etc.</li> </ul>		

Date Submitted: \_\_\_\_\_

**Total points** \_\_\_\_\_ /25

**N 301 Nursing the Adult Client  
TEACHING PLAN**

Student Name: Olivia Powell

Subject: Incentive Spirometer

Nursing Diagnosis: Deficit knowledge related to use of incentive spirometer as evidenced by patient had a small bowel surgery.

<b>Relevant Assessment Data</b> (see instructions)	<b>Patient Outcomes</b> (see instructions re: 3 domains of learning)	<b>Teaching Outline</b> (be specific and use a logical sequence)	<b>Teaching Tools</b> (see instructions)	<b>Evaluation</b> (see instructions)
<p>This is a 57-year-old female patient had little knowledge on how to use an incentive spirometer. She was able to communicate with me that she knew she had to use this device but was unsure on what her requirements were. The patient is aware that she just had surgery and was under the influence of general anesthesia which puts her at risk for pneumonia. Even though, she was aware of the risk of pneumonia, she did not utilize the incentive spirometer like she was advised to. Some contributing factors that limit her from using the incentive spirometer, is that she forgets to do it and there are times she because busy where she cannot use the device.</p>	<p><b>Cognitive Objective:</b> The patient will remember, utilize, and understand the use of an incentive spirometer.  <b>Cognitive Outcome:</b> The patient verbalize that she understood the value of an incentive spirometer after surgery.</p> <p><b>Affective Objective:</b> The patient will be motivated to learn the information given about the incentive spirometer.  <b>Affective Outcome:</b> The patient did not appear interested in the learning of the incentives barometer as she tried to change the subject. When giving information to the patient, very minimal eye contact was made, and she was playing with the device.</p> <p><b>Psychomotor Objective:</b> The patient will take the incentives parameter home and perform the breathing exercises until further instructed.  <b>Psychomotor Outcome:</b> The outcome is undetermined. The patient stated she would use it as effectively and until further instructed at home.</p>	<p>After discharging you should:</p> <ul style="list-style-type: none"> <li>- Continue to use the device until further instructed.</li> <li>- Refer to the brochure given to you for any questions or directions on how to use the device.</li> <li>- Take full deep breaths to ensure that the full lung capacity is being used.</li> <li>- Discontinue the device when your provider says.</li> </ul>	<p>The patient and I had an informative conversation about the use of an incentive spirometer. This discussion included the importance of an incentive spirometer after surgery, how to properly use the device, and what the goals were for the patient. After I was finished, the patient asked me questions on if she was doing it properly to demonstrate back to be she understood how to use it. The patient was then given an informative brochure on the teaching and importance of an incentive spirometer.</p>	<p>After the teaching was completed, I believe that the patient met her goals towards the end of the discussion. At first, the patient was not very intrigued to learn. The patient understood the importance of the device but did not want to actually perform the exercise during her stay on the unit. Although, the patient did state she would utilize the device after discharge or until instructed otherwise. I believe overall the patient understood what was being asked of her, but physically did not want to do the exercises. Something that may have improved the teaching was having a video to show the patient on how to perform the exercise since I did not have a device I could use.</p>

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**Reference(s):**

How to Use an Incentive Spirometer. (2018, May 30). Retrieved from <https://www.registerednurses.com/how-to-use-an-incentive-spirometer/>