STUDENT NAME: Shawn Weber   Date:06/01/2021

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**

Student Name: Shawn Weber_____   Subject: Congestive Heart Failure_____

Nursing Diagnosis: Risk for fluid volume overload

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)
Client is a 60-year-old male hospitalized with a CHF exacerbation. This his third hospitalization for CHF since November 2020. **Prior knowledge:** Patient has a "vague understanding" of his heart failure disease. **Motivation to learn** Client is eager to learn more about his disease process and better management. **Health Beliefs:** There are no barriers to learning due to beliefs. **Psychosocial adaptations to illness:** The client has dealt with heart problems for "over ten years now." **Compliance:** Client claims to be compliant with taking his prescribed medication daily. **Learning ability:** No barriers to learning the new information. **Developmental level:** Appropriate for client's age. **Physical capabilities/health status:** Client appears to be slightly overweight. He appears to be active. He is visually impaired, so he is unable to drive himself. **Language skills/literacy:** Client can speak, read, and write English. **Level of education:** High School Graduate with some college.	**Cognitive:** For the cognitive domain of learning, I did my best to synthesize knowledge about CHF with his lifestyle choices. By explaining what exactly CHF is and why it causes the symptoms, the client is more likely to understand the importance of doing his daily weights or medication compliance. **Affective:** To better enhance this client's learning I did my best to make sure the client was an active participant in the conversation. Having the client actively respond to the phenomena (the teaching) ensures that he is engaged with the information I am trying to convey to him. **Psychomotor:** To instill psychomotor learning, I offered the client his own copy on the CHF material. Giving the client his copy of the teaching info allows the client to follow along actively and guide him to follow post-discharge.	Utilizing the teaching tool, I discussed the fundamental causes of heart failure, side effects, treatments, and lifestyle recommendations. I hoped to enhance the client's learning by tying the symptoms with their reasonings and the importance of the lifestyle modifications. I emphasized the importance of taking his medications as prescribed, taking daily weights to monitor for fluid retention and some suggestions on improving diet. The client claims to be compliant with his medication regiment and daily weight monitoring. He expressed that it may be difficult to reduce salt in his diet, but he understands it is necessary. Lastly, we discussed symptoms of CHF exacerbation in which he should seek medical attention, such as unexplained weight gain.	For a teaching tool, I used the Congestive Heart Failure patient education pamphlet from Cerner. I copied the information to a word document to avoid printing PHI. I preferred this version of the CHF patient education for the information it provided. For the teaching method, I attempted to relate the information on the paper to experiences the client had. I encouraged a conversational tone to ensure that the client was actively participating in the lesson.	Client was very compliant and receptive toward his teaching. I wanted to emphasize the importance of daily weights with him, but the client was already monitoring his weights daily. A weakness, the client was unwilling to discuss smoking cessation. According to him he "barely smokes as it is." Client verbalized importance of medication compliance, daily weights, sodium reduction, and daily exercise. With these lifestyle modifications and a follow up with his primary physician, this client should be able to avoid future hospitalizations due to CHF exacerbations.

Reference(s):