

**N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION**

STUDENT NAME: Bryson Cutts

Date: 06/15/2021

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: 06/18/2021

Total points

_____ /25

**N431 Adult Health II
TEACHING PLAN**

Student Name: Bryson Cutts

Subject: Pneumonia

Nursing Diagnosis: Deficient knowledge related to pneumonia causes and treatment as evidenced by uncertainty with knowledge assessment questions.

(The patient had a mild case of pneumonia and did not have impaired gas exchange; her lung fields were clear in all lobes anteriorly and posteriorly. Her oxygen saturation was 98% on room air.)

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>A 57-year-old female patient minimally understood aspects of community-acquired pneumonia. She knew pneumonia could be of bacterial or viral origin. She said she knew that cool, moist air could contribute to developing pneumonia. The patient appeared very eager to learn. She defined healthy as "being thinner a quitting smoking." The patient was not overly concerned with her diagnosis because she has a mild case of the disease and is getting discharged. The patient is compliant with healthcare protocols; she wears a mask outside of her room, partly due to COVID-19; however, pneumonia patients must also wear a mask. The patient has a great capacity to learn. She has an associate degree in business management and is currently going on 20 years as a CNA. The patient did not reveal any reading or writing deficits. She speaks efficiently and clearly, and she is also physically capable of caring for herself; she has no activity restrictions.</p>	<p>The patient met and exceeded the three desired outcomes and objectives.</p> <p>Regarding the cognitive domain, the objective was to comprehend what makes someone predisposed to developing pneumonia, symptoms of worsening disease, and antibiotic compliance for bacterial pneumonia.</p> <p>Regarding the affective domain, the objective involved responding to four questions correctly.</p> <p>Regarding the psychomotor domain, the objective involved demonstrating how to use an incentive spirometer appropriately.</p>	<p>Pathophysiology:</p> <ul style="list-style-type: none"> • Pneumonia causes fluid to build up within the alveoli, and this causes impaired gas exchange. (Capriotti, 2020). <p>Risk factors (Capriotti, 2020):</p> <ul style="list-style-type: none"> • Smoking • Asthma • COPD • Oral steroids <p>Signs and Symptoms of Worsening Pneumonia (Capriotti, 2020):</p> <ul style="list-style-type: none"> • Dyspnea • Fever • Chills • Night Sweats • Decreased appetite • Weight loss • Fatigue • Cough <p>Treatment, Management, and Prevention (Capriotti, 2020):</p> <ul style="list-style-type: none"> • For bacterial pneumonia, a patient begins with intravenous antibiotics initially, and transitions to oral antibiotics • Take the entire course of antibiotics to prevent drug resistance. • Using an incentive spirometer ten times per hour will aid in optimal lung expansion. • Staying hydrated, balancing activity and rest, and performing hand hygiene will enhance the treatment process. • Properly maintaining chronic conditions like asthma while engaging in smoking cessation can reduce the risk of developing pneumonia in the future. • Receiving the influenza immunization can reduce influenza-related pneumonia. • Hand hygiene is the number one way to prevent the spread of infection. 	<p>The patient received education through verbal discussion, which ended with a series of four questions. The patient was able to answer the following questions correctly:</p> <ul style="list-style-type: none"> • What are the risk factors for developing community-acquired pneumonia? • What are ways to prevent developing pneumonia? • What is the reasoning behind taking all of your antibiotics even if you feel better than you did before? • What is the best way to prevent the spread of infection? 	<p>Educating his patient on pneumonia provided satisfaction to both the patient and me. I enjoyed informing the patient on ways to prevent pneumonia and how to control her current risk factors. The patient appeared comfortable with the teaching session. A large portion of the information I provided to the patient was brand new to her. The patient exceeded desired learning objectives and outcomes. She successfully demonstrated how to use an incentive spirometer. Overall, I believe I did a fairly decent job instructing this patient. I also believe I have provided handouts, so the patient could visually see the material I was instructing. I thought this teaching plan went well. If I were to do it again, I would include a handout.</p>

Reference(s): Capriotti, T. (2020). *Davis advantage for pathophysiology: Introductory concepts and clinical perspectives* (2nd ed.). F.A. Davis Company