

**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 <ul style="list-style-type: none"> Question & Answer Demonstration/Return Demonstration Strategies to keep patient's attention 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

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: Conor Deering

Subject: Increasing exercise

Nursing Diagnosis: Deficient knowledge related to exercise as evidenced by pt stating "I don't exercise much but I need to"

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>S.B. is a 69 y/o Caucasian female here for chronic renal failure on dialysis. The patient was willing to learn and voiced her willingness to read material and holds exercise in high regard. She has prior experience of this and previously taught health class at Danville High School. The patient used to participate in exercise more often but has a hard time keeping a healthy regimen now. The patient told me her daughter keeps track of everything as she "forgets" and she admitted to having poor compliance pertaining to her healthcare needs. The patient seems to be in the process of coping with the help of her daughter regarding her kidney disease and diabetes; her son lives far away but they are close. The patient has a master's degree from Indiana State University in social science education and is developmentally appropriate. The patient was ready for the teaching and eager to learn. The patient says she can walk around but often has back pain. The patient is proficient in the English language.</p>	<p>Cognitive Objective: The patient will understand and carry out teaching given to her and start doing minimal exercise daily and graduating to higher levels of activity based on individual tolerance, optimally 3 times a week for one hour each day or limited exercise daily. The patient may walk, run, bike, or go to the gym to decrease blood pressure, elevate personal mood, and decrease her cholesterol levels. The patient is to also understand that she is to carry a snack or eat a meal and check blood glucose prior to exercise.</p> <p>Cognitive Outcome: The patient voiced understanding that she needs to exercise to improve her quality of life and condition. I asked her to repeat back what she had learned from the teaching, and she succeeded in naming several positive factors of exercise. She was uneasy about a life change, yet felt she had no choice for her health's sake.</p> <p>Affective Objective: The patient will be optimistic due to setting a short-term goal that is realistic and easy to attain. The patient will be engaged in the teaching and eager to make a change.</p> <p>Affective Outcome: Patient was eager to read the</p>	<p>Patient is to:</p> <ul style="list-style-type: none"> -Learn that exercise will benefit the patient in overall health and function (Bielecki & Tadi, 2021). -Identify a realistic expectation for exercise. -Avoid making unattainable exercise goals to prevent a decline in motivation. - Identify activities she can do immediately such as walking around the neighborhood or working around her home. -Check blood glucose before exercising. - Plan exercise around mealtimes and carry snacks to prevent hypoglycemia. -Refer to reading material provided or call your healthcare provider with any questions -Follow up as needed with your healthcare provider. 	<p>The patient has multiple pages of reading material at her disposal (her preferred learning style). I reiterated the teaching when the patient's daughter was present after initial the teaching, emphasizing handouts provided to the patient. During the initial teaching, we discussed exercise and her thoughts, I used the teach-back method to ensure the patient retained the information taught and maintained eye contact with the patient. I offered to answer any questions the patient may have had after the teaching for clarification.</p>	<p>From my observation the patient has accepted that she needs to increase her daily amount of activity and exercise to increase her quality of life and improve daily function as well as overall health. Upon reiterating the information to the patient's daughter, the patient may be more likely to comply as she seemed to have reservations even though she wanted to exercise more. The daughter and mother put forth the idea of exercising together as they did in the past. What would have made this plan better is if I would have been able to talk about a definitive commitment from the patient; she was not committing a specific amount of time; however, she voiced a need for her to exercise.</p>

	<p>material given to her and was engaged in the teaching. The patient seemed uneasy about change but feels she has no choice.</p> <p>Psychomotor Objective: Pt will carry out the teaching and make a small adjustment of exercise in her life daily.</p> <p>Psychomotor Outcome: I am unable to determine the outcome but the patient voices she can carry out the teaching.</p>			
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Reference(s):

Bielecki, J., & Tadi, P. (2021, March 10). *Therapeutic exercise*. StatPearls [Internet]. <https://www.ncbi.nlm.nih.gov/books/NBK555914/>