

**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 <li style="padding-left: 20px;">Question & Answer <li style="padding-left: 20px;">Demonstration/Return Demonstration <li style="padding-left: 20px;">Strategies to keep patient's attention <li style="padding-left: 20px;">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
<ul style="list-style-type: none"> 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: Morgan Wagner

Subject: Use of Spirometer and the Reasons for Use

Nursing Diagnosis: Impaired Gas Exchange related to COPD and chronic respiratory failure as evidence by abnormal ABG values, hypercapnia, and hypoxia

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>My patient was a 77-year-old Caucasian female with congestive heart failure and chronic respiratory failure. When I sat down to talk with the patient and what she does to treat her COPD and respiratory failure, she mentioned breathing exercises that she does at home, but no knowing exactly why she does them. I mentioned the use of a spirometer and she thought that is what the device she uses is called. The patient had very limited understanding of why she does these breathing exercises. Because she had never grasped the information she was taught in the past about the use of a spirometer, she was eager to listen to me teach her about it. She stated that, "I want to make my lungs stronger so I can watch my grandchildren grow up." The patient did not have any family visit while I was there, so there was no one else present for the teaching. Over the last two months, the patient has been hospitalized numerous times because of her health conditions. She mentioned that it has been difficult keeping up with all of her medications, appointments, and therapies.</p>	<p>Cognitive Objective- The patient will be able to understand the rationale behind using the incentive spirometer and be able to repeat back the information regarding the use of the breathing exercise.</p> <p>Affective Objective- The patient will express interest and motivation when and after learning about the incentive spirometer. The patient will develop a positive attitude towards using the spirometer and better her health.</p> <p>Psychomotor Objective- The patient will be able to show me hands on how to use her incentive spirometer and the different part of the device. She will handle the spirometer correctly and demonstrate the correct usage.</p> <p>Cognitive Outcome- The patient was able to repeat back the information on why she uses the breathing exercise. Unfortunately, she was confused during the assessment interview on the actual breathing device she uses, so she was not able to repeat back how to use the incentive spirometer.</p> <p>Affective Outcome- The patient was interested in the topic during the entire discussion and showed an interest and motivation to using her breathing devices after discharge.</p>	<p>An incentive spirometer is used to</p> <ul style="list-style-type: none"> - expand your lungs by helping you breathe more deeply and fully. <ul style="list-style-type: none"> - Keep your lungs active - Improve lung function - Reduce mucus build up - Strengthen your lungs during extended rest <p>Before using your spirometer, make sure and breathe through your mouth and not your nose; if you breathe through your nose, the spirometer won't work properly! You can hold your nose shut if you have trouble. Then some instructions you need to remember: If you are feeling dizzy, stop, rest, and try again later.</p> <p>Steps for correctly use your spirometer include</p> <ol style="list-style-type: none"> 1. Sit upright in your chair/bed, hold the spirometer at eye level. 2. Put your lips securely around the mouthpiece, then exhale completely. 3. Inhale slowly through your mouth as deeply as you can. As you take the breath, you will see the piston rise. While the piston rises, the indicator on the right should move upwards and stay between the two arrows. 4. Try to get the piston as high as you can while keeping the indicator between the arrows. If the indicator does not stay between the two arrows, you are either breathing too fast or slow. 5. When you get the piston as high as you can, hold your breath for 10 seconds, or as long as possible. While you are holding your breath, the piston will slowly fall back down to the base. 6. Once the piston reaches the bottom, breath out slowly through your mouth and rest for a few seconds. 7. Repeat up to 10 times, and attempt to get the piston to the same level with each breath. 	<p>I did not give my patient any handouts, but I did come with a picture of an incentive spirometer so that we could identify the different parts of the spirometer.</p>	<p>After my teaching plan, I was confident that my patient had a good understanding of why she uses her breathing exercises. She was able to repeat back the reasons for use and kept a positive attitude during the lesson. Therefore, I believe that both my cognitive and affective objectives were met. Unfortunately, the patient did not remember what specific breathing device she uses to strengthen her lungs and confused an incentive spirometer for an acapella breathing device. When I demonstrated the picture of the spirometer, that is when she realized it was not the right device she uses. Although I was not able to demonstrate how to correctly use an incentive spirometer and the different parts of it, I think the teaching plan was still successful on educating the patient. The patient maintained eye contact for most of the lesson and was very grateful that I took the time to come to her room and speak with her about the subject.</p>

<p>But she did say that she was happy to finally be getting the medical care that she needed. She was of the appropriate education level to understand the material being taught to her. She does not have any certain beliefs about health, but in general wants to get and feel better. Before hospital admission, she lived at home by herself with the assistance of a home health aide and her children. Now she is willing to get to an assisted living facility for rehabilitation.</p>	<p>Psychomotor Outcome- The patient was unfortunately confused on the actual breathing device that she uses; therefore she was not able to show me how to use an incentive spirometer and the different parts of the device.</p>	<ol style="list-style-type: none"> 8. After 10 times, try to cough as needed to help loosen or clear any mucus in your lungs. 9. Lastly, put the marker at the level the piston reached on the spirometer; this will be your goal next time! <p>Repeat these steps every hour you are awake. When you aren't using the spirometer, cover the mouthpiece. An easy way to remember to utilize your spirometer is during television commercials when you are watching TV; every time a commercial comes on, use your spirometer until the show comes back on!</p>		
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Reference(s):