



Total points

\_\_\_\_\_/25

**N431 Adult Health II  
TEACHING PLAN**

Student Name: \_\_\_\_\_ Nikki Brown \_\_\_\_\_

Subject: Adult Health \_\_\_\_\_

Nursing Diagnosis: Knowledge deficit related to COPD as evidence by continuation of smoking.

<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 63-year-old Caucasian female patient. She was alone when education was provided to her. The patient finished high school. Her developmental level is appropriate for her age. She states she has knowledge of her disease and understands why she had a flare up. The patients' motivation to learn is poor due to her statement of knowing that smoking can essentially progress the disease to worsen but will continue to do it anyway. She is taking her medications as they are prescribed and compliant with them. Although she is compliant with her medications, it is safe to assume that her values on her health are poor. Patient is not motivated to quit smoking and states that she does not have the will power to try. Patient religion is Christianity. Patient can sit up on the side of the bed but gets winded when standing up. She normally ambulates independently at home, but currently due to the flare up she needs minimal assistance. The patient lives alone in the home that she owns. The patient has been educated upon multiple instances of her disease.</p>	<p><b>Cognitive objective:</b> The patient understands her disease and the changes that need to be made for her health to improve. She will not meet goals of education by the time she leaves because she refuses to quit smoking. Although she does understand why she needs to quit smoking before she leaves the hospital.</p> <p><b>Cognitive outcome:</b> The patient was unmotivated to engage in conversation and will not apply the information received, she is able to identify three ways to avoid COPD exacerbation by the time she is discharged.</p> <p><b>Affective objective:</b> The patient was willing to be educated on how smoking affects her disease of COPD and the risk factors that come along with it. She was educated on safety in her home and how to keep her oxygen off when smoking. The patient will use a walker at home in case of becoming short of breath with ambulation and ensure that there is no obstacles or clutter in the home.</p> <p><b>Affective outcome:</b> The patient was engaged in the teaching but refuses to try and quit smoking and was able to provide 3 risk factors that smoking can cause with COPD.</p> <p><b>Psychomotor objective:</b></p>	<ol style="list-style-type: none"> <li>1. Ask patient about her history of chronic obstructive pulmonary disease (COPD). Assess her level of understanding of the disease.</li> <li>2. Inform patient about how to prevent COPD exacerbations. The patient reported smoking every day which is causing her flare ups to worsen.</li> <li>3. Advise the patient to promote safety in her home since she refuses to quit smoking. She is on 3 liters of oxygen all the time; therefore, safety was an issue.</li> <li>4. Assess the patient's willingness to make changes and stop smoking.</li> <li>5. Have the patient repeat the interventions needed to prevent future exacerbations of COPD.</li> </ol>	<p>Patient was provided a handout that consisted of 5 pages worth of information covering the topic of COPD. It included what the disease is and what to expect with signs and symptoms. It explains what kind of medications that the patient may be taking due to her disease. It also includes what can cause COPD exacerbations such as smoking.</p>	<p>The patient achieved understanding of the goals and objectives of the teaching. She verbalized understanding of the importance of quitting smoking cigarettes and was willing to engage in the conversation about how smoking affects COPD. The patient was able to identify what she can do better to prevent her COPD flare ups. The patient was not able to demonstrate the stopping of smoking being in a hospital setting as well as admitting continuing smoking upon discharge. The strengths of my teaching plan include providing an open discussion where the patient was willing to be open and honest about her smoking. The patient was comfortable talking about how she acknowledges that she needs to do better. In the future, I will ensure to be more organized before providing education. I will also try and get more feedback from the patient and let her lead the conversation more to get a better understanding of what she already knows.</p>

	<p>The patient will be able to identify three ways to remain safe in her home while using oxygen by the time she is discharged.</p> <p><b>Psychomotor outcome:</b> The outcome was not met due to the patient not being discharged.</p>			
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**Reference(s):**

Hinkle, J. L., Brunner, L. S., Cheever, K. H., & Suddarth, D. S. (2014). *Brunner & Suddarth's textbook of medical-surgical nursing*. Lippincott Williams & Wilkins.