

N321 Medical/Surgical
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Courtney Thomas Date: 07/21/21

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 321 Nursing the Adult Client
TEACHING PLAN**

Student Name: Courtney Thomas

Subject: Medication teaching

Nursing Diagnosis: Deficient knowledge related to confusion as evidenced by the patient repeating questions and needing to be reminded multiple times.

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>This client was an 89 year old Caucasian female who was admitted through the emergency department on 07/18/21. She was brought in after a syncope episode and was diagnosed with facial droop and altered mental status. She has a history of syncope, bradycardia, chronic atrial fibrillation, hyponatremia, hypothyroidism, and anemia.</p> <p>This client was confused and needed reassurance during her morning med pass. She asked for me to give her one medication at a time while explaining what it was and why she was taking it. While doing this, she seemed willing to learn but needed to be reminded. She did take the information well but was not able to remember it for long.</p> <p>This client's son is the</p>	<p>Cognitive objective: This client will be able to remember the information given to her and understand the importance of each medication.</p> <p>Cognitive subjective: This client was confused and did need to be reassured that each medication had an important purpose. Once I told her about the medication, she would respond with either "yes, I take that" or she would ask for me to repeat what it was for.</p> <p>Affective objective: This client will be willing to learn the information. She will respect the information being given to her.</p> <p>Affective subjective: This patient showed respect when I was presenting the information. She wanted to learn what each medication was and accepted the</p>	<p>During this client's morning med pass, I taught her about each medication she was taking.</p> <p>This teaching included the medication and what it is being used for:</p> <ul style="list-style-type: none"> ● Amlodipine 5 mg- this was a new medication and I informed her that it was a calcium channel blocker and it helps with high blood pressure. ● Eliquis 5 mg- history of atrial fibrillation. ● Aspirin 81 mg- prevent clotting ● Carbamazepine 600 mg- history of seizures ● Iron 325 mg- supplement ● Lasix 20 mg- help her urinate (water pill) ● Levothyroxine 75 mcg- history of hypothyroidism ● Claritin 10 mg- allergies ● Losartan 100 mg- hypertension ● Metformin 500 mg- control blood sugars ● Protonix 40 mg- heartburn ● Miralax 17 g- help have a bowel movement ● Potassium 250 mEq- supplement <p><i>(IBM Micromedex Solutions Watson Health, n.d.)</i></p>	<p>This client wanted to take each medication separately that way she knew what she was taking. I informed her what each medication was when I opened it and told her what she was taking it for. I did not use any form of written tools during this teaching.</p>	<p>This client achieved most of the goals I had for her during my teaching. Although she was confused at times, she was still interested in the learning and was able to take all of her medication. I believe that the strength of my teaching plan was knowing what each medication was for before beginning the med pass. This made it easier for me to describe it to the client. I also think that discussing the medication with her as she took each individual one made it easier for her to understand. A weakness of my teaching plan was that I only provided the client with a verbal teaching. With her confusion, it may have been nice to give her a print out with the medications and what they are for that way if she gets confused, she can look at that. She was able to verbalize when she was confused and needed to be reminded. She was also able to tell me which ones she remembered and</p>

<p>one to make medical decisions for her but was not present during the shift. She made it clear that she would not have any procedures or take new medications without him knowing first.</p>	<p>information.</p> <p>Psychomotor objective: This client will be able to take her medications on her own and know how to take each one.</p> <p>Psychomotor subjective: This client was able to take each medication individually with minimal difficulty. She knew that the stool softener was a drink and that she needed to finish all of it.</p>			<p>takes at home.</p>
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Reference(s):

IBM Micromedex solutions | Watson Health. (n.d.). IBM. Retrieved July 22, 2021, from <https://www.ibm.com/watson-health/about/micromedex>