

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

STUDENT NAME: Lindsey Loewenstein

Date: September 16, 2019

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

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**Nursing Diagnosis Identified**

**(1 point)**

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**Planning**

**(3 points)**

State objectives and outcomes: Include at least one from each learning domain:  
 Cognitive, Affective & Psychomotor

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**Interventions**

**(2 points)**

- List the content to be included in instruction. Be specific and accurate.
- Logical sequence.
- Simple to complex.
- Organized

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**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

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**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

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**References Listed in APA format.**

**(1 point)**

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**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

**N303 Adult Health II  
TEACHING PLAN**

Student Name: Lindsey Loewenstein  
Nursing Diagnosis:

Subject: Diverticulosis

<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>Patient showed a readiness to learn and was very open to my teaching on how to prevent a flare up of diverticulosis. Patient is a usually very healthy individual who is very cautious of what she eats. Since her diagnosis of diverticulosis, she eats a healthy diet and remains an active lifestyle. She is very compliant to her health and her medications. She is in her early seventies and is in great health otherwise. She spoke very well English and seemed very educated.</p>	<p>Cognitive: Patient is able to comprehend information given and is able to ask questions for clarity.</p> <p>Affective: Patient shows a readiness to improve her health and is willing to take the necessary steps and precautions.</p> <p>Psychomotor: Patient understands teaching information given and is in good enough health for self-improvement.</p>	<p>Before I went into my patient's room, I printed her off discharge teaching for diverticulosis. I added my own touch to it by including ways to prevent a perforated pouch, as this is what she was admitted for. I highlighted important information in the text that suggested when she should call her doctor. I walked into my patient's room and asked her if she was ready to learn and then go home, and she responded very pleasantly as she exemplified a readiness to learn. I gave her the copy of the discharge notes and went through the entire page with her. She asked me a couple different questions and I answered them to the best of my knowledge. Towards the end, she repeated mostly everything that I had taught, which made me feel comfortable and that my teaching was effective. She was a very sweet lady who wanted to get better and back to her busy life. I thanked her for her time and she thanked me for teaching her.</p>	<p>As a tool for my teaching, I utilized discussion and any questions that my patient had. I answered all her questions to the best of my knowledge. I also printed off a copy of discharge instructions and wrote down helpful tips with reducing the risks of a pouch perforation. I had my patient repeat back the information given to her so that I knew she understood what I had to say.</p>	<p>I believe that my teaching was effective as my patient gave me her undivided attention, asked questions, repeated back the information given to her, and verbalized that she was ready to get back to good health and was willing to do whatever it took. I truthfully do not believe that there were any weaknesses with this teaching plan. To make it better, I would have created a more in depth note for her to take home instead of just something that I printed off. The information that I provided was accurate as I printed it from OSF's Epic database. Her husband was also in the room for teaching and too showed a readiness to learn. He was very supportive of her and her health.</p>

**Reference(s):**

**Hinkle, J.L., & Cheever, K. H. (2018), *Brunner & Suddarth's textbook of Medical-Surgical Nursing* (14<sup>th</sup> ed.). Philadelphia, PA: Wolters Kluwer Health Lippincott Williams and Wilkins.**