

N431 Adult Health II
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

(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

Nursing Diagnosis Identified

(1 point)

Planning

(3 points)

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

Interventions

(2 points)

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

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

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

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

**N303 Adult Health II
TEACHING PLAN**

Student Name: Bailey Roth

Subject: Mental Health and Overdosing

Nursing Diagnosis: Ineffective coping related to poor impulse control and frustration as evidenced by sudden outbursts of harming oneself.

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>Patient is a 17 year old female Patient is considered a pediatric patient.</p> <p>Patient was admitted to the hospital on 10/08/2019 for an overdose and suicidal ideation. Patient has a history of mental health illness.</p> <p>Patient admits to taking 6 Clozapine, 24 Cymbalta and 12 Seroquel, but does not state why or have a reason to why she took them.</p>	<p>Physiological: Patient can describe positive results from new behaviors that she has become accustomed to.</p> <p>Affect: Patient verbalizes feelings related to her current emotional state.</p> <p>Cognitive: Patient focuses on the present instead of focusing on the things that have happened in the past.</p>	<p>Goal setting with the patient on what they are going to do when they get feelings of harming theirself or when a negative thought enters their mind.</p> <p>Using tools such as relaxation tools to focus on the present (ex. Guidance or imagery)</p> <p>Educate the patient while the family is in the room so they know how they can fully help and support the patient as well.</p> <p>Educate on signs and symptoms of anxiety and depression and when to seek help on those feelings.</p>	<p>Suicide hotline: 1800-273-8225</p> <p>Pamphlet called "Positive thinking for teens"</p> <p>https://www.newportacademy.com/resoures/mental-health/positivity-teen-mental-health/</p> <p>Website on relaxation techniques for reducing anxiety: https://www.neyondanxietyanddepression.com/natural-remedies-anxiety/7-relaxation-techniques</p>	<p>There are ways to modify this to make it more comprehensible for all ages, for example, the pamphlets and the printouts work well for those who are more tactile and like to be able to hold and read the information that you are talking about and then saving it afterwards to look back on it.</p> <p>Patient states that she is ready to go home and start again, she admitted to taking the medication and she states that she wishes she didn't but she is happy to see another day and is ready to go with her life.</p> <p>Patient is happy to have another chance at life.</p> <p>Patient seems super optimistic to try again and learn ways to take anger and frustration out on things that don't harm her body.</p>

Reference(s): Monroe, J. (2018, December 13). Positive Thinking for Teens. Retrieved from <https://www.newportacademy.com/resources/mental-health/positivity-teen-mental-health/>.

Relaxation Techniques for Stress Relief. (2019, August 9). Retrieved from <https://www.helpguide.org/articles/stress/relaxation-techniques-for-stress-relief.htm>.