

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Talia Lomax Date: 10/9/19

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

**N431 Adult Health II
TEACHING PLAN**

Student Name: Talia Lomax
 administration of Insulin _____

Subject: Self

Nursing Diagnosis: **Risk for unstable blood glucose level related to inadequate blood glucose monitoring, dietary intake, and or medication management as evidenced by low blood glucose levels.**

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)
<p>Patient is a 23 year old who was recently diagnosed with type 2 Diabetes Mellitus. Patient's developmentl level is appropriate for age. The patient demonstrates a ready to learn attitude and is able to verbalize understanding to the student nurse. The patient is coping well with the new diagnosis of diabetes mellitus. The patient is compliant with all medications. The patient has a high school diploma and lives at home with his uncle and siblings. The patient feels that he has a good support system.</p>	<p>Affective: The patient understands the disease process and accepts the teaching and education needed for his disease process. The patient is able to express his feelings about his disease process.</p> <p>Cognitive: The patient's developmental level allows him to understand the teaching.</p> <p>Psychomotor: The patient is able to properly demonstrate the self administration of insulin.</p>	<p>The student nurse will provide printed educational instructions along with an insulin pen and the patients' sliding scale.</p> <p>The student nurse will go over printed educational material with the patient.</p> <p>The student nurse will ask the patient if they have any questions throughout the teaching.</p> <p>The student nurse will demonstrate how to check blood glucose and teach the patient how to determine the correct sliding scale dose.</p> <p>The student nurse will demonstrate how to measure out the proper insulin dose with the insulin pen.</p> <p>The student nurse will inform the patient on the preferred injection sites and the signs and symptoms of an overused injection site.</p> <p>The student nurse will allow time for discussion and questions with the patient.</p>	<p>Demonstration and return demonstration will be used during this teaching.</p> <p>The student nurse will provide educational instructions and will use the patient's insulin pen and sliding scale.</p>

Evaluation: The patient demonstrates a clear understanding of the teaching. Patient has reviewed educational materials with the student nurse. The patient is able e to properly self-administer sliding scale insulin to himself.

Reference(s): Swearingen, P. L. (2016). All-in-one nursing care planning resource: medical-surgical, pediatric, maternity, and psychiatric-mental health. St. Louis, MO: Elsevier.