

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

STUDENT NAME: Zachary Brito \_\_\_\_\_ Date: 10/27/19 \_\_\_\_\_

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

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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

\_\_\_\_\_

**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:     Zach Brito    

Subject: Diabetes management

Nursing Diagnosis: Hyperglycemia

<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>63-year-old Male who was admitted with hyperglycemia/ DKA. Blood sugar 820 on admit. Patient graduated high school graduate, speaks English and is able to read and write. Patient is non-compliant with insulin regiment and drinks alcohol. Patient is capable of learning and doesn't want to end up in the hospital again. Patient has lost a finger due to his diabetes. His lifestyle seems to not be adaptive to his medical condition</p>	<p><b>Cognitive:</b> Patient will be able to remember, understand and apply the teaching to his everyday life.</p> <p><b>Affective:</b> Patient will receive, respond and value his teaching</p> <p><b>Psychomotor:</b> Patient will be able to imitate, manipulate and articulate his teaching having it become natural</p>	<p>Instructed patient that exercise is good, and this can include walking, gardening or doing work around the house. Exercise and help insulin work better to lower blood sugar. Instructed patient that stress can cause a rise in blood sugar as well and to avoid stressful situations and or to check you blood sugar is you have had a stressful situation or are experiencing chronic stress.</p> <p>Instructed patient to stay compliant with his insulin regiment to help control his blood sugar and also signs and symptoms to watch out for such as frequent urination, increased thirst, dry mouth, blurred vision, nausea and fatigue.</p> <p>Instructed patient to avoid having a diet high in carbohydrates and that alcohol contains a lot of sugar especially mixed drinks and beer that he stated he drinks a lot of.</p>	<p>As a teaching tool, I had a discussion with the patient, and he was being open and honest with me as I asked him question about his lifestyle. The patient understood that he needs to take better care of himself and that he needs to check his blood sugar more often and cut back on the alcohol or at least watch out for those signs of hyperglycemia</p>	<p>I felt that the teaching went well and was well received. The patient understood that he needs to take his diabetes more seriously because he doesn't want to die young. He was able to repeat back the symptoms to look out for when his blood sugar gets too high and that he will make an effort to follow his insulin regiment better. The patient also said he is going to work on making better dietary choices and try to start working in his yard again. He also said he will quit drinking although he laughed when he said that.</p>

**Reference(s):**

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