

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Shawna Stewart Date: 10/28/19

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

**N303 Adult Health II
TEACHING PLAN**

Student Name: Shawna Stewart

Subject: Fresh Frozen Plasma (FFP)

Nursing Diagnosis:

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 patient was receiving 2 units of fresh frozen plasma (FFP) due to low labs (hemoglobin and hematocrit). The patient was also scheduled to undergo a Bronchoscopy later in the afternoon. The patient showed interest in learning about the procedure because he was interested in learning why so many staff were present at the time. Although his mother is his HcPOA, the patient lives alone and completes his own care. The patient states he is compliant with care and medication. His mother obtains all medication refills and makes all follow up appointments. Although the patient completed high school, he appears to be developmentally delayed. He continually repeats the same</p>	<p>Cognitive: The patient expressed understanding as to why he was receiving FFP. He seemed to understand why staff monitored him closely for the first 15 minutes.</p> <p>Affective: The patient seemed very happy to have the company for the short amount of time. During my visit this day, I observed that the patient appeared lonely at times.</p> <p>Psychomotor: The patient sat in the recliner during the transfusion and appeared comfortable. When asked, he repeatedly denied feelings of adverse reactions.</p>	<p>The teaching occurred while sitting with the patient during the transfusion. The patient had questioned why so many nursing staff were present during the first part of the transfusion and then left. I explained to the patient that the transfusion required two nurses to sign off on the package and then his vitals were obtained to be monitored. I then explained that the infusion was started at a slow rate to monitor him for any reactions. When no reactions occurred, the first nurse was able to speed up the infusion and leave. After another set of vitals that were within normal limits the second nurse was able to leave the room. The patient then asked why he was receiving the transfusion to which I explained about his low labs and the upcoming procedure he was to have later that day.</p>	<p>There were no tools present during the discussion. We just talked about the transfusion along with the reasoning for the procedure. I also explained why the facility requires multiple nurses during the transfusion and what signs or symptoms of a reaction staff will monitor for.</p>	<p>The patient asked many questions about the transfusion, but otherwise he just wanted to talk about other topics. I got the impression he just wanted the company as he mentioned he did live alone. He did seem content with the information I gave him and did express that he understood the reasoning, although I did not have visual aids.</p>

questions.

Reference(s):

Craven, R., Hirnle, C., & Jenson, S. (2012) *Fundamentals of Nursing: Human Health and Function*. (7th.ed.). Philadelphia, PA: Wolters Kluwer