

**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: \_\_\_\_\_ Levi Hahne \_\_\_\_\_

Subject: \_\_\_\_\_ adult health

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Nursing Diagnosis: Risk for impaired gas exchange

<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>Inadequate gas exchange can develop overtime through issues like COPD or emphysema and other diseases that may have developed.</p> <p>Patient will be compliant and willing to learn. The patient will recite information back to me and show that they can read any handouts or pamphlets I provide to help educate.</p> <p>Oxygen tanks provide more oxygen into the lungs to help exchange and eliminate carbon dioxide in our bodies.</p> <p>Oxygen tanks/masks need to be properly used according to directions. It is important to clean the mask often and avoid smoking near the tank itself. A person that is to receive oxygen assistance should reach out to the company that provided the tanks, or they may</p>	<p>Cognitive: Ensure the patient has their reading glasses near by if they need to read materials, allow for a quiet room when educating, such as no crowds in the room, no televisions turned on, etc. patient should be awake and alert, as well as looking at the nurse, utilize props or images if the patient has cognitive disabilities or provide education to the family or medical power of attorney.</p> <p>Affective: make sure the patient shows nonverbal interest such as eye contact, head nodding, and body positioning aimed at the nurse when listening.</p> <p>Psychomotor: make sure patient is capable of writing down any information or side notes, patient is capable of removing the oxygen mask and putting it on appropriately. Ensure patient knows how to work the tank valves and knobs.</p>	<p align="center">Oxygen safety</p> <p>Avoid smoking near the tank as this may cause a fire. Stay at least 5 feet away from the oxygen source.</p> <p>Oil and Vaseline products need to be avoided as well due to flammability.</p> <p>Oxygen mask should be properly fitted to avoid skin breakdown, irritation, or loose fit which may prevent structural flow to the lungs.</p> <p>Always keep the tank upright.</p> <p>Clean the nasal cannula often or whichever mask is being used.</p> <p>Be aware of the cord attached to the tank that it doesn't come loose, keep eyes open for kinks in the cord and also watch where you step in order to avoid tripping over the device.</p> <p>Provider will determine how many liters should be administered, do not exceed or lower the flow rate unless ordered by the provider.</p>	<p>Use an oxygen tank and mask provided by the hospital to show how to properly fit the mask around the face. Demonstrate how the tank flow rate should be turned in order to allow oxygen to flow and diminish. The patient should wear the mask and do the motor skills needed to show the nurse they understand. Allow plenty of time for questions and concerns the patient may have. Find out who their oxygen provider company will be before discharge.</p> <p>Keeping sounds in the room low or quiet helps grab the</p>	<p>Patient will leave the hospital with all concerns and questions answered by the nurse, the patient will have an oxygen tank company provider chosen, patient will have with them pamphlets and extra notes upon leaving. They should also expect to call their provider if any shortness of breath, wheezing, confusion, or chest pain develops.</p>

reach out to a clinical professional.			patient's attention towards the nurse. If the patient is hard of hearing, speak on the stronger side of the patient's hearing.	
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**Reference(s):** UCSF Health. (2019, October 31). Supplemental Oxygen: Oxygen Safety. Retrieved November 8, 2019, from <https://www.ucsfhealth.org/education/supplemental-oxygen-oxygen-safety>.