

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: Riley Doran
Nursing Diagnosis:

Subject: Preventing Falls at Home

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 69-year-old male with limited knowledge prior to discharge regarding safety in the home environment. The patient lives at home with 3 other roommates. This patient is American and his support person is his roommate Tim. The patient was the only one present for the teaching. The patient was motivated and willing to learn to go home. He denied any health beliefs or values that he would want to incorporate in his care. After assessing the patient's ability to learn, I did note concerns that would affect my teaching or his learning, he is blind due to cataracts. The patient had an appropriate developmental level for his age. He could read and write the English.</p>	<p>Cognitive objective: To remember, understand, and apply the information taught to him about implementations that can be done in the home setting to promote safety and to eliminate all factors that may contribute to a fall.</p> <p>Cognitive outcome: The patient verbalized understanding of all the information presented. Patient did not present that he did not understand the material.</p> <p>Affective objective: The patient will understand the importance and respect the information that is being taught. Also, he will be motivated to learn and implement these measures at home.</p> <p>Affective outcome: The patient was ready to learn the information when asked and remained attentive during presentation. He was the only one present for the teaching. He would nod and verbalized hhe understood the information.</p> <p>Psychomotor objective: The patient will be able to verbalize what he can change at his home to create a safe environment. He is now aware of what to do if he falls</p>	<p>Use of non-slip shoes and socks during ambulation to prevent unintended slip and falls on slick flooring.</p> <p>Use night lights in the bedroom, hallway, and bathroom at night time.</p> <p>Patient revealed she had a pug at home so it is important of her to be mindful where he is at to avoid tripping over him, as they are quick and easy to miss at times.</p> <p>Security bar installation in the bathroom to minimize potential for slips due to water spills and losing balance.</p> <p>Apply nonskid bath mat inside the shower/tub.</p> <p>Removal of unnecessary household clutter, especially on stairs of her home.</p> <p>Laying cords in locations around the house that keep them concealed and out of the way also help.</p> <p>Throw rugs should be taken out of the home or secured down to the floor to prevent tripping.</p> <p>Use sand or salt on walking paths during the winter. (Hinkle & Cheever, 2014).</p>	<p>The patient was provided safety information with various methods. We began with open discussion about what is considered a fall risk in the home. The patient was provided with a handout to bring home with his following discharge and the teaching. I attempted to keep the patient's attention by referencing what he previously told me about his home life.</p>	<p>I believe the patient achieved the goals of my teaching objectives. He understood the importance of altering her home to avoid falls outside the hospital. The strengths of my teaching plan included our previous interaction that day, the patient was able to feel comfortable throughout the teaching as we had talked about his home life majority of our interactions prior to the teaching. I also included a packet of the information I was presenting to him. A weakness of my teaching plan was that I could not ensure that the proper safety measures would be implemented within the home after discharge from the inpatient setting. The patient was able to verbalize understanding of the steps to take to ensure a safe home environment to prevent falls. I believe the patient achieved the goals of my teaching objectives.</p>

--	--	--	--	--

Reference(s):

Hinkle, J. L., & Cheever, K. H. (2018). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14 ed.). Philadelphia, PA: Wolters Kluwer Health Lippincott Williams & Wilkins.