

**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: _____ Justine Funneman _____
 prevent pressure sores _____
 Nursing Diagnosis:

Subject : _____ How to

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>The patient and her husband have been in contact with the wound nurse, so they had a prior knowledge to the subject of how to prevent pressure sores. The patient was motivated and able to learn since she wanted to go home that day. She stated she wanted to be sure they would not have to come back in for another pressure sore. The patient was given a packet of literature so that she could read it on her own time incase she had any other questions. The patient was developmentally able to learn and understand the topic that was being taught to her.</p>	<p>Cognitive objective: To remember, understand, and apply the information being taught to her about how to prevent pressure sores. Cognitive outcome: The patient stated to me that she understood the teaching that I gave her. She verbalized how she understood some of the topics I taught that related to her specifically. Affective objective: The patient will respect the information being taught to her and be willing to learn how to prevent pressure sores. Affective outcome: The patient showed that she respected the teaching by giving me her full attention and following as I gave her the information that she needed. Psychomotor Objective: The patient will be able to show how she understood the teaching. Psychomotor outcome: The patient talked about</p>	<p>I started the teaching by introducing myself again and telling the patient and her husband my purpose for being there. I asked them if they had time for me to talk to them about how to prevent pressure sores. They welcomed the teaching. I printed out a packet for the patient and her husband to have if they have any questions. I read and highlighted the important parts of the teaching and the topics that most applied to her way of life. Eye contact was made with the patient and her husband, so they felt more comfortable. At the end I asked them if they had any questions and if they understood all that I have told them.</p>	<p>I used the teaching tool of a packet of instructions for the patient and her husband to bring home. I also used the question and answer tool. I asked them about their understanding what a pressure sore was and at the end I asked them if they understood the teaching.</p>	<p>I believe the patient understood the teaching that I gave them. They understood the importance of how to prevent pressure sores. They were eager to learn because they wanted to be able to go home and not have a sore reoccur. The patient's husband was included in the teaching because he does help her care for herself at home. Proper teaching aids were used. My strength in teaching would have to be the confidence in my voice. I believe this helped the patient and her husband trust me. My weakness in the teaching would have to be not sitting down with the patient. Instead I stood and felt like I was towering over her. The patient did not seem uncomfortable, but it might have made other patients feel awkward.</p>

	how they are going to get cushions to put on her lift to prevent pressure sores from occurring again.			
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Reference(s): Clark, D. (n.d.). Bloom's Taxonomy of Learning Domains. Retrieved November 14, 2019, from <http://www.nwlink.com/~donclark/hrd/bloom.html>.