

**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: Nicholas Lucy
induced hyperemesis/ use

Subject: Marijuana

Nursing Diagnosis: Knowledge deficit r/t side effects of acute marijuana intoxication AEB resistance to ED nurses' teaching.

| 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 has been using marijuana for a prolonged period of time and is aware of some potential side effects. Patient denies that hyperemesis and stomach pain maybe be result of marijuana use. The patient seems eager to learn ways to quit using marijuana and is actively trying to quit smoking both marijuana and cigarettes. The patient does not currently seem to have defined health beliefs but it actively seeking ways to improve her health. She has a good ability to learn and can understand written and verbal instructions. She is a willing participant in receiving education. The patient is a general manager at subway and should have no barriers to learning.</p> | <p>Cognitive: The patient will understand and be able to teach back possible side effects of marijuana use.</p> <p>Psychomotor: The patient will show use of oral fixation coping methods such as chewing gum.</p> <p>Affective: The patient will show eagerness in learning ways to quit use of marijuana.</p> | <ol style="list-style-type: none"> 1. To start off the teaching my instructor and myself will interduce ourselves to the patient 2. Explain to the patient I will be teaching on the topic of marijuana use. 3. Provide hand out of information. 4. Reassure patient that SBL is a non-judgmental environment. 5. Explain how research shows marijuana use may cause symptoms similar to what she is experiencing. 6. Review current literature on how to quit. 7. Identify if the patient has any questions. 8. Answer patient's questions as appropriate. | <p>The teaching tools that will be utilized will be handouts, verbal teaching, and teach back.</p> | <p>This patient was eager to learn and was intrigued on the aspect of marijuana having a effect on GI symptoms. She did not know of possible side effects of this nature and seeming interested in learning these facts. The patient added prior to teaching that she was wanting to quit prior to admission. Patient seemed enthused and engaged during teaching and interjected with questions and comments regularly. She was willing to take educational materials home to review for herself. The teaching went well and the patient was able to teach back the information given.</p> |

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Reference(s): Hinkle, J. L., & Cheever, K. H. (2018). *Brunner & Suddarths textbook of medical-surgical nursing*. Philadelphia: Wolters Kluwer.