

**N431 Adult Health II**  
**TEACHING PLAN INSTRUCTIONS AND EVALUATION**

STUDENT NAME: Lindsey Platt Date: 2/17/20

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

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**Nursing Diagnosis Identified**

**(1 point)**

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**Planning**

**(3 points)**

State objectives and outcomes: Include at least one from each learning domain:  
 Cognitive, Affective & Psychomotor

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**Interventions**

**(2 points)**

- List the content to be included in instruction. Be specific and accurate.
- Logical sequence.
- Simple to complex.
- Organized

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**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

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**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

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**References Listed in APA format.**

**(1 point)**

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**TOTAL CONTENT**

\_\_\_\_\_ /15

II. Evaluation of **teaching presentation**

**(10 points)**

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- 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: 2/20/20

Total points

\_\_\_\_\_/25

**N431 Adult Health II  
TEACHING PLAN**

Student Name: Lindsey Platt

Subject: COPD

Nursing Diagnosis: Noncompliance with medications related to treatment of COPD as evidenced by the patient telling the nurse he does not take his medications every day

<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>The patient is a 59 year-old-male who presented to the ER with shortness of breath and chest pain. He was diagnosed with influenza B, COPD exacerbation, and cellulitis of the right leg and was admitted 2/14/2020. He has a history of smoking and is still a smoker but is trying to quit. He has a home healthcare worker that comes a couple times a week. There are no barriers to learning. He is willing to listen.</p>	<p>The patient will be able to verbalize understanding of teaching by the time he is discharged. The patient will agree to be compliant with his medication regimen by the time he is discharged. The patient will take the handout given to him, read and understand it by the time he is discharged.</p>	<p>I started by asking him what he knows about COPD. I stated that once the lungs have become damaged, the damage is irreversible. Then I told him how important it is to know the signs and symptoms of an exacerbation like shortness of breath and chest pain. Regarding discharge, I urged him to stay active, reduce stress, and conserve energy as well as sticking to a medication regimen to take his medications at the same time every day. I advised him to increase his protein intake. I advised him to get vaccinated yearly to prevent infections like influenza and pneumonia. I ended by asking if he had any questions.</p>	<p>I used a handout of COPD including images of lungs, alveoli, and open airways. It also included an overview of the disease, the pathophysiology, causes, risk factors, complications, signs and symptoms, diagnostic testing, treatment, and discharge planning.</p>	<p>The patient understood and asked appropriate questions. He stated that he would go to his follow-up appointments and will be compliant with his medications. He expressed that it is hard for him to ambulate because of his cellulitis and wounds on his legs. He asked if he could take the educational packet home with his discharge papers. To make my presentation better, I would have looked up when his follow-up appointments were and made sure he knew when they were.</p>

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**Reference(s):**

Chronic obstructive pulmonary disease (COPD). (2020, July 12). Retrieved February 17, 2020, from <https://advisor.lww.com/lna/document.do?bid=31&did=792075&searchTerm=copd&hits=copd>