

**N301 Medical/Surgical
TEACHING PLAN INSTRUCTIONS AND EVALUATION
Summer 2017**

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/class (3 points)

_____ **Prior knowledge of subject to be taught**
Determine patient's motivation to learn content
Health beliefs/values (Taylor pgs 70 & 513)
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

**N 301 Nursing the Adult Client
TEACHING PLAN**

Student Name: Payton Baker

Subject: _____

Nursing Diagnosis: Readiness for enhanced knowledge

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 was admitted to the hospital after accidentally taking a double dose of her new blood pressure medication. Patient was willing and eager to learn about her new medication and ways that she can better manage and organize her medications. Patient states that she knows she made a mistake and she is ready to go home. Patient lives alone and preforms activities of daily living independently. She is cognitive and has the ability to learn and understand information that is given to her.</p>	<p>Cognitive: Patient was able to read and understand the pamphlets given to her. She verbalized understanding of how to organize her medications and understands that if she forgets to take one she should only take one tablet and not 2 to "catch up".</p> <p>Affective: Patient was eager to learn about her new blood medication and how she can more effectively organize her medications so that she can go home.</p> <p>Psychomotor: Patient verbalized that she had a pill organizer and will make sure to keep all of her pills organized so she knows if she has already taken them to prevent a double dose.</p>	<p>Patient was given informational handouts on her new blood pressure medication cardizem and ways to organize her medications. Patient was informed on how her blood pressure medication may lower her blood pressure too much if she takes more than her prescribed dose and the effects that it may have on her. Patient was informed that if she forgets to take her medication one day then the following day she should only take that days medications and not the previous days.</p> <p>Patient was given an option to ask questions and left to read her informational pamphlets. She was told that if she had any further questions she could come and ask.</p>	<p>Discussion was used to inform patient on the risk factors of taking too many blood pressure tablets. Informational pamphlets were given to patient to take home as a reference and for further education. There was time allowed to patient to read informational handouts and to ask questions which were answered to the best of my ability.</p>	<p>Patient verbalized understanding of teaching and asked questions on information that she was unclear of. Patient asked if she could take home informational pamphlets to gain further knowledge and to reference in the future. Strengths of this education were the patients willingness to learn about the subject. Something that could have made it better were more knowledge on the specific blood pressure medication of this patient.</p>

Reference(s):

Sinha, S. (2019, February 6). Cardizem. Retrieved February 19, 2020, from drugs.com website: <https://www.drugs.com/cardizem.html>