

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)

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: Jasmine Banks

Subject: _____

Nursing Diagnosis: Small Bowel Obstruction

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)
The client is a 56-year-old who has been diagnosed with small bowel obstruction. The client's discharge date has not been discussed due to the client not had a bowel movement. The client has an NG tube in place, IV fluids running and is up walking around the unit to get his bowels moving. He seemed pretty motivated to learn because he was concerned about what his actual condition meant. The client stated that he didn't know what was going to happen with his condition and worried about if his "belly was going to explode." The client's highest level of education is high	Cognitive Objective: The client will understand and apply the information taught to him about what to eat, when to seek help, and the signs and symptoms that go along with the condition. Cognitive outcome: The client understood all information provided to him, and he asked questions to verify the information he heard. Affective objective: The client will be willing to receive the information provided. The client will be motivated to learn about his diagnosis and how to get better. Affective outcome: The client was very motivated in learning about his	During the rest of your hospital stay: -Continue to walk around the unit. -Continue NPO status. After you leave the hospital, you should: -Take all medications that are prescribed as prescribed. -Eat an appropriate diet and drink more liquids. (avoid foods that cause gas, or constipation) (drink clear liquids throughout the day) -You should contact your physician if you notice any signs and symptoms of the condition, or if you have any questions, or concerns about the condition. -“Limit exercise or strenuous activity for at least 4 to 6 weeks. Ask your surgeon what activities are OK for you to do” (MedlinePlus).	The client will be given a handout front Wolters Kluwer on Small Bowel Obstruction explaining what it is, what the causes are, the symptoms, how it is diagnosed, and how it is treated. Along with the handout, it is a picture that shows the digestive system and where a small bowel obstruction could occur. I will have him read along with me as we go through the handout. I would show him the picture to	I believe the client achieved some of the goals set. What could have made it better is if I could have actually known what caused the small bowel obstruction.

school, and he does not have a religion. The client has been working as a truck driver for 20 years. The client is a tobacco user and has been smoking a pack of cigarettes a day for 20 years. The client has a history of HTN, GERD and type II DM. The client stated that he doesn't take all of his prescribed medications at home and he eats fast food a couple of times a day. The client speaks and understands English well. The client had an appropriate developmental level for his age.	diagnosis and even engaged in the learning process. He respected the information provided Psychomotor objective: The client will eat an appropriate diet and intake enough water. The client will take all medications as prescribed. Psychomotor outcome: The client is unsure if he could alter his diet, but he assured he could intake enough water. He also was unsure if he could take all the medications prescribed to him, but he assured he would try harder to take his medications.		allow his to visualize where his small bowel obstruction is. Then we will discuss what we went over in the handout and I would answer any questions the client may still have regarding his diagnosis.	
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Reference(s):

MedlinePlus. (n.d.). *Intestinal or Bowel Obstruction - Discharge*. MedlinePlus - Health Information from the National Library of Medicine. <https://medlineplus.gov/ency/patientinstructions/000150.htm>

Wolters Kluwer. (n.d.). *Patient education: Small bowel obstruction (The Basics)*. Evidence-Based Clinical Decision Support at the Point of Care | UpToDate. https://www.uptodate.com/contents/small-bowel-obstruction-the-basics/print?search=small%20bowel%20obstruction%20education&source=search_result&selectedTitle=5~150&usage_type=default&display_rank