

**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: _____Marranda Steffen_____

Subject: _____Heart_____

Failure _____

Nursing Diagnosis: Deficit knowledge related to new diagnosis

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>This 82 year old female patient has no prior knowledge of her new diagnosis of heart failure. She was very happy and eager to learn about it so she could get it under control. Her daughter was there with her as well. She had no specific beliefs that would affect the treatment process. She was in compliance with starting a new medication and trying to stay on a low-sodium diet as directed by the doctor. The patient and the patient's daughter were made aware of the signs and symptoms of when she should go to the hospital. She was able to understand the information that I was giving her about heart failure. Her daughter was there learning as well because she is her primary care giver at home. They asked questions as they</p>	<p>Cognitive Objective: To understand and follow the information that was taught to her about heart failure and which medication to take for it as well. She was also informed that she will have follow up doctor appointments. Cognitive Outcome: Patient verbalized understanding of the teaching and the importance in going to follow-up doctor appointments. Her and her daughter asked a few questions and those questions were clarified for them. Affective Objective: The patient will accept the new condition that she is diagnosed with and take the learning seriously. The patient will value the handouts and other information that was given to her about her condition and her medication. Affective Outcome: This patient was accepting of the new</p>	<p>After you go home you should:</p> <ul style="list-style-type: none"> • Take heart medication as told by your doctor. <ul style="list-style-type: none"> o DO NOT stop taking medication unless your doctor tells you to. o DO NOT skip any dose of medication o Refill your medication before they run out o Take other medications only as told by your doctor or pharmacist • Eat heart healthy foods. Choose foods that are without trans fat and are low in saturated fat, cholesterol, and salt (sodium) • Limit salt if told by your doctor • Cook in a healthy way. Roast, grill, broil, bake, poach, steam, or stir-fry foods. • Limit fluids as told by your doctor. • Weight yourself every morning. Do this after you pee (urinate) and before you eat breakfast. Write down your weight to give to your doctor. • Ask your doctor how to check your pulse. Check your pulse as directed by your doctor. • Schedule and go to the doctor appointments as advised. <p>Get Help If:</p> <ul style="list-style-type: none"> • You gain weight quickly. • You are more short of breath than usual. • You cannot do your normal activities. • You tire easily • You cough more than normal, especially with activity. 	<p>The patient was given informational material on heart failure. Together the mother and daughter looked at the information that I gave them as I talked about heart failure. I also gave them information on her new medication that she would be taking. It explained the medication, how to take it, some of the adverse effects that could occur while taking the medication and when to call her provider.</p>	<p>I feel that the teaching was very affective. The patient and her daughter seemed to understand all the information about heart failure, her new diet, and the medication that was given. When they they didn't understand what I was teaching them then they asked questions about it. She also learned how to take her own pulse, and that she should record it as her doctor directed. I felt as if the approach that I chose to go with was very strong and appropriate for my patient. It was a very open conversations which allowed the patients to be able to ask questions when they needed too. A weakness could be that I should have found a better time to do my teaching because she was visiting with her family when I was in there teaching her.</p>

<p>came up and the information was clarified. She was also informed on the importance of the having follow-up doctor appointment to make sure that the medication is working and the dosage was correct. She was compliant with all the information that was given to her and she agrees to follow the plan of care as best as she can with the help of her daughter. She was also given pamphlets about heart failure for her to take home as well as a printed out copy of the plan of care that we agreed upon. This patient had a developmental level that was appropriate for someone her age. The patient, with the help of her daughter was able to understand the supplemental materials that were given to her.</p>	<p>condition and was ready to learn how to control it. She asked a few questions which would mean that she was listening to what information were being taught to her.</p> <p>Psychomotor Objective: Teach the patient and her daughter how to take pulse. Instruct the patient to keep track of her pulse every time she takes it to give it to her doctor.</p> <p>Psychomotor Outcome: Outcome was met, the patient and her daughter demonstrated back to me on how to take the patients pulse and that they would keep record of it to bring to her next doctor appointment.</p>	<ul style="list-style-type: none"> • You have any more puffiness (swelling) in areas such as your hands, feet, ankles, or belly (abdomen). • You cannot sleep because its hard to breath. • You feel like your heart is beating fast (palpitations). • You get dizzy or light-headed when you stand up. <p>Get Help Right Away:</p> <ul style="list-style-type: none"> • You have trouble breathing. • There is a change in mental status, such as becoming less alert or not being able to focus. • You have chest pain or discomfort. • You faint. <p>Make Sure You:</p> <ul style="list-style-type: none"> • Understand these instructions • Will watch your condition. • Will get right away if you are not doing well or getting worse. 		
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Reference(s): Sarah Bush Lincoln (2020). Heart Failure. Retrieved from slb.org