

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

STUDENT NAME: \_\_\_\_\_ Shayla Mitchell      Date: \_\_\_\_\_ February 24, 2020

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

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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)**

\_\_\_\_\_ /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

**N431 Adult Health II  
TEACHING PLAN**

Student Name: \_Shayla Mitchell\_\_\_\_\_

Subject: \_\_Fall Prevention\_\_\_\_\_

Nursing Diagnosis: Risk for Falls related to altered mental status as evidence by hypoxia

| <b>Relevant Assessment Data</b><br>(see instructions)   | <b>Patient Outcomes</b><br>(see instructions re: 3 domains of learning)  | <b>Teaching Outline</b><br>(be specific and use a logical sequence)  | <b>Teaching Tools</b><br>(see instructions)  | <b>Evaluation</b><br>(see instructions)  |
|---|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Patient verbalized the importance of not falling and how it could lead to other complications such as broken bones and other serious injuries.</li> <li>• Patient is A/o x2; he is oriented to person and place.</li> <li>• Patient's highest level of education is high school. He was previously employed building garages.</li> <li>• Patient is able to get up and walk ad lib. He also has a sitter at all times.</li> <li>• Patient agreed to the teaching and participated to best of his ability.</li> </ul> | <p>Cognitive:</p> <ul style="list-style-type: none"> <li>• By end of teaching, the patient will state environmental or lifestyle changes that decrease the risk for falls.</li> </ul> <p>Psychosocial:</p> <ul style="list-style-type: none"> <li>• By end of teaching, the patient will remain free from injury.</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>• By end of teaching, the patient will address any emotional aspects of falls such as anxiety, fear, or depression.</li> </ul> | <p>In hospital precautions:</p> <ul style="list-style-type: none"> <li>• Call light use. While the patient is in the hospital he will press the call light anytime he needs to ambulate to bathroom, hallway, or chair. This will prevent the patient from falling while in the hospital setting. Ensure patient that once the call light is pressed a nurse or assistive personnel will come to his aid.</li> <li>• Non-skid foot wear. Use of proper footwear allows for better traction while ambulating. Decreasing the chances of slipping on the floor.</li> <li>• Remove clutter around bedside and chair. Secure cords and wires near the wall to avoid tripping over them. Also, get rid of throw rugs.</li> <li>• Keep the bed in the lowest position. A low height of the bed decreases the risk of the patient falling out of bed. If that were to happen, the impact would be soft.</li> <li>• Ambulation aid use – gait belt. Anytime ambulating with personnel the patient will have a gait belt. This allows for the personnel to have a better handle/grip on the patient.</li> </ul> <p>In home precautions:</p> <ul style="list-style-type: none"> <li>• Avoid walking on slippery floors. This will decrease the risk of the patient slipping or tripping on the floor.</li> <li>• Avoid unsecure rugs. Rugs that are unsecure are a tripping, slipping risk.</li> <li>• Avoid stairs, if applicable. Fix all steps and sidewalks to make them smooth and even. Put handrails and lights on stairs.</li> </ul> | <ul style="list-style-type: none"> <li>• Discussion: Due to the fact that my patient is A/O x2 I believed discussion would be the best method.</li> <li>• Patient also received a handout over preventing falls in older adults with highlighted main topics.</li> <li>• Question and Answer: I stopped at every main point to ask the patient if he had any questions.</li> </ul> | <p>Cognitive outcome:</p> <ul style="list-style-type: none"> <li>• Goal not met. The patient did not state any environmental or lifestyle changes that decrease the risk of falls. The patient did inform me that he does not have stairs in his home so, that is one less risk.</li> </ul> <p>Psychosocial:</p> <ul style="list-style-type: none"> <li>• This goal is achieved! The patient sat in the chair during the teaching and did not fall during teaching or remainder of my shift.</li> </ul> <p>Affective:</p> <ul style="list-style-type: none"> <li>• The goal is achieved! The patient did ask about his "psych" medication. He also voiced concern about speaking with his psychiatrist.</li> </ul> |

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**Reference(s):**

Fall prevention: Simple tips to prevent falls. (2019, October 4). Retrieved from <https://www.mayoclinic.org/healthy-lifestyle/healthy-aging/in-depth/fall-prevention/art-20047358>