

N431 Adult Health II
TEACHING PLAN INSTRUCTIONS AND EVALUATION

STUDENT NAME: Andrea Cook

Date: 3/2/2020

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

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

**N431 Adult Health II
TEACHING PLAN**

Student Name: Andrea Cook

Subject: Colonoscopy

Nursing Diagnosis: Bleeding, as evidenced by a positive fecal occult blood test related to colonoscopy.

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>Prior knowledge of the subject taught.</p> <ul style="list-style-type: none"> The patient had prior knowledge of a colonoscopy. He mentioned that he had several of the procedures in the past. <p>Determine a patient's motivation to learn content.</p> <ul style="list-style-type: none"> The patient had several questions when I asked if it would be okay for me to teach him about the colonoscopy procedure. He was very interested in what might have changed since his last procedure. <p>Health beliefs/values</p> <ul style="list-style-type: none"> The patient was Christian. <p>Psychosocial adaptations/adjustment to illness</p>	<p>Cognitive</p> <ul style="list-style-type: none"> Objective: The patient will listen to the physician's orders regarding includes "Knowledge or information recall, comprehension or conceptual understanding, the ability to apply knowledge, the ability to analyze a situation, the ability to synthesize information from a given situation, the ability to evaluate a given situation, and the ability to create something new" (Instructional Goals and Objectives, n.d., para. 2). Outcomes: The patient will understand that he needs a colonoscopy due to his positive blood occult test. The 	<ol style="list-style-type: none"> Bloody Stools: The reason he was scheduled for a colonoscopy.(Bloody Stools, n.d.) Why it's done: The procedure is done to identify conditions of the inner lining of the intestine (Teaching and Diagnostic tests: Colonoscopy, n.d.). Explain the diagnostic colonoscopy test: The scope might insert air to be able to maneuver through the intestine (Teaching and Diagnostic tests: Colonoscopy, n.d.). Discuss with the patient that the tissue specimens might be obtained: If there is something that the doctor finds suspicious, he will take a sample and send the specimens to the laboratory (Teaching and Diagnostic tests: Colonoscopy, n.d.). Discuss that the procedure is in an outpatient setting: The patient will need to have a driver because he will be under sedation (Teaching and Diagnostic tests: Colonoscopy, n.d.). Explain that the bowl will need to be cleansed before the test: The bowel will need to be 	<p>Sarah Bush Lincoln: Patient Education Bloody Stools. (Bloody Stools, n.d.)</p> <ul style="list-style-type: none"> I used this hand out to help the patient get a clear idea of why he was scheduled for a colonoscopy. <p>Sarah Bush Lincoln: Patient Education Colonoscopy Handout. (Colonoscopy, n.d.).</p> <ul style="list-style-type: none"> I used this hand out to show the patient how the procedure was done. Also, there was a picture that showed precisely how the colonoscopy was completed. <p>Sarah Bush Lincoln: Teaching and Diagnostic tests:</p>	<p>Determine the achievement of learning objectives based on expected outcomes.</p> <ul style="list-style-type: none"> The patient will understand that the colonoscopy will help indicate the bleeding source. The patient will perform the instructed cleans before the procedure, as indicated. The patient will be prepared for postprocedure by having a driver. <p>Identify strengths/weaknesses, suggest modifications to the plan.</p> <ul style="list-style-type: none"> My strength was that I was able to adapt to his prior

<ul style="list-style-type: none"> The patient understood that he would need a driver for after the procedure. <p>Compliance with health care protocols.</p> <ul style="list-style-type: none"> The patient was able to recall his prior procedure requirements for pre-procedure. <p>Assess the patient's ability to learn</p> <ul style="list-style-type: none"> The patient was alert and oriented times four. He discussed the clear diet and some of the experiences with his visitor in the room. <p>Developmental level.</p> <ul style="list-style-type: none"> The patient was attentive and oriented and had an average level of vocabulary. <p>Physical capabilities/health status</p> <ul style="list-style-type: none"> The patient was tentatively going to be released that day and was scheduled to do an outpatient colonoscopy. <p>Language Skills/Literacy</p>	<p>patient will verbalize examples of the importance of getting the colonoscopy.</p> <p>Affective</p> <ul style="list-style-type: none"> Objective: The patient will be more motivated about learning about the procedure. Outcomes: The patient will be glad that he is scheduled for the colonoscopy. They will find the source and stop the bleeding. <p>Psychomotor</p> <ul style="list-style-type: none"> Objective: The objective is for the patient to be able to show me that he needs to complete the cleans before the procedure (Teaching and Diagnostic tests: Colonoscopy, n.d.). Outcomes: The patient will demonstrate that he understands the bowel cleanse (Teaching and Diagnostic tests: Colonoscopy, n.d.). 	<p>cleansed 24-48 hours before the procedure (Teaching and Diagnostic tests: Colonoscopy, n.d.).</p> <ol style="list-style-type: none"> Tell the patient that there will be a form needed to be signed (Teaching and Diagnostic tests: Colonoscopy, n.d.). Inform that the colonoscopy takes 30-60 minutes (Teaching and Diagnostic tests: Colonoscopy, n.d.). Let the patient know what he might expect after the colonoscopy: The patient might experience gas from the air being inserted during the procedure (Teaching and Diagnostic tests: Colonoscopy, n.d.). Let the patient ask questions. 	<p>Colonoscopy (Teaching and Diagnostic tests: Colonoscopy, n.d.).</p> <ul style="list-style-type: none"> I used this as my outline of the topics that I used for discussion and needed to be addressed. I evaluated the patient before the teaching because he mentioned that he has had around five colonoscopies in the past. I didn't want to go too deep in detail due to that fact and stick to the main focus points. Plus, when I asked him if it would be okay for me to do a teaching plan, his friend and he both started asking a bunch of questions. I did my teaching plan they asked about the cleans and if it was the same as it was before 	<p>knowledge of the colonoscopy. I kept the information brief and straightforward.</p> <ul style="list-style-type: none"> My weakness was that I didn't push for more questions or ask him to repeat more information. The modification would be that I would have picked a different topic. The patient knew a lot about the procedure before the teaching plan. It was hard to complete a teaching plan on someone with that much knowledge on the topic.
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<ul style="list-style-type: none">• The patient had a high school education and was able to read the handout provided.			<p>(several years before). I answered with what the hand out stated and told them that he would need to listen to what the physician specifically told him to do before the procedure.</p> <ul style="list-style-type: none">• The main topics that I wanted him to demonstrate that he could, in return, recall the bowel cleans and the need for someone to drive him from the procedure.• The methods I included in this teaching plan was to speak louder, slower, and very direct to this patient. The client had hearing aids, and I had to order his breakfast for him because he couldn't hear on the phone.	
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Reference(s):

Bloody Stools. (n.d.). Retrieved from <https://advisor.lww.com/lna/pages/printPage.jsp>

Colonoscopy. (n.d.). Retrieved from <https://advisor.lww.com/lna/pages/printPage.jsp>

Instructional Goals and Objectives. (n.d.). Retrieved from <http://www.personal.psu.edu/bxb11/Objectives/cognitiveobjs.html>

Teaching and Diagnostic tests: Colonoscopy. (n.d.). Retrieved from <https://advisor.lww.com/lna/pages/printPage.jsp>