

**N311 Adult Health I**  
**TEACHING PLAN INSTRUCTIONS AND EVALUATION**

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 311 Nursing the Adult Client  
TEACHING PLAN**

Student Name: Patricia East

Subject: Prevention of UTI

Nursing Diagnosis: infection related to chronic foley catheter as evidenced by recurrent UTIs.

<b>Relevant Assessment Data</b> (see instructions)	<b>Patient Outcomes</b> (see instructions re: 3 domains of learning)	<b>Teaching Outline</b> (be specific and use a logical sequence)	<b>Teaching Tools</b> (see instructions)	<b>Evaluation</b> (see instructions)
<p>A 70-year-old Caucasian male presented in the Emergency Department with complaints of nausea, vomiting, and diarrhea. Patient states that the symptoms have started over the last day or so. He was discharged from the emergency department on 3/8/2020 with antibiotics, Cipro, for a urinary tract infection. Patient states that he hasn't been eating or drinking very well. He denies pain.</p>	<p><b>Cognitive Objective:</b> The patient will learn the proper foley catheter care will help lower his risk for recurrent UTIs.</p> <p><b>Cognitive Outcome:</b> The patient understands that proper foley catheter care will help decrease his risk for recurrent UTIs.</p> <p><b>Affective Objective:</b> The patient will be willing to read and learn the information that is provided to him. He will be active in learning proper foley care.</p> <p><b>Affective</b></p>	<ul style="list-style-type: none"> <li>- Ask the patient when the last time was his foley catheter was changed</li> <li>- Ask the patient how often does he clean foley catheter</li> <li>- Ask the patient is he knows the proper foley catheter care steps</li> <li>- Provide a teaching handout on what UTIs are and how to prevent them</li> <li>- Educate the patient how to clean catheter</li> <li>- Patient will teach back how to clean catheter</li> <li>- Educate patient the signs and symptoms of UTIs to prevent sepsis</li> </ul>	<p>Patient was provided a handout on UTI prevention. He should follow these instructions to lower his risk for recurrent of UTIs:</p> <ol style="list-style-type: none"> <li>1. Proper foley care</li> <li>2. Drink plenty of fluids.</li> <li>3. Clean way from the urethra opening</li> <li>4. Do not take baths with a foley cathete</li> </ol>	<p>The patient has shown that he understands and can provide the proper foley catheter care. I feel that patient has all the resources to utilize at home to help him remember and prevent UTI recurrence.</p>

	<p><b>Outcome:</b> The patient was attentive and active during proper foley catheter education.</p> <p><b>Psychomotor Objective:</b> The patient will show the proper steps to properly clean foley catheter.</p> <p><b>Psychomotor Outcome:</b> The patient was able to talk through and show the proper steps in foley catheter care</p>		r	
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**Reference(s):**

Caring for Your Urinary (Foley) Catheter. (n.d.). <https://www.mskcc.org/cancer-care/patient-education/caring-your-urinary-foley-catheter>

Urinary Tract Infection (UTI): Symptoms, Causes, Treatment. (2019, October 31). <https://www.webmd.com/women/guide/your-guide-urinary-tract-infections#1>