

**N301 Medical/Surgical  
TEACHING PLAN INSTRUCTIONS AND EVALUATION  
Spring 2020**

STUDENT NAME:                     Kristine Johnson                     Date:                     4/04/20                    

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**

<b>Assessment of patient/client/class</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Prior knowledge of subject to be taught</li> <li>Determine patient's motivation to learn content</li> <li>Health beliefs/values (Taylor pgs 70 &amp; 513)</li> <li>Psychosocial adaptations/adjustment to illness</li> <li>Compliance with health care protocols</li> <li>Assess patient's ability to learn</li> <li>Developmental level</li> <li>Physical capabilities/health status</li> <li>Language skills/literacy</li> <li>Level of education</li> </ul>		
<b>Nursing Diagnosis Identified</b>	<b>(1 point)</b>	_____
<b>Planning</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>State objectives and outcomes: Include at least one from each learning domain: Cognitive, Affective &amp; Psychomotor</li> </ul>		
<b>Interventions</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>List the content to be included in instruction. Be specific and accurate.</li> <li>Logical sequence.</li> <li>Simple to complex.</li> <li>Organized</li> </ul>		
<b>Methods/Teaching Tools</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>Instructional methods to be used:</li> <li>Examples are: Discussion</li> <li style="padding-left: 40px;">Question &amp; Answer</li> <li style="padding-left: 40px;">Demonstration/Return Demonstration</li> <li style="padding-left: 40px;">Strategies to keep patient's attention</li> <li style="padding-left: 40px;">Methods to include patient in teaching/participation</li> </ul>		
<b>Evaluation</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better</li> </ul>		
<b>References Listed in APA format.</b>	<b>(1 point)</b>	_____

**TOTAL CONTENT** \_\_\_\_\_ /15

II. Evaluation of <b>teaching presentation</b>	<b>(10 points)</b>	_____ /10
<ul style="list-style-type: none"> <li>Introduction of content, Patient put at ease, Eye contact,</li> <li>Clear speech and organized presentation, Environment conducive to learning,</li> <li>Family included, Accuracy of info, Validation of learning status, Use of teaching aids,</li> <li>Appropriate non-verbal body language etc.</li> </ul>		

Date Submitted:                     4/04/20                    

**Total points** \_\_\_\_\_ /25

**N 301 Nursing the Adult Client  
TEACHING PLAN**

Student Name: \_\_\_\_\_Kristine Johnson\_\_\_\_\_

Subject: \_\_\_ Congestive Heart Failure\_\_\_\_\_

Nursing Diagnosis: Need for health teaching related to unfamiliar with the purpose, precautions, and side effects of diuretic

<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>Client’s chief complaint was edema at their ankles and weight gain in a short period of time related to fluid retention. The client was on a diuretic once a day previously and retained fluid. While in the hospital the provider prescribed a diuretic twice daily to decrease the fluid retention and the exacerbation of the congestive heart failure. Client was unsure why they had to take more in one day than before if it didn’t work correctly the first time. This prompted the teaching.</p>	<p><b>Cognitive:</b> The client can express the effects taking diuretics can have on the body such as hyperkalemia, hypokalemia, and hyponatremia.  <b>Affective:</b> The client will be more confident with taking the medication and have a better understanding of why they are taking it.  <b>Psychomotor:</b> the client will use a weekly pill container to make sure she takes the medications as prescribed along with any supplements she may need along with it such as potassium.</p>	<ul style="list-style-type: none"> <li>❖ Assess patient’s health care literacy and readiness to learn</li> <li>❖ teach the purpose of diuretics to reduce fluids being retained in the body</li> <li>❖ teach client how to take a manual pulse</li> <li>❖ Should report:               <ul style="list-style-type: none"> <li>❖ hypokalemia can cause anorexia, irregular pulse, nausea, apathy and muscle cramps</li> <li>❖ hypokalemia can cause muscle weakness, hyporeflexia, and irregular heart rate</li> <li>❖ hyponatremia can cause fatigue, weakness, and edema</li> </ul> </li> </ul>	<p>&gt;ASK: Can you tell me what you learned from this teaching?          &gt;Answer: I learned that taking a potassium supplement with my diuretic will keep me from getting hypokalemic and taking it regularly as prescribed will keep me from retaining fluid exacerbating my congestive heart failure.          &gt;Provide a pamphlet to the client so they can refer to the teaching at home.</p>	<p>The client-maintained eye contact with me while I presented the information. The client also took some notes but was relieved to hear a pamphlet would be provided because they were concerned about not being able to remember since she has her children help her manage her medications. When the daughter arrived she was also included in the teaching so that she too can be aware of signs and symptoms of hyperkalemia, hypokalemia, and/or hyponatremia.</p>

**Reference(s):** Swearingen, P., (2019) *All-in-One Nursing Care Planning Resource*. Fifth edition. St. Louis, MI, Elsevier