

**N301 Medical/Surgical  
TEACHING PLAN INSTRUCTIONS AND EVALUATION  
Summer 2017**

STUDENT NAME:                     Macy Thilker                     Date:           04/12/2020          

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/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: Macy Thilker  
Infection

Subject: Urinary Tract

Nursing Diagnosis:

<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>This is an 85-year-old male patient with minimal previous knowledge of Urinary Tract infections. Upon original assessment of the patient, he was agitated, only oriented to self. He was not ready to learn at this point. His education was done at discharge. At the time of discharge, the patient and his family were ready willing to learn of the condition so that they could provide the best care. The patient has a baseline orientation of A&amp;Ox4, he is also fluent in English and Spanish, while carrying a master's degree. This patient, when at mental baseline, will have no issues understanding educational and discharge materials.</p>	<p><b>Cognitive Objective:</b> To comprehend and apply the information taught during patient education to avoid the reoccurrence of a Urinary Tract Infection. <b>Cognitive Outcome:</b> The patient verbalized understanding all the information presented to him. He restated the information he was taught in his own words and asked for clarification on multiple points. The patient questioned how long he should allow urinary burning to continue without consulting a doctor and was told to contact his primary care as soon as he notices frequency and burning. <b>Affective Objective:</b> The patient will be receptive and willing to receive the information taught during patient education to prevent the reoccurrence of a urinary tract infection. <b>Affective Outcome:</b> The patient displayed gratitude, respect, and understanding towards me during the teaching. The patient was engaged in the conversation and held eye contact when appropriate. The patient's wife and daughter were actively, involved in the discussion, also actively listen. At the end of the education, the wife hugged this</p>	<p><b>After Discharge You Should:</b></p> <ul style="list-style-type: none"> <li>• Follow the IV antibiotic treatment plan with the long-term care facility</li> <li>• Upon moving to Arizona, establish care with a new Primary Care Provider</li> <li>• Avoid soaking in a bathtub, take shower</li> <li>• Practice good hygiene, playing close attention to the urethra. When cleaning, wipe away from the urethra.</li> <li>• Daily intake of cranberry juice can prevent the reoccurrence of UTIs</li> <li>• Monitor for burning on urination, urinary frequency, nocturia (urination in the night), urgency, incontinence, and suprapubic or pelvic pain</li> <li>• If you notice any of these symptoms, contact your primary care provider</li> <li>• If you have a fever exceeding 103 F seek emergency medical attention</li> </ul>	<p>After the teaching points were outlined in conversation, the patient and his family members were given handouts containing information about Urinary tract infections, Urosepsis, the prevention of Urinary Tract Infections, and IV antibiotic therapy. The patient's wife stated that she was a visual learner, so they were also provided a link to YouTube videos showing the proper way to clean the Perianal area. <a href="https://www.youtube.com/watch?v=31IF8VNCJ8k">https://www.youtube.com/watch?v=31IF8VNCJ8k</a></p>	<p>The patient met the goals of the objectives I created. The patient understood all points I covered during the education and verbalized any questions he had. At the end of the education, the patient restated the main points in his own words, indicated that all information was fully comprehended. The patient and his wife verbalized that they would seek medical attention before signs and symptoms of a UTI get to the point of Urosepsis. This education plan would have been stronger had I had the opportunity to provide educational models and see the patient face-to-face.</p>

	<p>nurse and thanked me for my time.</p> <p><b>Psychomotor Objective:</b> The patient will be quicker to identify the signs and symptoms of a UTI in the future and not allow it to turn into Urosepsis.</p> <p><b>Psychomotor Outcome:</b> I cannot currently asses this outcome. The patient verbalizes that he will follow the goals of this education session.</p>			
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**Reference(s):**

Hinkle, J.L., & Cheever, K. H., (2018). *Brunner & Suddarth's Textbook of Medical-Surgical Nursing* (14<sup>th</sup> ed.)

Philadelphia, PA: Lippincott Williams & Wilkins.

Peri Care on Males. (2014, December 3). Retrieved April 12, 2020, from <https://www.youtube.com/>

Urinary tract infection (UTI). (2019, January 30). Retrieved from

<https://www.mayoclinic.org/diseases-conditions/urinary-tract-infection/symptoms-causes/syc-20353447>