

**N431 Adult Health II**  
**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**

**(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: Hannah Johnson

Subject: Turning, Coughing, Deep Breathing after bowel resection

Nursing Diagnosis: Deficit knowledge on post-operative patient care of a bowel resection.

<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)
<ul style="list-style-type: none"> <li>• The patient has never had any major type of surgery previous to her bowel resection.</li> <li>• She is engaged in her surgery and wants to learn how to maintain her best health following her surgery. She has prior knowledge from meeting with her surgeon.</li> <li>• She speaks at the developmental level for her age. She is engaged and cares about what is happening to her. She has attended some college but only has her high school diploma.</li> <li>• Her past medical history includes Chron's disease and hypertension.</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive: The patient can repeat how to turn, cough, and deep breathing after surgery.</li> <li>• Affective: Patient asks questions if she doesn't understand anything during the teaching.</li> <li>• Psychomotor: Patient has the ability to demonstrate how to turn, cough and deep breath showing effectiveness of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• "A small bowel resection is surgery to remove a part of your small bowel. It is done when part of your small bowel is blocked or diseased. The small bowel is also called the small intestine. (Medline Plus, n.d., para. 1)</li> <li>• Being assisted with changing positions every few hours allows comfort and helps prevent the breakdown of skin. (Cedars-Sinai, 2019)</li> <li>• We want to give education to the patient on how often to turn and do deep breathing and coughing exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Question &amp; answer</li> <li>• Handouts</li> </ul>	<p>The patient was able to achieve the goals from today's teaching session. She was engaged in the conversation and was given the opportunity to ask questions when needed. She understood how often she needs to cough, deep breath and turn. She should be coughing and deep breathing 10 times every hour. She should be turning in bed every 2 hours.</p>

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**Reference(s):**

*Bowel resection patient care.* (2019, March 31). A Non-Profit Hospital in Los Angeles | Cedars-Sinai. <https://www.cedars-sinai.org/programs/cancer/we-treat/colorectal/getting-started/bowel-resection.html>

*Small bowel resection: MedlinePlus medical encyclopedia.* (n.d.). MedlinePlus - Health Information from the National Library of Medicine. <https://medlineplus.gov/ency/article/002943.htm>