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 321 Nursing the Adult Client
TEACHING PLAN

Student Name: ANA PUNSALAN

Subject: Management and prevention of DVT to prevent pain and swelling.

Nursing Diagnosis: Acute pain related to inflammatory response in affected vein as evidenced by reports of pain.

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)
K.J. is an overweight, 49-year-old Caucasian man who doesn't realize the importance of DVT management and prevention. He didn't seem to eager to get information about this topic. K.J. is aware on why he has swelling on his left foot and ankle and calf pain. He has shown some knowledge on DVT management through verbalization. He is capable of learning new information and implementing changes.	**COGNITIVE OBJECTIVE:** To understand the importance of managing and preventing deep vein thrombosis, and the factors that impact on management compliance. **COGNITIVE OUTCOME:** K.J. verbalized understanding of information on the importance of managing his DVT by the end of the teaching session. **AFFECTIVE OBJECTIVE:** K.J. will show willingness to perform and receive information about DVT management. **AFFECTIVE OUTCOME:** K.J. showed interest when teaching about management of DVT and asked questions about **PSYCHOMOTOR OBJECTIVE:** K.J. will incorporate proper DVT management and prevention routine to prevent swelling and pain. **PSYCHOMOTOR OUTCOME:** K.J. didn't incorporate proper management and prevention routine in everyday life.	After you leave the hospital you should remember to: -Wear pressure stocking to improve blood flow and help prevent clots. -Elevate your legs above the heart level to decrease swelling and pain. -Exercise regularly to help increase your blood flow. -Change your body position or move around often. -Maintain a healthy weight. -Don't smoke. -Call your doctor if: • Your leg feels warm, tender, and painful. • You have questions or concerns about your condition or care. -While you're on a blood thinner: • Watch for bleeding and bruising. Watch for bleeding from your gums or nose. Watch for blood in your urine and bowel movements. Use a soft washcloth on your skin, and a soft toothbrush to brush your teeth. This can keep your skin and gums from bleeding. If you shave, use an electrical shaver. • Tell your dentist and other healthcare providers that you take a blood thinner. Wear a bracelet or necklace that says you take this medication. -Take your medication as directed.	-One-on-one discussion -Question and answer portion -Colored handouts with attractive pictures as visual aids. -Encouraged feedback from patient. -Validation on what the patient is doing correct as far as managing DVT goes. -Encouraging patient to ask questions. -Ask patient to repeat what was said to evaluate understanding.	K.J. fulfilled the goals of my teaching objectives. The patient showed understanding of the information and has verbalized this: "I learned something new today." He verbalized understanding of why it is important to manage and prevent DVT. The one-on-one discussion allowed K.J. to ask questions. K.J. wasn't able to incorporate regular management and prevention techniques. I could have provided more graphic illustrations and examples that will highlight the effects of improper management of DVT.

Reference(s): Drugs.com. (2020). *Deep vein thrombosis*. https://www.drugs.com/cg/deep-vein-thrombosis-aftercare-instructions.html