

N321 Medical/Surgical
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 301 Nursing the Adult Client
TEACHING PLAN**

Student Name: Jasmine Lewis

Subject: Influenza A

Nursing Diagnosis: Deficient Knowledge related to misinterpretation of information as evidenced by some subjects stating that the flu is not a big deal for them

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)
<p>Teaching subjects: a class of older adults who are at risk for contracting influenza A.</p> <p>The subjects express a willingness to learn. Many of them understand that they are an at-risk population and have a higher chance of developing complications. However, a few believe that despite their risk factors, the flu is not a big deal.</p> <p>All subjects are able to read and write and have at least a middle-school education. They have no developmental deficits. All subjects speak English fluently.</p>	<p>Cognitive: Subjects will understand the complications associated with influenza A, their increased risk for developing complications, and how to prevent contracting the virus</p> <p>Affective: Subjects will value their collective health and enforce herd immunity to minimize the chance that they and their peers will contract influenza A.</p> <p>Psychomotor: The subjects will be able to demonstrate taking their own oral, temporal, and tympanic temperature. They will also be able to demonstrate proper handwashing technique and proper form for sneezing/coughing.</p>	<p>Ask the group if they know what the flu is.</p> <p>Ask the group if they have ever had the flu, and if they have ever been hospitalized for it.</p> <p>Discuss what influenza A is, the symptoms, the group's risk factors, and complications that can arise.</p> <p>Discuss prevention techniques such as hand hygiene, proper coughing and sneezing form, and avoiding touching the face during flu season.</p> <p>Demonstrate proper hand hygiene, proper form for sneezing/coughing, and how to take oral, temporal, and tympanic temperature. Have subjects demonstrate proper form back.</p> <p>Have a quiz session and asses level of knowledge.</p> <p>Ask for any further questions and hand out supplemental reading material.</p>	<p>Discussion, Demonstration, Question/Answer, Relate content to subjects' personal lives</p>	<p>Eye contact was maintained and subjects demonstrated an understanding of the teaching. It would have been beneficial to invite the families of the subjects, so that those who are close can monitor for flu symptoms and complications. Giving out inexpensive, easy-to-use oral thermometers would ensure all clients had access to one after the teaching.</p>

Reference(s):

Influenza and Older Adults. (2019, September 4). National Foundation for Infectious Diseases. <https://www.nfid.org/infectious-diseases/influenza-and-older-adults/>