

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: ANA PUNSALAN

Subject: Management and prevention of UTI to prevent future infections.

Nursing Diagnosis: Acute pain related to inflammation and infection of the urethra, bladder, and other urinary structures as evidenced by burning on urination.

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>J.H. is a 30-year-old Caucasian woman who does not realize the importance of UTI management and prevention. She did not seem too eager to get information about this topic. J.H. is aware on why she has UTI. She has shown some knowledge on UTI management through verbalization. She is capable of learning new information and implementing changes.</p>	<p>COGNITIVE OBJECTIVE: To understand the importance of managing and preventing urinary tract infections, and the factors that impact on management and compliance.</p> <p>COGNITIVE OUTCOME: J.H. verbalized understanding of information on the importance of managing her UTI by the end of the teaching session.</p> <p>AFFECTIVE OBJECTIVE: J.H. will show willingness to perform and receive information about UTI management.</p> <p>AFFECTIVE OUTCOME: J.H. showed interest when teaching about management of UTI and asked questions about it.</p> <p>PSYCHOMOTOR OBJECTIVE: J.H. will incorporate proper UTI management and prevention routine to prevent future infections.</p> <p>PSYCHOMOTOR OUTCOME: J.H. did not incorporate proper management and prevention routine in everyday life.</p>	<p>Take these steps to reduce your risk of urinary tract infections:</p> <ul style="list-style-type: none"> -Drink plenty of liquids, especially water. The simplest way to prevent UTI is to flush bacteria out of the bladder and urinary tract before it can set in. -Drink cranberry juice. Cranberry juice help prevent adherence of bacteria to the bladder wall. -Wipe from front to back. Doing so after urinating and after a bowel movement helps prevent bacteria in the anal region from spreading to the vagina and urethra. -Wash up before sex and urinate after. Urinating afterward pushes any bacteria that entered the urinary tract back out. -Avoid potentially irritating feminine products. Skip douches, deodorant sprays, scented powders, and other potentially irritating feminine products. -Change your birth control method. Diaphragms, or unlubricated or spermicide-treated condoms, can all contribute to bacterial growth. 	<ul style="list-style-type: none"> -One-on-one discussion. -Questions and answer portion. -Colored handouts with attractive pictures as visual aids. -Encourage feedback from patient. -Validation on what the patient is doing correct as far as managing UTI goes. -Encouraging patient to ask questions. -Ask patient to repeat what was said to evaluate understanding. 	<p>J.H. fulfilled the goals of my teaching objectives. The patient showed understanding of the information and has verbalized this: "I learned something new today." She verbalized understanding of why it is important to manage and prevent UTI. The one-on-one discussion allowed J.H. to ask questions. J.H. was not 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 UTI.</p>

Reference(s): Mayo Clinic. (2019). *Urinary tract infection (UTI)*. <https://www.mayoclinic.org/diseases-conditions/urinary-tract-infection/symptoms-causes/syc-20353447>