

**N321 Medical/Surgical
TEACHING PLAN INSTRUCTIONS AND EVALUATION**

STUDENT NAME: Kelsey Reed

Date: 6/10/20

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)

3

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)

1

Planning (3 points)

3

State objectives and outcomes: Include at least one from each learning domain:
Cognitive, Affective & Psychomotor

Interventions (2 points)

2

List the content to be included in instruction. Be specific and accurate.
Logical sequence.
Simple to complex.
Organized

Methods/Teaching Tools (2 points)

2

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)

3

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)

1

TOTAL CONTENT

15/15

II. Evaluation of **teaching presentation (10 points)**

10_ /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

25/25

**N 301 Nursing the Adult Client
TEACHING PLAN**

Student Name: Kelsey Reed

Subject: Smoking cessation

Nursing Diagnosis: Impaired gas exchange

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>Mr. TLT is a 58 year old man admitted for an acute exacerbation of COPD due to URI. He is married and has a positive history with western medicine. He has a high school education and some college. He is developmentally appropriate and has no learning or physical disabilities. He has no prior knowledge about COPD and associated medications, but expresses interest in learning how to manage his disease in order to be more active with his wife. He has been adherent to his previous medication regimen, but continues to be a heavy daily smoker. His wife was involved in the teaching. Efforts to quit smoking are more successful with support</p>	<p>Cognitive objective: To learn, and understand the health benefits associated with quitting smoking.</p> <p>Cognitive outcome: The pt verbalized understanding of the provided information. He identified three health benefits associated with quitting smoking.</p> <p>Affective objective: The pt will value the information being provided and will recognize the importance of quitting smoking.</p> <p>Affective outcome: The pt was eager to learn, respectful towards me as I provided the education, expressed readiness to quit, and requested additional information about local resources.</p> <p>Psychomotor objective:</p>	<p>Discussed harmful effects of smoking including the effects of second-hand smoke and related it to current COPD diagnosis.</p> <p>Discussed physical benefits of smoking cessation. Pt actively listened and identified three benefits at the end of the teaching.</p> <p>Had pt identify situations where he may crave a cigarette and consider different options ahead of time for how to deal with these challenges.</p> <p>Discussed how pt's nicotine nasal solution works and should be used: Pt can use 1-2 sprays in each nostril every hour. To use spray, tilt head back and spray into nostril. Do not inhale, sniff, or swallow the spray. Do not use for more than 3 months as it may cause dependence. Do not smoke while using nicotine nasal spray. Discussed that nicotine may cause bronchospasm in pts with COPD (Jones & Bartlett Learning, 2020).</p> <p>Provided pt with information regarding group sessions for smoking cessation that may be helpful.</p>	<p>The pt was given a handout listing different group sessions for smoking cessation. He was also provided with a handout about physical benefits of smoking cessation including a timeline of expected benefits. At pt's request, I provided additional information including contact information to a 24-hour hotline and several counselors that focus on smoking cessation.</p>	<p>I believe the teaching goals were achieved by this patient. He appeared ready to quit smoking and eager to obtain multiple resources for support. He was able to identify three benefits of quitting smoking and relate smoking to his current COPD diagnosis. Additionally, he was able to demonstrate proper instillation of his nicotine nose spray. A strength of this teaching plan is the patient's readiness to quit, the support he receives from his wife, and the ample time we had to answer questions. A weakness of this plan included initial lack of various resources. I could have planned more in advance to have ample information about counselors and 24-hour hotline support.</p>

<p>from family and friends (smokefree.gov, n.d.). Though nervous about quitting smoking, Mr. TLT expressed a readiness to quit, seemed determined, and requested additional resources.</p>	<p>The pt will be able to demonstrate proper administration of his nicotine nasal spray.</p> <p>Psychomotor outcome: The pt demonstrated proper technique when administering nasal spray.</p>			
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(Mak, et. al., 2018)

Reference(s):

Jones & Bartlett Learning. (2020). *Nurse’s Drug Handbook*. Wolters Kluwer.

Mak, Y.W., Loke, A.Y., Wong, F.K.Y. (2018). Nursing intervention practices for smoking cessation: A large survey in Hong Kong. *International Journal of Environmental Research and Public Health*, 15(5), 1046. <https://dx.doi.org/10.3390%2Fijerph15051046>

Smokefree.gov. (n.d.). *How to support your quitter*. <https://smokefree.gov/help-others-quit/loved-ones/how-to-support-your-quitter>