



N241

Guidelines: Geriatric Patient Teaching Plan

Please select and care for a geriatric patient one clinical day. Obtain approval from your instructor that your patient meets the criteria. Based on HIPAA, ask the patient's approval to do the teach if he/she shares a room with another patient. Otherwise, make appropriate accommodations.

1. Review the content on the patient teaching in your classroom notes and textbook before beginning your assignment.
2. Focus your teaching on the geriatric patient's DISCHARGE planning needs (i.e., medications, diet, medical regime, dressings, etc).
3. Briefly describe your patient, identify primary health problems and indicate reasons for this hospitalization. (1 point)
4. Use of the Nursing Process for the Teaching Plan:
 - A. Assessment:
 1. What were your assessments indicating a need for health teaching and which ones specifically impacted the needs of the geriatric patient? What were his/her health beliefs and practices? What psychosocial adaptation to illness and hospitalization do you observe? ($\frac{1}{2}$ point)
 2. Describe the state of/lack of readiness you assessed in your patient, e.g., physical/emotional readiness, past experiences with teaching, etc. ($\frac{1}{4}$ point)
 3. Formulate a nursing diagnosis(es) related to the patient's learning needs. Identify each "specific" knowledge area that your patient was deficient in. ($\frac{1}{4}$ point)
 - B. Planning:
 1. Identify at least two outcome criteria for each nursing diagnosis: One is a short term outcome criterion and one is a long term outcome criterion. ($\frac{1}{4}$ point).
 2. Develop a written teaching plan including the delineated objectives, content, strategies and learning activities you plan to use, e.g., demonstration and practice, patient/family discussion, use of teaching aids/, etc. Content must be accurate. ($\frac{1}{4}$ point).

C. Intervention:

1. Describe the learning environment in which you did your teaching, e.g., placement of patient, nurse, family in room, placement of other patients, noises, etc. (1/4 point)
2. Describe the patient's response to your teaching. What patient behaviors did you observe during your teaching? (1/4 point)
3. What specific teaching strategies did you implement that were *specific to the geriatric patient?* (1/4 point)

D. Evaluation

1. Describe how you evaluated your patient's learning? Describe what you recorded in the nurses' notes/teaching record related to the teaching-learning outcome. What was the outcome of your teaching? Compare the patient outcome with your written outcome criteria. (1/4 point)
2. Identify alternatives which you could use if you were in the same or in a similar teaching situation like this again. (1/4 point)

E. Evaluation of Student in Role of Teacher (during actual teaching episode): **INSTRUCTOR WILL EVALUATE THIS.**

1. Demonstrated effectiveness in role of teacher. How well was student prepared and able to handle the teaching episode? What teaching strategies were used and were they effective? How well did the student keep pace with the patient? (1 ¼ points)

F. Format

1. Each answer is to be specific to the question.
2. The paper is to be word processed and in APA format using a front sheet. Take it off the CSM web-site.
3. Each question is to be answered in complete sentences using correct grammar, spelling and punctuation. One (1) point will be deducted for every 5 grammar, spelling and punctuation errors.
4. Abbreviations should not be used.
5. At least two outside references, in addition to your textbooks, are to be listed. If not done, ½ point will be deducted from the project points.
6. When referring to a reference source, footnote appropriately.
7. Your instructor will be in attendance during the actual teach. Please show your materials to your teacher prior to the teach. The information must be accurate. This is a double-starred criterion. The points under criterion E1 will be earned at that time. Please limit your teach to a maximum of 10 minutes **ONLY.**

G. Scoring (See additional notes above)

- 1. The project is worth 5 points. One point will be taken off for each 5 spelling, grammar and punctuation errors.**
- 2. The Geriatric Discharge Planning Project is due to your clinical instructor one week after the teach but not later than the final due date.**
- 3. A point will be taken off for each day late after the pre-determined date. The score will be part of the N241 grade.**
- 4. You will earn the original points towards your theory grade from the initial time the project is graded by your instructor. No projects can be reworked for more points. See Course Information.**
- 5. Use APA format.**