

# Teaching plan

## **Preparing the Teaching Plan**

Student's Name

Institutional Affiliation

Course

Instructor's Name

Date

## **Part**

### **Research of Teaching and Learning Principles**

Learning is a lifelong and ongoing process for members of the community across the globe. People learn independently, and with cultural, and social context with other people. As such, patient education is imperative in ensuring that the patients fully benefit from the subsequent patient care plans put into place (McIntyre et al., 2019). The main goal of teaching patients has now changed from telling the patients what to do and changed to assisting them in learning various aspects affiliated with their medical conditions. Subsequently, this improves their health and reduces the knowledge deficit on various medical matters. Health teaching and learning involve frequent communication between medical practitioners and patients.

Health education involves various learning principles which are relevant in ensuring competent learning, and teaching (Plows et al., 2018). Generally, the main principles utilized when teaching medical aspects to patients include, incentives to motivate learning, the patient's environment can be utilized in ensuring that the patient is satisfied, learning is more effective when the patient is ready to learn, motivation is subsequently enhanced by ways in which instructional materials have been organized, and internal; motivation does not last and is not more self-directive as compared to external motivation (Anker et al., 2016). As such, this paper aims at incorporating these learning principles with research conducted in the health care setting.

Evidence across the globe shows that in the modern century, leading a healthy lifestyle has subsequently become a predicament. Many people across the globe have succumbed to medical conditions affiliated with poor lifestyle habits such as low intake of water, high intake of cholesterol, and rare taking of balanced diets. Thereby, due to such poor habits, many diseases have been on the rise in the past decades across the globe (McIntyre et al., 2019). Research depicts that despite high mortality and morbidity rates that are affiliated with nephropathy, neuropathy, and retinopathy, cardiac diseases are the major causes of death especially in patients who present with various medical conditions. Generally, this is due to the risk factors aggravated by cardiovascular implications such as hypertension. The risk factors consequently require treatment, and therapeutic interventions aimed at improving glycemic control to reduce mortality and morbidity rates.

As part of a teaching plan to ensure members of the community are fully aware of the risk factors affiliated to underlying medical conditions and subsequently reduce the knowledge deficit of lifestyle habits, I will point out heterogeneous medical

conditions that affect various members of the community according to various aspects such as cultural and ethnic groups. In the U.S, the most affected citizens are minority ethnic groups such as Asian, Hispanic, and native origin due to their cultural diets. These diets not only put them at risk of conditions such as diabetes but also exposes them to cardiovascular diseases. The pathophysiology of lifestyle diseases is majorly characterized by being overweight, cardiovascular diseases, and renal complications (Zou et al., 2018).

Serious medical conditions require competent therapeutic strategies for proper management and treatment. Health education can be effective in not only creating a collaboration with patients but also building a linkage to patients presenting with the disease with medical practitioners. The role of teaching the members of the community on the medical condition is imperative in playing a catalyst, and a changing agent in ensuring quality patient care. Creating a teaching plan will ensure quality patient care, and also provide cost-effective medical services to the community. There is a general need for well-designed interventions with various education aspects that will ensure treatment recommendations (Plows et al., 2018). Reflection changes are imperative in ensuring that positive steps towards understanding and initiation of health education for patient care are achieved. To ensure that the best outcomes are achieved in the health care setting, different health care affiliates require to work in collaboration.

Media cannot replace the medical services offered by physicians, nurses, and all other medical practitioners who help in managing diseases but it can help in ensuring that a health care program is created (Plows et al., 2018). Therefore, this paper is aimed at creating a teaching plan that will be essential in reducing the knowledge deficit among members of the community on both an identified health condition and lifestyle habits.

The main concern is health beliefs especially in patients of foreign origins such as Hispanic origin who often take high cholesterol diets. It is therefore imperative to create a teaching plan to reduce the knowledge deficit subsequently aiding in the treatment and management of the medical condition (Kleinert et al., 2018). The teaching plan will subsequently include the long-term and short-term objectives that will be realistic to achieve and to ensure the patient's medical condition is improved. It will also include teaching principles, teaching materials, and methods that will be used to ensure that the knowledge deficit on various medical conditions not only in individual patients but also among members of the community is reduced.



In preparation for the teaching plan, I have identified several databases for retrieving relevant information for teaching the patients. Many of these databases comprise peer-reviewed journals where I can search the required materials. Of late, I have identified 22 databases for users to search for relevant information that will be incorporated in the teaching plan to the patients. Databases such as CINAHL, PubMed, MedlinePlus, and Mayo Clinic have a comprehensive collection of evidence-based literature from reliable sources. Some of these databases provide access to full text to the top medical journals, scholarly articles, research instruments, the latest news about health matters, and other resources regarding healthy lifestyles. A database such as EBSCO has an immense number of medical subjects, including health policies, physical therapy, allied health, behavioral science, pre-clinical sciences, among others. Some of the databases such as MEDLINE and CINAHL provide powerful tools and interfaces with advanced features of searching. They allow one to quickly access information, with relevant subheadings showing up following every search. Other features from these databases include cited references, personal folders, help resources, multiple citation styles, among other features. These databases will be an instrument in gathering expert information for teaching the patients.

### **Part**

#### **Analyzing and discussing the teaching and learning theories and principles and concepts I intend to use**

Subsequent cultivation of this particular course will ensure that the learner is introduced to the various imperative modules and imperative concepts that depict the various roles acquitted to medical practitioners in the health care system. More so, I intend to develop a teaching plan that enhances the development of skills, and knowledge that is imperative in practices such as critical thinking and communication skills. These skills are essential in enabling the learner to competently function under diversified aspects, especially in the community setting (McIntyre et al., 2019).

The learning principles are imperative in ensuring the proper management of medical conditions. These will include utilizing the patient's environment to improve their wellbeing and health, pass important health information to the patient, and provide incentives as the motivation for learning. The learning materials will be subsequently organized, including the incentives to motivate learning, and utilization of external motivation.

Patients presenting with underlying medical conditions have various comprehensive medical and learning needs. Their learning needs are mainly focused

The learning needs for those patients presenting with cardiac or respiratory complications are comprehensive and complex. They include blood glucose levels, skincare, dietary planning, medication, and self-management in case of an emergency, management of hypoglycemia, knowledge on medication administered to them, and general knowledge of diabetes (McIntyre et al., 2019). Most of the patients are not aware of the aspects required in the management of diseases such as changes in lifestyle. The main knowledge deficit is on dietary aspects which include nutrition, and physical activities. The imperative goal of creating a teaching plan is to ensure the provision of sufficient knowledge on diabetes to the patients. This will subsequently ensure patients have the capability of self-directing behavioral changes such as practicing healthy lifestyle habits that will subsequently improve their ability to manage the disease, and improve their health and wellbeing.

As a learning principle, patients who are ready to learn to stand a better chance of self-medicating themselves. The main goal is to ensure that the patient can describe subsequent medications that are administered to them, and also ensure that they can take the medication properly. Another objective is to ensure the patients follow imperative self-management activities that are taught by nurses such as performing self-monitoring of imperative aspects such as blood glucose by using a blood glucose meter. The patient will also benefit by knowing how to demonstrate proper foot and skincare. I intend to teach the patient how to describe the general benefits caused by living a healthy lifestyle, and also how exercising frequently improves control of blood glucose.

Incorporating the patient's environment to ensure that professionalism is maintained is imperative. Each patient presenting with any medical condition requires a comprehensive treatment approach. Generally, this includes an individualized dietary plan, proper education affiliated with nutrition, and finally agreed on not only long-term goals but also short-term goals for lifestyle changes. Stressing on the imperativeness of complying with instructions such as the prescribed medication program outlined to the patients is essential. This plan is therefore tailored to aspects such as individual abilities, needs, and consequent developmental stages.

In the teaching plan, I also intend to use inventive motivation learning. To ensure proper management of various medical conditions, emphasis on aspects such as medical administration, proper dietary habits, exercise, possible side effects that may be caused by the prescribed medication, monitoring of blood glucose, proper hygiene, and preventing hypo or hyperglycemia. Incorporating various teaching methods and ways of managing conditions such as diabetes would be essential

(Heard et al., 2020). Below is an outline of the teaching session that I intend to use as a program for patient education.

<b>Day 1</b>	<ul style="list-style-type: none"> <li>• General overview of the medical condition for two hours.</li> </ul>
<b>Day 2</b>	<ul style="list-style-type: none"> <li>• Monitoring of the vital signs and various goals of monitoring the vitals for 3 hours.</li> </ul>
<b>Day 3</b>	<ul style="list-style-type: none"> <li>• Discuss the various type of medications for controlling blood glucose levels, and discuss insulin for 3 hours.</li> </ul>
<b>Day 4</b>	<ul style="list-style-type: none"> <li>• Discuss the various type of medications for controlling blood glucose levels, and discuss insulin for 3 hours.</li> <li>• Outline how to cope with mental and physical predicaments for 2 hours, and the benefits of proper dietary practices for 1 hour.</li> </ul>
<b>Day 5</b>	<ul style="list-style-type: none"> <li>• Teaching plan for benefits of exercising frequently for 2 hours.</li> </ul>
<b>Day 6</b>	<ul style="list-style-type: none"> <li>• Outline any questions and answers on presenting symptoms for 1 hour.</li> <li>• Review of various concepts outlined by the patient.</li> </ul>

**Table:** *Teaching sessions*

Since motivation is enhanced in ways in which instructional materials are organized, the general overview required by patients presenting with health conditions ensures that patients understand these conditions, and various processes affiliated to the condition, and incentives to motivate the patients to adhere to the prescribed treatment regimens. Emphasis on the explanation of aspects; for instance, in diabetes, which is a syndrome that is affiliated to inappropriate hyperglycemia, and disordered metabolism that may be caused by either insufficient secretion of insulin required to control glucose levels, and the combination of deficiency of insulin secretion and insulin resistance is imperative (Plows et al., 2018). In such a case, a deeper understanding of diabetes increases the urgency and willingness of practicing healthy lifestyle habits among diabetic patients. To further enhance the management of this condition, the patient will be provided with written materials on diabetes that can be used for future reference. To make better lifestyle decisions, testing the blood glucose before and after a meal is necessary. Patients therefore ought to learn various directions that can be used when obtaining a blood sample and what they should do upon receiving of values (Fereidouni et al., 2019). Generally, diabetic patients who have received education on how to use the blood glucose

meters are more likely to know how to interpret the data received and can perform self-monitoring of glucose regularly. Technological advancements in recent years have provided diabetic patients with various glucose meters that are readily available (Isaacs et al., 2020). The patient, in the case of diabetes, requires a device that is convenient, and easy to use. Prior selection of blood glucose, and assessing visual acuity and dexterity skills will be necessary.

The teaching plan will also entail recording the values on a log sheet that has both time and date. Recording any affiliated signs and symptoms of the condition is also important. This log sheet can be shared with medical practitioners involved in the management of the disease (Heard et al., 2020). A deep discussion on why the test has subsequently been done, how it is done, and how the medical practitioner is to use the information recoded is imperative to inclusion. Visual aids that are used to depict the correct way of performing various procedures can be essential in ensuring the patient sees each step and instruction for how to use the meters provided. The patient; for instance, in the case of diabetes, is allowed to use devices such as a glucose meter to depict the level of understanding the process of using a glucose meter. Patients should therefore be taught how to detect serious effects affiliated to the cardiovascular system such as hypertension, and watching out for various medical conditions such as urinary complications, respiratory infections, and renal diseases (Anker et al., 2016).

Therefore, I intend to teach patients to adopt healthy lifestyle habits such as physical exercises, and taking balanced diets, and avoid habits such as smoking, intake of high cholesterol meals, managing lipids, monitoring self-blood pressure, effects of taking alcohol, and other techniques of self-care. Change in lifestyle habits is vital in ensuring that the diseases are competently managed and treated. This is by regularly exercising, and taking balanced meals. Other vital aspects include proper foot, and skincare, grasping self-medication processes, understanding medication prescribed, and interpreting results subsequently got after using blood glucose meters in a case of diabetes (Plows et al., 2018)

In conclusion, the teaching plan will be comprehensive, and its major goal is to address a selected health condition to reduce its morbidity and mortality among the members of the community. This is mainly due to the evident benefits of following evidence-based processes such as living a healthy lifestyle to ensure that the glucose levels are regulated and expose to serious medical conditions such as cardiovascular diseases, and renal complications, and subsequently addressing them through the teaching plan. The patients' understanding of these processes will be motivated by giving them incentives to learn. In the next section, I will identify a

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