A sample teaching plan template is provided below that integrates the nursing process and the teaching-learning process. Highlighted text in columns indicate how the components are related. Italicized text indicates sample content for this teaching topic.

# TEACHING PLAN

| **Nursing Diagnosis** | **Related To**<br>(What is the etiology of the deficit?) | **As Manifested By**<br>(What assessment data or supports the client's learning need or readiness to learn?) | **Overall Goal** |
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| Knowledge *Deficit: Breastfeeding* | *No prior experience* | *Client states, "I don't even know where to begin."* | *After the teaching session, the client will demonstrate increased knowledge related to breastfeeding.* |
| **Learning Objectives**<br>(What do you want the client to be able to do or say to demonstrate understanding? Include three domains of learning: cognitive, psychomotor, and affective.) | **Content** (WHAT will you teach? Use bullet points to outline what you will include in your teaching.) | **Teaching Methods** (HOW will you teach it?<br>Include rationale for chosen method.) | **Evaluation** (Identify the degree to which the Learning Objectives were met and include findings to support analysis.)<br><br>☐Met ☐Partially Met ☐Not Met<br>*Include plan for re-teaching if partially met or unmet |
| **Learning Objective #1**<br>**(cognitive)**<br><br>*The client will demonstrate three aspects of a proper latch by the end of the teaching session.* | • *Wide open mouth*<br>• *Baby's chest to abdomen*<br>• *Off-centered latch*<br>• *Tongue over lower gum*<br>• *Lips flanged*<br>• *Nose and chin touching the breast*<br>• *Cheeks rounded*<br>• *Audibly swallowing heard*<br>• *Absence of pain* | ***Pamphlet**-allows the client to reference the material at a later time.*<br><br>***1:1**-Discussion-allows for exchange of ideas, clarification and questions.*<br><br>***Video**-provides an audiovisual demonstration of the skills* | *Partially Met. Client demonstrated two aspects of a proper latch with waiting until the infant had a wide open mouth to begin and audible swallowing during the feeding. Will reinforce aspects during the next breastfeeding session.* |
| **Learning Objective #2**<br>**(psychomotor)**<br><br>*The client will properly demonstrate two different breastfeeding holds by the end of the session. (psychomotor)* | • ***Cradle hold**-infant head at or near antecubital space and level with nipple, arm supporting infant's body*<br>• ***Football/clutch**-infant head supported with mother's hand, infant's body resting on pillow alongside her hip*<br>• ***Cross-cradle**-Mom holds infant's head in hand opposite the side on which infant will feed, infant* | ***Demonstration**-helpful for psychomotor skills, allows nurse to talk through the steps slowly with the client.*<br><br>***1:1 Discussion**-allows for exchange of ideas, clarification and questions.* | *Met. Client demonstrated cradle hold and football hold. Will reinforce other optional holds during next breastfeeding session.* |

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| | *lies across lap, other hand holds her breast*<br>• ***Side-lying**-Mother on her side, upper hand arm used to position infant on the side at nipple level.* | | |
| **Learning Objective #3**<br>**(affective)**<br><br>*The client will identify two benefits of breastfeeding that she values by the end of the teaching session.* | • *Convenient/inexpensive*<br>• *Enhances involution of uterus*<br>• *Reduced risk of infant infection*<br>• *Delays resumption of ovulation*<br>• *May reduce risk of some cancers*<br>• *Increased bonding with frequent skin to skin contact* | ***1:1 Discussion**-allows for exchange of ideas, clarification and questions* | *Met. Client identified two benefits of breastfeeding including reduced risk of infection and inexpensive feeding.* |