Writing Objectives: Learning Activity

Each student will be asked to contribute a portion of a patient scenario to develop a "best case" and then a "worst case" for patient teaching.

The patient is a male who had a recent heart attack and needs discharge teaching about his medications, chest pain, diet, and exercise. The students will be assigned one of the following variables for the group discussion, and submit their choice to the instructor:

- o Patient's age
- o Prognosis
- o Pain
- o Effects of anxiety
- o Effects of stress
- o Effects of grief
- o Cultural values and ethnicity
- o Religion/spirituality
- o Healing beliefs and practices
- o Language/Communication
- o Biorhythms/Timing
- o Physical disability-mobility
- o Physical disability-sensory
- o Mental disability-cognitive
- o Mental disability-reading and comprehension
- o Energy
- o Motivation
- o Active involvement with plan
- o Non-judgmental support
- o Family involvement
- o Environment
- o Physiologic events
- o Feedback

The instructor will post a summary of the patient scenario. Students will write a NANDA diagnosis of Knowledge Deficit of their choice related to _____, manifested by_____ for each scenario, and then write an objective for each of them.

Students will write one objective for each case scenario, remembering to include the condition, the client performance, and the criterion/accuracy. The objectives should be from two different domains of learning. Students are to submit them to the instructor by e-mail.

- Consider how the "best case" objective differs from the "worse case scenario".
- In which scenario is it most effective to use short-term goals vs. long-term goals?
- In which scenario is family involvement most important?
- Which part of the post MI teaching would you expect the client to be most motivated to learn?