

**N321 Medical/Surgical  
TEACHING PLAN INSTRUCTIONS AND EVALUATION  
Spring 2021**

STUDENT NAME: Princess Anne Hernandez Date: 04/01/2021

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**

<b>Assessment of patient/client/class</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Prior knowledge of subject to be taught</li> <li>Determine patient's motivation to learn content</li> <li>Health beliefs/values (Taylor pgs 70 &amp; 513)</li> <li>Psychosocial adaptations/adjustment to illness</li> <li>Compliance with health care protocols</li> <li>Assess patient's ability to learn</li> <li>Developmental level</li> <li>Physical capabilities/health status</li> <li>Language skills/literacy</li> <li>Level of education</li> </ul>		
<b>Nursing Diagnosis Identified</b>	<b>(1 point)</b>	_____
<b>Planning</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>State objectives and outcomes: Include at least one from each learning domain: Cognitive, Affective &amp; Psychomotor</li> </ul>		
<b>Interventions</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>List the content to be included in instruction. Be specific and accurate.</li> <li>Logical sequence.</li> <li>Simple to complex.</li> <li>Organized</li> </ul>		
<b>Methods/Teaching Tools</b>	<b>(2 points)</b>	_____
<ul style="list-style-type: none"> <li>Instructional methods to be used:</li> <li>Examples are: Discussion</li> <li style="padding-left: 20px;">Question &amp; Answer</li> <li style="padding-left: 20px;">Demonstration/Return Demonstration</li> <li style="padding-left: 20px;">Strategies to keep patient's attention</li> <li style="padding-left: 20px;">Methods to include patient in teaching/participation</li> </ul>		
<b>Evaluation</b>	<b>(3 points)</b>	_____
<ul style="list-style-type: none"> <li>Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better</li> </ul>		
<b>References Listed in APA format.</b>	<b>(1 point)</b>	_____

**TOTAL CONTENT** \_\_\_\_\_ /15

II. Evaluation of <b>teaching presentation</b>	<b>(10 points)</b>	_____ /10
<ul style="list-style-type: none"> <li>Introduction of content, Patient put at ease, Eye contact,</li> <li>Clear speech and organized presentation, Environment conducive to learning,</li> <li>Family included, Accuracy of info, Validation of learning status, Use of teaching aids,</li> <li>Appropriate non-verbal body language etc.</li> </ul>		

Date Submitted: \_\_\_\_\_

**Total points** \_\_\_\_\_ /25

**N 321 Nursing the Adult Client  
TEACHING PLAN**

Student Name: Princess Anne Hernandez

Subject: Cellulitis

Nursing Diagnosis: Impaired skin integrity related to infection of skin secondary to cellulitis, as evidenced by erythema, swelling, pain, and pus leaking out in the affected right lower leg.

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. BL is a 37-year-old male admitted for worsening cellulitis infection and right leg edema. He is married, and his wife was present during the discussion. The patient wants his wife to be involved with his treatment and consult with her about all-important matters. The role of the family is essential in every level of nursing care (Taylor et.al., 2019). He has been going to the doctor for almost eight months to solve his leg problems, and it just keeps on getting worse. He has been compliant with the regimen he has been given and follows all health protocols. He had some basic understanding of his cellulitis. The patient was motivated to learn the content provided to him. He was significantly engaged in the conversation and actively listened to what I was saying. The patient is mature. He has high school education. He had an appropriate development level for his age without any learning or physical disabilities. The patient could read the information and be physically capable of understanding the information provided to him.</p>	<p><b>Cognitive objective:</b> The patient will be able to learn, remember and understand the information taught to him regarding cellulitis, signs and symptoms, treatment needed and when to call the provider or go to the ED when the symptoms worsen.</p> <p><b>Cognitive outcome:</b> The patient verbalized understanding of all the information present to him. He was able to identify what signs and symptoms he experienced and the treatment he needs to do or what he is doing right now.</p> <p><b>Affective objective:</b> The patient will value the information provided and taught to him. He will be willing to receive the information and will be motivated to learn.</p> <p><b>Affective outcome:</b> The patient is engaged in the conversation and involves his wife in the discussion. He is willing to learn the information. He listened to me and was very respectful towards me while educating him.</p> <p><b>Psychomotor objective:</b> The patient will be able to demonstrate the proper way to elevate the leg when lying on the bed to treat the swelling on the affected leg.</p> <p><b>Psychomotor outcome:</b> Unable to determine the outcome due to</p>	<p>After educating the patient, he should be able:</p> <ul style="list-style-type: none"> <li>- To have a basic understanding that cellulitis is an infection of the skin and surrounding skin and most commonly happens in the legs (National Health Service, n.d.)</li> <li>- The patient will learn the risk factor or who can happen this.</li> <li>- The patient will understand that how cellulitis happens. Cellulitis can happen when there is a break on the skin. The skin bacteria can get under the skin and cause the infection. The skin is a barrier to protect patients from many kinds of bacteria (National Health Service, n.d.).</li> <li>- The patient should be able to recognize the sign and symptoms such as redness, the warmth of skin, pain, swelling, lymphangitis, fever, and flu-like symptoms (National Health Service, n.d.).</li> <li>- The patient will learn more about cellulitis treatment, such as antibiotic therapy and treatment ways such as rest and elevation of the leg, cleaning the affected area, and pain medication to ease the pain.</li> <li>- The patient will understand the importance of finishing the required days of antibiotic treatment and being compliance of it.</li> <li>- Demonstrate the right way to elevate the leg when sitting, lying on the bed or before going to sleep—the foot must be higher than the hip and place the foot of the affected leg on a pillow or something firm. When sitting on the sofa or chair use a footrest, footstool or ottoman (National Health Service, n.d.)</li> <li>- The patient will know when to call his provider or go to</li> </ul>	<p>During the hospital stay, I asked him if it is okay to educate him about his cellulitis. He was with his wife during the teaching. The patient was given a flyer with general information regarding cellulitis. I went over the information in the flyer with him to make sure he understands what on it. During the discussion, I asked him if he knows what cellulitis is, and he knows what it is. When I went over the sign and symptoms asked him if he notices any of this sign and symptoms, he said he did, and his wife also answered about the things she notices with husband sign and symptoms. I went over the treatments he can do, and he answered that he has been doing all of it. I discuss the importance of antibiotic treatment. I asked how has been doing with his antibiotic treatment. I demonstrate how he should raise his leg</p>	<p>I believe the patient achieved the goals of my teaching objective. He seems to have an understanding of Cellulitis, the signs and symptoms, and the treatment needed. He knows the importance of following the treatment's needs and being compliant with his antibiotic treatment. Additionally, he was able to demonstrate the right way on how he should elevate his legs to reduce the swelling of his legs. My teaching plan's strength was the discussion approach I went with for the teaching style. It allowed the patient to be engaged in the teaching. Also, his wife was able to engage in the conversation. It also allows the patient to think more about what is going on with him. He opened topics on what he has been doing and what he knows about Cellulitis. My teaching plan's weakness was the fact that the patient did not demonstrate any psychomotor skills. He verbalized that he has been elevating his leg to treat the swelling of his leg. I could have provided him more supplemental information on ways to prevent recurrent Cellulitis to make my teaching plan better.</p>

	the patient not being able to do it by himself, the patient verbalized he has been elevating his legs/feet with the help of his wife and the nurse.	the emergency department—providing the sign and symptoms for when to return to ER or call the provider.	when sitting, lying on the bed and when he sleeps. I asked him he has any questions, and he said he does not have any questions.	
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**Reference(s):**

National Health Service. (n.d.). *Cellulitis patient information* [Leaflet]. NHS Foundation Trust.

Taylor, C., Lynn, P., Bartlett, J.L. (2019). *Fundamentals of nursing: the art and science of person-centered nursing care*. Wolters Kluwer.