

**N301 Medical/Surgical  
TEACHING PLAN INSTRUCTIONS AND EVALUATION  
Summer 2017**

STUDENT NAME: Kayley Sollers Date: \_\_\_\_\_  
4/10/2020

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**

**Assessment of patient/client/class (3 points)**

\_\_\_\_\_ Prior knowledge of subject to be taught  
Determine patient's motivation to learn content  
Health beliefs/values (Taylor pgs 70 & 513)  
Psychosocial adaptations/adjustment to illness  
Compliance with health care protocols  
Assess patient's ability to learn  
Developmental level  
Physical capabilities/health status  
Language skills/literacy  
Level of education

**Nursing Diagnosis Identified (1 point)**

**Planning (3 points)**

\_\_\_\_\_ State objectives and outcomes: Include at least one from each learning domain:  
Cognitive, Affective & Psychomotor

**Interventions (2 points)**

\_\_\_\_\_ List the content to be included in instruction. Be specific and accurate.  
Logical sequence.  
Simple to complex.  
Organized

**Methods/Teaching Tools (2 points)**

\_\_\_\_\_ Instructional methods to be used:  
Examples are: Discussion  
Question & Answer  
Demonstration/Return Demonstration  
Strategies to keep patient's attention  
Methods to include patient in teaching/participation

**Evaluation (3 points)**

\_\_\_\_\_ Determine achievement of learning objectives based on expected outcomes. Identify strengths/weaknesses, Suggest modifications to plan; i.e. what would have made it better

**References Listed in APA format. (1 point)**

**TOTAL CONTENT**

\_\_\_\_\_/15

II. Evaluation of **teaching presentation (10 points)**

\_\_\_\_\_/10

Introduction of content, Patient put at ease, Eye contact,  
Clear speech and organized presentation, Environment conducive to learning,  
Family included, Accuracy of info, Validation of learning status, Use of teaching aids,  
Appropriate non-verbal body language etc.

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

**Total points**

\_\_\_\_\_/25

**N 301 Nursing the Adult Client  
TEACHING PLAN**

Student Name: Kayley Sollers  
overview and proper use

Subject: Flonase (Fluticasone nasal spray) medication

Nursing Diagnosis: Risk for Disturbed Sensory Perception: Olfactory R/T history of Allergies AEB nasal congestion (sneezing and runny/itchy nose)

<b>Relevant Assessment Data</b> (see instructions)	<b>Patient Outcomes</b> (see instructions re: 3 domains of learning)	<b>Teaching Outline</b> (be specific and use a logical sequence)	<b>Teaching Tools</b> (see instructions)	<b>Evaluation</b> (see instructions)
<p>Patient is a 22-year-old male with a history of seasonal allergies. Patient is motivated to learn about proper use of Flonase nasal spray to relieve his seasonal allergy symptoms. The patient's Health beliefs and values include being a Full Code, with family involved, and is a Christian. The patient has made adjustments to his daily living by staying indoors on days when the climate is dry and windy. The patient tries to stay inside during days when the pollen count is high. The patient is an electrician and has a degree in agriculture. The patient is independent with no difficulties with reading or writing.</p>	<p>Cognitive: I have provided the patient with a medication guide, a paper hand-out that includes the medication name, dose, frequency, route, classification, it's mechanism of action in the body, why the client is taking it, contraindications, side effects, and nursing considerations. Affective: The patient is attentive and interested in the material presented. The patient has a good attitude towards the teaching. Psychomotor: The patient presents with an attentive attitude. The patient is able to demonstrate how to properly use the Flonase nasal spray.</p>	<p>Medication overview: Flonase/Fluticasone nasal Dosage: 2 actuations in each nostril <b>Max: 2 actuations in each nostril/day</b> Frequency: QD Route: Nasal spray Classification: Corticosteroid Mechanism of action: Flonase is a corticosteroid that prevents the release of substances in the body that cause inflammation. Reason for use: Allergies Contraindications: unhealed nasal wound, caution if severe hepatic impairment, caution if recent long-term systemic corticosteroid treatment, caution if untreated local or systemic infection, caution if TB infection, and caution if glaucoma. Side effects: Headache, nasal burning/irritation, cough, abdominal pain, bronchitis, nasal ulcer. Nursing considerations: monitor patient's respiratory status, may lead to decreased bone density, wipe the nozzle with a clean dry tissue, use cautiously with untreated infections and suppressed immune system. After the medication overview I discussed proper technique of how to use the Flonase nasal spray. Shake the bottle gently then remove the cap. For first time use prime the bottle for use. Do this by aiming the bottle away from your face and pump until you see a mist. Blow your nose to clear your nostrils. Close one nostril, and place the tip of the nozzle in the other nostril.</p>	<p>During the teaching plan I began with gathering information from the patient's history. I then went on to discuss why this medication has been prescribed. As the patient and I discussed the material I offered opportunities for questions and answers. I reviewed the proper use of the Flonase nasal spray to the client and then had him demonstrate back. This initiates a teach-back moment to evaluate the patient's understanding of the material taught. I provided the patient with a medication</p>	<p>The patient was receptive to the material provided. He expressed an understanding of the material and was able to perform a teach-back moment. I was able to keep the patient involved with providing a handout and an overview of a demonstration of how to use the medication. This would have been the strengths provided during my teaching plan. A weakness for the plan was having to modify since being at home. All in all, I had fun putting together this teaching plan and hope you enjoyed the video and information!</p>

		Sniffing gently as pressing down on the spray nozzle. Breathe out of your mouth, then spray one more time with the same procedure. Finally, repeat on the other nostril. Wipe the nozzle with a clean tissue and replace the cap.	guide to help maintain the client's attention. All of these methods include the patient in the teaching to involve participation of the client during the teaching.	
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**Reference(s):**

Flonase (Nasal Spray) Uses, Dosage & Side Effects. (n.d.). Retrieved April 9, 2020, from <https://www.drugs.com/flonase.html>

Jones & Bartlett Learning. (2019). *2019 Nurse's drug handbook (18<sup>th</sup> ed.)*. Burlington, MA.