

Pressure Injury Lesson Plan

Component	Time	Action and teaching strategies	Rationale
Topic	N/A	Causes and Prevention of Pressure Ulcers.	Focuses the learning objective and provides clear context for the lesson.
Learning Objectives	1 min	<p>By the end of this session, students will be able to identify the two primary causes of pressure ulcers. (immobilization and pressure from an object)</p> <p>They will also be able to identify two methods to prevent pressure ulcers (offloading, repositioning, moisture control, nutrition, 5-layer anisotropic dressings)</p>	Ensures students know what they should be able to do after the lesson and makes the learning concrete and assessable.
Introduction / Hook	2 min	<p>Grab the audience's attention with a relatable statistic, a very brief case study, or a leading question.</p> <p><i>Example: "Pressure ulcers can begin to develop in as little as 1-hour of sustained pressure. Now think of a time you sat in one position for 1 hour. Today, we'll focus on how that 1-hour period affects at-risk patients."</i></p>	Engages the learner by connecting the topic to their everyday practice and highlighting its importance.
Core Content	8 min	<p>Use a maximum of 5–8 slides, with minimal text and heavy use of visuals like diagrams, flowcharts, or high-quality photos.</p> <p><i>Present the 5-8 slides with images of offending surfaces and typical affected areas.</i></p>	Nurses are busy and learn best with focused, practical information. This structure keeps content digestible and encourages active participation rather than passive listening.

Include a simplified graphic of what pressure and shear are doing to the tissue.

What are some other areas that might be vulnerable to pressure?

*What are some items that might apply pressure to the body?
Nasal cannulas, NPWT tubing, dressings, g-tubes, urinary catheters, restraints, bed rails, shoes, wheelchairs, beds, pillows*

Interactive Activity / Q&A	3 min	<i>Case Study information exchange: "Examine this image and read the notes provided. Now, discussing with the person next to you, identify 2 instances of potential for pressure ulcer development. Then exchange ideas on what potential solutions could be implemented to avoid the injury."</i>	Converts passive information into a hands-on experience, improving recall and retention.
Conclusion and Takeaway	1 min	Summarize the 1–2 most critical takeaways from the session. End with a clear call to action. <i>Example: "Remember, early recognition is key. Look for potential sources of pressure and identify non-blanchable areas quickly and then implement the best action from what was discussed."</i>	Solidifies the most important information and provides a clear next step for nurses to apply in their practice.

References

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