

## TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Jigsaw:  <b>Developing a Pain Management Care Plan for Burn Patients</b>
<b>Learning Activity Summary</b>	The jigsaw puzzle activity allows nurse residents to understand that each puzzle piece contains information that contributes to the whole picture, even though the individual puzzle pieces might not mean much in itself (Herrman, 2016). During this clinical exercise, nurse resident will be divided into four groups. They will be provided with a patient chart from the Burn Trauma ICU for review (same chart for each group). Each group will be randomly assigned a pain management approach (background, procedural, non-pharmacological and pharmacological) that will contribute to the completion of a nursing care plan. Each group will be required to come up with 2 nursing interventions and 2 rationales. The nurse residents will then come together to align their puzzle pieces together and they will come together to develop, critique and refine a pain management care plan. Post-conference will allow for reflection of teamwork and collaboration.
<b>Domain of Learning</b> (Bloom's Taxonomy Revised)	<p>Cognitive: Students will <b>understand</b> the importance of individualizing patient care and will <b>analyze and evaluate</b> a patient's chart to <b>create</b> a care plan for a burn patient.</p> <p>Affective: Students will learn to <b>receive &amp; respond to phenomena</b> and demonstrate their ability to <b>value</b> a variety of beliefs and perceptions regarding pain management.</p> <p>Psychomotor: Does not pertain to this teaching strategy</p>
<b>Student-Centered Learning Objective(s)</b>	<p><i>At the completion of this learning activity, the learner will:</i></p> <ul style="list-style-type: none"> <li>• Construct a care plan that focuses on pain management (EOCO 4, 7)</li> <li>• Discover the importance of looking at pain management from a holistic perspective (EOCO 2, 3, 7)</li> <li>• Explain the importance of teamwork and collaboration when managing complex care for burn patients (EOCO 5)</li> </ul>
<b>Preparation</b> Required by Teacher/Facilitator and Materials Needed	<p>The teacher will need to identify a patient chart that encompasses all components of pain management. Determine a means for assigning puzzle pieces to each group. Provide a template to assist the learner in developing and making alterations to the care plan. Provide clear, concise instruction on how to complete the lesson.</p> <p>Materials: Large sheet of paper, makers, tape</p>
Time Allotted	10 minutes to develop intervention/rationale in small groups. 35

	minutes to develop, critique and refine the care plan in large group. 15 minutes for post-conference discussion.
<b>Learning Styles Addressed by Activity</b>	Information Presentation will be sight and text. Modality of learning is through visual and verbal content. The delivery approach will be both active and reflective. Understanding will be gained through the use of a holistic approach.
How is content connected to prior learning?	The nurse residents will build on prior knowledge obtained in undergraduate studies as well as other education sessions; pharmacology, physical assessment, anatomy & physiology, nursing theory, therapeutic communication, etc. The nurse residents will need to connect information learned about burns during class time in order to fully understand how pain management might differ for each patient and how it might differ for each type of burn. This activity will foster critical thinking clinical reasoning and clinical judgment by allowing nurse residents to apply knowledge to provide adequate pain management to a patient suffering from a burn.
Reflective <b>Debriefing with Learners</b> (post-learning activity) How will it be accomplished?	Debriefing will take place during post-conference when the pieces of the care plan are put together. Nurse residents will have the opportunity to discuss why they chose to alter the care plan to incorporate all 4 components of pain management. Students will reflect on teamwork and collaboration that occurred during the development of the care plan. Any outstanding questions will be answered at this time.
<b>Evaluation of Learning</b> (How will it be accomplished?)	Evaluation of learning will take place during individual group activity as well as during the debriefing. Evaluation will be compromised by the nurse resident's ability to identify pain management techniques and nursing interventions. Evaluation will also be accomplished by the nurse resident's ability to work collaboratively as a small and large group in order to assess and put together a care plan that is coherent and flows smoothly, and that will reflect understanding of pain management.
<b>Teacher Reflection</b> (justify choice of learning activity and good "fit" for the identified learning objectives)	This jigsaw puzzle activity helps to provide the nurse resident with the understanding that many aspects should be considered in terms of pain management. This activity will afford nurse residents the opportunity to identify how each of the individual puzzle pieces fit together to promote the concept of holistic care. Nurse residents will begin to value collaboration as they work together to put together the puzzle and create a visual care plan.

## Reference:

Herrman, J. W. (2016). *Creative teaching strategies for the nurse educator (2nd ed)*. Philadelphia, PA: F. A. Davis Company.