

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 3 Competency – Bloom’s Level: Evaluate Clinical Area Questioning: Prove It!
Learning Activity Summary	Students will work in groups of two or three to identify a clinical problem or issue that they have discovered during clinical rotations. They will conduct a literature search to identify studies that address their chosen topic. Example: A patient is admitted to the hospital for pneumonia following at home tube feedings. Literature findings reveal studies that discuss PH balance of gastric contents, aspiration of gastric contents, checking tube placement and imaging to confirm placement (Herrman, 2010). Students will share their findings with classmates to prompt a discussion about current nursing practice, policies and procedures in their clinical environment.
Domain of Learning (Bloom’s Taxonomy Revised)	<p>Cognitive (identify level): Students will analyze and evaluate clinical problems and current literature and apply knowledge and findings to identify the need for improved processes.</p> <p>Affective: Students will learn to value their ability to conduct literature searches or organize priorities to make an impact on patient outcomes.</p> <p>Psychomotor: Not identified in this activity.</p>
Student-Centered Learning Objective(s)	<p><i>At the completion of this learning activity, the learner will:</i></p> <ul style="list-style-type: none"> ➤ Identify a clinical problem and conduct a literature search to locate the latest evidence ➤ Compare and contrast the pros and cons of current practices ➤ Determine if current practices meet the best practice recommendations
Preparation Required by Teacher/Facilitator and Materials Needed	<p>Identify common clinical questions or issues to guide students in recognizing a clinical problem in their care environment. Develop a guideline for students to follow to aide in effective research. Brief tutorial on search engines and key words.</p> <p>Materials: Computer, guideline handouts, scrap paper and pens</p>
Time Allotted	15 minutes to discuss assignment and overview of search engines, one week to identify a clinical issue and two weeks to work as a group to complete literature search and develop presentation for the class, 10-15 minutes for each presentation, 30 minutes for debriefing

Learning Styles Addressed by Activity	Information presentation will be text and sound. Modality of learning is through visual and verbal content. The deliver approach will be active. Understanding will be gained through the use of a holistic approach.
How is content connected to prior learning?	Students will use prior experience of research, EBP and QI processes to evaluate the healthcare environment for areas in need of QI. They will also reflect on patient safety issues, best practices and common nursing interventions. Students will recall the use of the PDSA model to discover how nursing practice can be enhanced to reflect more current best practice guidelines.
Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?	Following the presentations, students will reflect back on current practices and explain what surprised them the most about the way the nurses on the unit currently provide care compared to what best practices suggest. This discussion will prompt students to recognize the need for identifying and improving care as well as allowing them to relate their feelings about how they can contribute to the evaluation of current practices and the implementation of evidence based QI projects.
Evaluation of Learning (<i>How will it be accomplished?</i>)	Students will be required to complete a one-minute paper. Students will answer the following questions: What are three things that you learned about the presented topics? What are two things that are still unclear in your mind? List one example of nursing influenced best practices that were identified in the presentations.
Teacher Reflection (<i>justify choice of learning activity and good "fit" for the identified learning objectives</i>)	This activity is a great way to connect student's ability to identify clinical problems and conduct literature searches in order to develop and implement QI projects to reflect current best practices. Conducting research will allow the students to evaluate if current practices in their patient care environment are reflective of the literature. They will also be able to identify if there are better recommendations for improving nursing practice and patient outcomes or if current nursing policy and procedures are adequate. This activity will foster deep learning, critical thinking and problem-solving skills, and promote the importance of nursing research to improve patient outcomes.

Reference:

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