

## TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 4 Competency – Bloom’s Level: Create  Fishbone Diagram: What Factors Put Patient’s at Risk for Preventable Harm?
<b>Learning Activity Summary</b>	As a group, students will be provided with a specific case study related to a recent increase in the incidence of catheter-associated urinary tract infections (CAUTI). Students will write the problem statement at the mouth of the “fish” and identify major categories that may be contributing to the problem (people, environment, equipment, etc.). Students will be divided into smaller groups to brainstorm all possible causes of the problem for a specific category - causes will be written on color-coded sticky notes. Students will place their sticky notes near the corresponding category. Students will be asked to select an intervention that will provide a short and long term solution to the problem. Students will engage in discussion about the completed fishbone diagram as well as a discussion about root cause analysis and its significance.
<b>Domain of Learning</b> (Bloom’s Taxonomy Revised)	<p>Cognitive: The students will <b>understand, apply, analyze</b> and <b>create</b> a fishbone diagram as it pertains to quality improvement and patient outcomes.</p> <p>Affective: The students will <b>receive</b> and <b>respond</b> to phenomena by showing teamwork and collaboration, and <b>value</b> their contributions to improving patient outcomes.</p> <p>Psychomotor: Students will develop <b>manipulation</b> and <b>precision</b> as they work to accurately develop a fishbone diagram to initiate QI.</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>➤ Create a diagram that identifies cause and effect as it pertains to clinical systems, processes and patient outcomes.</li> <li>➤ Analyze underlying processes and system problems that are contributing to the risk of harmful events.</li> </ul>
<b>Preparation Required by Teacher/Facilitator and Materials Needed</b>	<p>Develop or identify appropriate case studies related to CAUTI. Draw a fishbone diagram on the white board for student use. Develop discussion questions for debriefing.</p> <p>Materials: White board, makers, a variety of colored sticky-notes.</p>
<b>Time Allotted</b>	30 minutes for development of fishbone diagram, 20 minutes for class discussion
<b>Learning Styles Addressed by Activity</b>	Information presentation is through sight. Modality of learning is through visual content. The delivery approach will be active. Understanding will be gained through the use of a holistic

	approach of a patient care scenario as it pertains to cause and effect analysis.
How is content connected to prior learning?	Students will bring forth knowledge related to patient safety, nursing policies, procedures and guidelines, infection prevention and critical thinking and problem solving (PDSA) abilities. Students will also utilize knowledge from previous course lessons about QI.
Reflective <b>Debriefing with Learners</b> (post-learning activity) How will it be accomplished?	Debriefing will consist of a group discussion about the completed fishbone diagram. Students will have the opportunity to add additional information that may have been missed as well as elaborate on why they chose specific interventions for short and long term solutions. The facilitator will reiterate the significance of a root cause analysis and students will reflect on the importance of teamwork and collaboration when utilizing root cause analysis to improve patient care.
<b>Evaluation of Learning</b> (How will it be accomplished?)	Students will be provided with a different case study and will be required to use that case study to complete another fishbone diagram. Students will be provided with a rubric and a fishbone diagram template.
<b>Teacher Reflection</b> (justify choice of learning activity and good “fit” for the identified learning objectives)	The fishbone diagram activity will ultimately address the development of problem-solving skills. Nurses are recognized as change agents in healthcare. This activity will prove helpful in providing students with the necessary practice to deconstruct processes that lead to near misses and adverse events. With this activity students will learn to identify and categorize factors that that may compromise patient care and work towards a possible solution. This will prepare them to partake in QI projects in the future and make an impact on the quality of care we provide as nurses.

## References:

How to use the fishbone tool for root cause analysis. (n.d.). Retrieved on 3/18/2017 from <https://www.cms.gov/Medicare/Provider-Enrollment-and-Certification/QAPI/downloads/FishboneRevised.pdf>