

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 1 Competency – Blooms Level: Understand Jigsaw: PDSA Puzzle
Learning Activity Summary	Students will be divided into 4 groups. Each group will be randomly assigned to one step of the PDSA; each step will be color-coded. Each group will be responsible for identifying where in the cycle their step of the PDSA falls and describing what their step in the PDSA cycle entails. Students will also be required to determine how a QI project would be affected if their assigned step was removed from the cycle. Each group will provide an example of how they would implement their step based on a provided case study. Each group's answers will be placed on a poster board according the PDSA sequence (color-coded) to be shared with the rest of the class. One student from each group will be identified to be the spokesperson and will sequentially speak to the answers that their group provided in order to provide an understanding of the collective PDSA cycle.
Domain of Learning (Bloom's Taxonomy Revised)	<p>Cognitive: The students will understand and apply the PDSA to case studies and will analyze and evaluate the nurse's role in QI processes.</p> <p>Affective: The students will value and appreciate QI processes and demonstrate organization by identifying information related to each sequential step of the PDSA model.</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"> ➤ Explain the steps of the PDSA cycle ➤ Identify each step of PDSA cycle in various case studies ➤ Understand how each step individually and collectively plays an role in QI projects
Preparation Required by Teacher/Facilitator and Materials Needed	<p>Preparation will include the development or identification of QI case studies. Determine a means for assigning groups to PDSA steps. Provide groups with a list of pre-determined questions to answer. Provide clear, concise instruction no how to complete the assignment.</p> <p>Materials: Poster board, makers, colored paper (4 colors), tape</p>
Time Allotted	5 minutes to provide student instruction, 25 minutes for group work, ~15 minutes for student presentation and discussion
Learning Styles Addressed by Activity	Information presentation is through sight and text. Modality of learning is through visual and verbal content. The delivery

	approach will be active and reflective. Understanding will be gained through the use of a sequential method which will better provide students with a holistic view of the PDSA model.
How is content connected to prior learning?	Students will use prior knowledge of the nursing process and apply that content to the PDSA cycle in order to learn about QI processes.
Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?	Debriefing will occur in the form of an open discussion after the students have presented their information. Students will be able to discuss the QI processes and the PDSA cycle as a whole. They will also be able to reflect on the role of the nurse in each step of the PDSA cycle as well as gain a better understanding of how nurses can contribute to QI.
Evaluation of Learning (How will it be accomplished?)	Evaluation of learning will be determined based on participation and answers provided throughout the group assignment as well as their responses and participating during the debriefing. Students will also complete a one-minute paper to reflect their understanding of the PDSA cycle presented during the student presentation (excluding their group's assigned step).
Teacher Reflection (justify choice of learning activity and good "fit" for the identified learning objectives)	The PDSA Jigsaw activity will allow students to gain an understanding of each step of the PDSA cycle as it relates to QI processes. Students will begin to recognize the importance of each step individually and as a whole. It will help to prepare students to practice applying the process in the clinical setting in order to gain a better understanding of the role of the nurse in QI processes.

Reference:

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