

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Jeopardy: Providing Safe, Quality Care to Patients Experiencing an Ischemic Stroke
Learning Activity Summary	<p>Nurse residents will be divided into two teams. Each team will designate a spokesperson. The class facilitator will act as the game show host.</p> <p>The jeopardy board will consist of 4 categories; pathophysiology, NIHSS, thrombolytic therapy and nursing intervention. Each category will contain 5 questions, statements, video segments or pictures that increase in complexity from 100 points to 500 points. Taking into consideration the potential variation for responses, the facilitator will have the authority to accept or reject an answer as correct when necessary. Partial points will not be awarded. The opposing team has the opportunity to guess the answer if the original team answers incorrectly. The team with the most points at the end will “win” the game and receive a small prize.</p> <p>Following the completion of the game, the facilitator will engage the students in an open discussion regarding incorrect answers. White Board and other classroom materials will be used or referenced as necessary.</p> <p>Materials: PowerPoint, Projector Screen, Buzzer, White Board & Marker, Prizes</p>
<u>Domain of Learning</u> (Bloom’s Taxonomy Revised)	<p>Cognitive: Students will remember and understand information such as the NIHSS and nursing care as it pertains to the pathophysiological needs of patient’s experiencing ischemic strokes.</p> <p>Affective: Not applicable to this activity</p> <p>Psychomotor: Not applicable to 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 assessment findings related to NIHSS (EOCO 3) • Discuss the importance of considering pharmacological interventions for patients experiencing an ischemic stroke (EOCO 2, 4) • Describe nursing interventions as they relate to the pathophysiological needs of ischemic stroke patients (EOCO 2, 3, 6)
Preparation Required by	The facilitator will need to develop categories and content that

Teacher/Facilitator and Materials Needed	relate to end-of-class outcomes. Create a Jeopardy game board using PowerPoint. Provide clear instructions and explain the rules of the game. Provide game buzzers and a small gift for the winner. Anticipate the use of other class materials for reinforcement of knowledge accusation for incorrect answers.
Time Allotted	30 minutes for the game, 10 minutes for knowledge reinforcement following the game, and 20 minutes for post-activity discussion
Learning Styles Addressed by Activity	Information Presentation is through sight, sound and text. Modality of learning is through visual and verbal content. The delivery approach will be active. Understanding will be gained through a more holistic approach than sequential.
How is content connected to prior learning?	Nurse residents are required to recall knowledge from undergraduate studies, other various education sessions and time spent caring for patients in the clinical arena of the emergency department. Nurse residents will be able to link existing knowledge with new knowledge as they work to answer more complex jeopardy questions.
Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?	During debriefing, the nurse residents will be asked to identify anticipatory needs of patients based on answers provided during the jeopardy game related to NIHSS, nursing interventions, and pharmacological interventions. In order to promote a holistic view, nurse residents will explain why it is important to assess NIHSS and evaluate patient responses to intervention.
Evaluation of Learning (How will it be accomplished?)	Evaluation of learning will be determined based on participation and answers provided throughout the course of the Jeopardy game as well as their responses and participating during post conference. Nurse residents will also complete a one-minute paper to reflect their understanding of the material presented in class and during the Jeopardy game.
Teacher Reflection (justify choice of learning activity and good "fit" for the identified learning objectives)	The Jeopardy game show activity will help the nurse residents to identify dimensions of care for patients experiencing ischemic strokes. Students will also begin to value teamwork and collaboration and resolve conflict as they come together to formulate an answer to the Jeopardy questions. Post discussion will help nurse residents to understand and value the importance of care management in acute stroke care as well as the importance of assessment and evaluation.