

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Role Play: Providing Safe, Quality Care to Patients Experiencing an Ischemic Stroke
Learning Activity Summary	Students will be paired in groups of two (or three if necessary). One person will perform the role nurse and one person will act as the patient. The students will be given a case study depicting a patient scenario that reflect situations and interactions that are experienced in clinical nursing practice. Students will be asked to demonstrate knowledge and creativity in providing direct nursing care to a patient who has experienced an ischemic stroke and has received tPA. Following the case study, students will discuss how they applied decision making skills during role play as well as their ability to provide compassionate care.
Domain of Learning (Bloom's Taxonomy Revised)	<p>Cognitive: Students will remember, understand and analyze the importance of nursing care and medical interventions that are necessary in caring for an ischemic stroke patient who received tPA.</p> <p>Affective: Students will learn to receive and respond to phenomena as well as begin to value their role in promoting optional patient outcomes.</p> <p>Psychomotor: Students will learn manipulation and precision as they work together to perform assessments and interventions during a role play scenario of a stroke patient.</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"> • Demonstrate nursing interventions specific to caring for patients experiencing an ischemic stroke (EOCO 2, 3, 4) • Identify connections between assessment findings and disease manifestations (EOCO 2, 3) • Display empathy, compassion and understanding in caring for patients experiencing an ischemic stroke (EOCO 7)
Preparation Required by Teacher/Facilitator and Materials Needed	Find or develop an appropriate case study and create a description of the different character roles. Facilitate and guide the role play activity. Additional materials are not needed for this activity.
Time Allotted	<p>10 minutes to explain the directions and allow for students to read and prepare for their individual role in the role play activity.</p> <p>20 minutes for the role play.</p> <p>20-30 minutes for discussion, debriefing and student reflection.</p>
Learning Styles Addressed	Information Presentation is through sight and sound. Modality of

by Activity	learning is through visual and verbal context. The delivery approach will be both active and reflective. Understanding will be gained through a more holistic approach than sequential.
How is content connected to prior learning?	Nurse residents will be able to recall information pertaining to anatomy of the nervous system and pathophysiology of neurologic conditions as well as nursing theory, processes and intervention that were learned in undergraduate studies or any other additional educational offerings. They will also need to connect information learned during their class on ischemic stroke in order to see the big picture during their role play. Students will be able to relate their own personal beliefs, values and emotions to the demonstration of acts of caring, compassion and empathy while providing care to patients who are experiencing life-changing events such as ischemic stroke.
Reflective <u>Debriefing with Learners</u> (post-learning activity) How will it be accomplished?	A facilitated reflective debriefing will directly follow the role play activity. Students will reflect on and analyze decisions surrounding choices in nursing interventions based on their assessment findings. Students will also participate in an open discussion to explore coping mechanisms and therapeutic communication skills necessary to meet the needs of patients and family members experiencing an ischemic stroke.
Evaluation of Learning (How will it be accomplished?)	A formative assessment will be used for evaluation based on student participation during the role-play activity as well as through their responses during the reflective debriefing exercise.
Teacher Reflection (justify choice of learning activity and good "fit" for the identified learning objectives)	Role play allows the students to identify assessment findings consistent with ischemic stroke and they will then be able to link knowledge of the neurological system in order to apply appropriate nursing interventions. Role play will also allow students to address emotional needs of their patient as they display acts of caring, compassion and empathy to a patient who has suffered a life-altering condition.