

## TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 2 Competency – Bloom’s Level: Analyze  Nurse Interviews: Do They Practice What They Preach?
<b>Learning Activity Summary</b>	Students will identify a practice procedure that is commonly used in their clinical setting. They will then locate and familiarize themselves with a nursing policy specific to their chosen procedure and the institution or unit in which they do clinical. Students will identify if the policy/procedure is evidence based and how they came to that determination. They will then interview the nurses on the unit to determine if the nurses are aware of where to find the policy and find out how they were educated about the policy. Lastly, students will observe nurses performing the policy/procedure and will answer questions in regards to the way the nurse implemented their practice. Example Questions: Did the nurse deviate from the written policy/procedure? Why? How?
<b><u>Domain of Learning</u></b> (Bloom’s Taxonomy Revised)	<p>Cognitive: The students will <b>understand, analyze</b> and <b>evaluate</b> policies and procedures in within the institution as well as understand, analyze and evaluate the nurse’s compliance (or reasons for non-compliance) with the policies and procedures.</p> <p>Affective: The students will <b>receive, respond to</b> and <b>value</b> nursing practice as it relates to following policy and procedure to promote quality care.</p> <p>Psychomotor: Not applicable in this activity</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>➤ Demonstrate the ability to locate nursing practice policy and procedure</li> <li>➤ Identify best practices supported by the policy/procedure and analyze inconsistencies in nursing practice</li> </ul>
<b>Preparation</b> Required by Teacher/Facilitator and Materials Needed	<p>Develop questions for students to use as a guideline when interviewing and observing nurses. Facilitator will need to familiarize themselves with where to locate the policies and procedures in the event that students need help.</p> <p>Materials: Handout with questions</p>
Time Allotted	10 minutes to explain the assignment, 15-20 minutes to choose a procedure and locate the policy, 1 clinical day to interview and observe the nurses, 30 minutes to discuss the findings
<b>Learning Styles</b> 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 in a more holistic approach as opposed to sequential.
How is content connected to prior learning?	Students will utilize their knowledge of learned nursing skills, ethics, patient safety and evidence based practice as well as knowledge gained about PDSA and QI from previous courses.
Reflective <b>Debriefing with Learners</b> (post-learning activity) How will it be accomplished?	Students will engage in an open discussion to share their interview and observational findings including why nurses may or may not follow policies and procedures during patient care. They will also compare and contrast examples of why it would or would not be appropriate to follow the policy or procedure. The facilitator will end the discussion by defining and informing the students about clinical judgment and clinical reasoning.
<b>Evaluation of Learning</b> (How will it be accomplished?)	Students will complete a one-minute paper answer the following questions: List 3 things you learned today, what are 2 things that you are still confused about, and what is one topic that you wish you learned more about?
<b>Teacher Reflection</b> (justify choice of learning activity and good "fit" for the identified learning objectives)	This activity will prepare students to understand the purpose of evidence-based practice policies and procedures and how not following them can potentially cause patient harm or poorer outcomes. It will also prepare students to be mindful of identifying practices and processes that are in need of QI and promote clinical competence to achieve desired patient outcomes and quality care.

**Reference:**

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