

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 2 Competency – Bloom’s Level: Analyze Nuts & Bolts: Creating a QI Scenario
Learning Activity Summary	<p>Students will be divided into groups to create a ‘nuts & bolts’ case study for identifying ways to preventing patient falls, CAUTI, CLABSI, VAP and pressure ulcer prevention. As a group, the students may choose to construct their case study to depict favorable or unfavorable outcomes which will foster a reflective discussion following the activity. Students will appoint a spokesperson who will read the developed case study out loud to the class.</p> <p>The following template will be provided to the students for completion: Once upon a time there was a ___ who had ___ and was ___. The nurse assessed the patient, determined that ___ had ___, and began to ___. As a result of the nurse’s actions, the client ___ (Herrman, 2010).</p>
Domain of Learning (Bloom’s Taxonomy Revised)	<p>Cognitive (identify level): Students will analyze and evaluate patient scenarios by creating a case study that displays nursing involvement in promoting optimal patient outcomes</p> <p>Affective: Students will learn to receive and respond to phenomena by working as a team to identify value in contributing to patient outcomes.</p> <p>Psychomotor: Not indicated 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 nurses role in contributing to nursing sensitive indicators that improve quality of care ➤ Develop a watchful eye for QI needs ➤ Create and evaluate patient care scenarios to improve problem-solving skills in preparation for QI contributions
Preparation Required by Teacher/Facilitator and Materials Needed	<p>The instructor will need to create the ‘nuts & bolts’ template and provide clear instructions for how to complete the assignment.</p> <p>Materials: projector screen, computer</p>
Time Allotted	<p>5 minutes for assignment instructions, 15 minutes to develop the case study, ~30 minutes to discuss the case studies during debriefing</p>
Learning Styles Addressed by Activity	<p>Information presentations will be text and sound. Modality of learning is through verbal content. The delivery approach will be</p>

	active and reflective. Understanding will be gained through the use of a holistic approach.
How is content connected to prior learning?	Students will reflect on patient care scenarios that they have encountered in clinical practice as well as utilize knowledge gained about QI processes and the value and impact of nursing contributions in improving quality of care.
Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?	Students will come together to discuss the case study scenarios. For case studies that depicted unfavorable outcomes, students will identify factors that contributed to the outcome and ways in which we could improve the outcome. For case studies that depict favorable outcomes, students will discuss how the nurse influenced the outcome by creating a safe environment for the patient. Students will also engage in discussion which reflects on their own personal values and beliefs as it pertains to the importance of being involved in improving patient care.
Evaluation of Learning (How will it be accomplished?)	Students will be given an additional case study scenario with a set of open-ended questions to promote problem-solving. Evaluation of learning will be determinant on the student's ability to identify the nurse's role in promoting optimal patient outcomes as well as identify areas in need of quality improvement.
Teacher Reflection (justify choice of learning activity and good "fit" for the identified learning objectives)	The 'nuts & bolts' case study activity is a fun strategy that allows students to bring forth their creative mind as well as to foster deep learning and growth in critical thinking, clinical judgment and clinical reasoning. This activity will challenge students to gain a deeper understanding and appreciation of how nurses can and do influence the quality of care their patients receive.

Reference:

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