TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Level 1 Competency – Bloom's Level: Understand **What's the Big Deal?**
Learning Activity Summary	Students will be presented with short case studies depicting various QI initiatives currently being implemented in practice. Case studies will be projected onto a projector screen as a reference but will be read out loud by the instructor. A second method will be the use of pictures or short clips displaying patient scenarios. Students will be asked to identify the QI initiative displayed in the case study, picture or short clips then will be asked questions by the instructor to prompt students to prioritize the need for the QI initiative as well as develop critical thinking skills. QI examples: Preventing Falls, CAUTI, CLABSI, sepsis, medication reconciliation, etc. Example question: A nurse is instructed to place a foley catheter into her female patient. The nurse prepares her supplies using a sterile technique but uses both hands to identify the meatus. She continues the procedure without reapplying a new set of sterile gloves. What's the big deal?
Domain of Learning (Bloom's Taxonomy Revised)	Cognitive: The students will **understand** the importance of QI initiatives in promoting optimal patient outcomes Affective: The students will **value** the nurse's role in participating in established QI initiatives. Psychomotor: Not identified for this activity.
Student-Centered Learning **Objective(s)**	*At the completion of this learning activity, the learner will:* ➢ Identify current QI initiatives in nursing practice ➢ Explain why QI initiatives are important in promoting optimal patient outcomes
Preparation Required by Teacher/Facilitator and Materials Needed	Develop thought provoking questions and specific examples. Identify a way to engage the participation of all students. Materials: None
Time Allotted	30 minutes for the presentations of short case studies with associated Q&A's
Learning Styles Addressed by Activity	Information presentation is through sound 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 use prior knowledge of the nursing process and fundamentals of nursing, such as asepsis and infection control, and connect information learned about QI initiatives during class in order to fully understand how important it is to identify areas of concern and act upon QI initiatives.
Reflective **Debriefing** with Learners (post-learning activity) How will it be accomplished?	During the debriefing, students will have the opportunity to reflect on and discuss how they felt the activity contributed to their learning and how it will enhance their ability to provide quality care to patients. Any questions raised by the students during this activity will also be discussed at this time.
Evaluation of Learning *(How will it be accomplished?)*	A one minute paper at the end of the exercise will be used for nurse residents to summarize what they learned. The teacher will read over the papers to evaluate if objectives are reflected in their summaries. Evaluation of learning will also be based on nurse resident participation during the case study activity as well as through their responses during the reflective debriefing at the end of class.
Teacher Reflection *(justify choice of learning activity and good "fit" for the identified learning objectives)*	This activity will allow students to begin to recognize current QI initiatives and how nurses can play a role in improving quality of care. Asking students open-ended questions will allow for the development of critical thinking skills and prompt students to begin prioritizing the use of QI initiatives in clinical practice.

Reference:

Herrman, J. W. (2016). *Creative teaching strategies for the nurse educator (2nd*

> *ed).* Philadelphia, PA: F. A. Davis Company.