Teaching project

NURS402-Career Pathway Development

Purpose of Assignment

The purpose of the assignment is to provide the student the opportunity to use a prescribed and systematic format to create a teaching plan which includes behavioral objectives, a content outline, presentation methods, time allotments, resources, and evaluation methods for an educational intervention for the identified nursing problem.

Student Approach to Assignment

My teaching paper taught me the process of creating a lesson plan. There is a lot more involved in creating a lesson plan than I had ever known about before this project. The first step is choosing a topic to teach about that is relevant. The second step involves choosing your target audience. After the appropriate topic and audience are chosen I needed to complete a needs assessment. A needs assessment entails learning what your audience knows and does not know about the topic. Next I had to discover how my audience learns best so that I can get my message across in the best way possible. After that I had to develop my teaching plan along with what teaching strategies to utilize.

Reason for Inclusion of the Assignment in the Portfolio

This assignment taught me the best way to go about building a teaching plan. It took me through each step in a teaching plan.

Curricular Thinking

❖ Nursing Practice

• Applies appropriate knowledge of major health problems to guide nursing practice

  o Example: In this project I discussed the major health problems of medication administration errors. This was a problem that was happening at my place of work that needed to be addressed. I chose this topic to teach about with my target audience that consisted of RN’s and techs. In this teaching plan, why medication administration errors are happening and how to try to combat this issue was discussed.

• Establishes and/or utilizes outcome measures to evaluate the effectiveness of care

  o Example: The effectiveness of my teaching plan was measured by asking the group to write down the 5 rights of medication administration and to
state why it is important to follow the 5 rights of medication administration at the close of the lesson. The group was asked to individually demonstrate medication administration utilizing the 5 rights of medication administration. A competency checklist was used to ensure proper procedures in medication administration were followed. I asked the group to come up with four different common distractions they experienced during medication administration, along with two different strategies that they agree as a group would be successful in combating the four common distractions discussed. Last I had the group write down a minimum of two key elements of pharmacology that was learned from the teaching session. The four different tasks were used to measure the four objectives that I taught.

**Communication**

- Expresses oneself and communicates effectively with diverse groups and disciplines using a variety of media in a variety of contexts

  o Example: For this teaching project I used different resources to help each individual person, in my audience, understand the lesson better. I assessed how my audience feels they learn best by asking them questions and by using a questionnaire. I also used notes from discussions with my audience and by observations to best come up with different methods of teaching. I used group teaching to save time and so that everyone could work together and collaborate with each other. My group seemed to feel that, hands on learning, was best for them. I used lecturing along with PowerPoint to express important concepts. I used role playing, so that each member could practice appropriate medication administration with distractions. The group was able to get different perspectives of this task by role playing different roles, such as playing as the nurse, student, or distraction. I used group discussion to come up with strategies to combat distractions during medication administration. By utilizing different methods of teaching I was able to cater to different group member’s learning needs.

**Teaching**

- Provides teaching to patients and/or professionals about health care procedures and technologies in preparation for following nursing or medical interventions

  o Example: For my teaching project plan I addressed the issue of medication administration errors. I went over the proper procedures for medication administrations using the 5 rights of medication administration while
utilizing a competency checklist. This was so that nothing was missed when administering medications. I discussed with my audience why proper medication administration is used with every patient every time. I encouraged my audience to come up with strategies to combat distractions during medication administration.

- **Uses information technologies and other appropriate methods to communicate health promotion, risk reduction, and disease prevention across the life span**

  o Example: This basis for this assignment was to communicate risk reduction and promote health promotion amongst health care workers. I utilized different technologies to teach about medication administration safety. I utilized lecture with PowerPoint, group discussions, role playing, and demonstration to educate my audience on the 5 rights of medication administration and the importance of always utilizing the 5 rights of medication administration. Medication errors are a global issue that can have deleterious outcomes for everyone involved.

- **Evaluates the efficacy of health promotion and education modalities for use in a variety of settings with diverse populations**

  o Example: This teaching project projected the importance of safe medication administration utilizing the 5 rights of medication. Various methods of teaching were used to cater to the individual learning needs of the audience. This is important so that the audience comprehends what is being taught, and why what is being taught is important for promoting health education. Proper medication administration is pertinent to the well being of patients in any health care setting. The setting for this project was a school for troubled adolescent girls. The audience was health care staff members for the school. The audience ranged in ages, gender, and education levels.

❖ **Research**

- **Evaluates research that focuses on the efficacy and effectiveness of nursing interventions**

  o Example: For my teaching plan I explored different policy statements and studies to gather peer reviewed current data and information to provide my audience with. I utilized the online library at Old Dominion University, professional standards of practice, and my class textbooks to complete this teaching project.
Leadership

- Initiates community partnerships to establish health promotion goals and implements strategies to meet those goals
  
  o Example: I used my teaching plan as a basis to revamp the procedures on medication administration at my place of work. This was accomplished through conducting my teaching plan with co-workers. As a group strategies were discussed and later implemented to prevent medication administration errors in the future. This teaching session allowed for the healthcare team to get involved and to be more aware of the possibilities of mistakes and how to counteract such mistakes from occurring. My audience administers medications to over 100 patients daily, and it is imperative that they follow proper procedures and protocol when doing so.

- Organizes, manages, and evaluates the development of strategies to promote healthy communities
  
  o Example: I organized my teaching plan by deciding what topic would best benefit my place of work, what audience would be best suited for this information, learning about my audience and their needs pertaining to the subject of medication administration, and by referencing standards of practice and performance along with data and studies to back up my teaching plan. I explained how the development of the teaching plan was accomplished by touching on the different domains of learning along with different teaching strategies. I managed the group throughout the lesson and evaluated the outcomes of my teaching plan by having the group perform different measurable tasks at the completion of this lesson. These tasks enabled me to know what the group learned or did not learn from my teaching plan. From this lesson on medication administration the adolescent patients I and my audience work with benefited from safer medication administration.

Professionalism

- Differentiates between general, institutional, and specialty-specific standards of practice to guide nursing care
  
  o Example: In completing my teaching project I had researched the general guidelines of medication administration, the American Academy of Pediatrics guidelines of medication administration, the National
Association of School Nurses guidelines of medication administration, and my place of work’s policy on medication administration. I used all four references to come up with my lesson plan and checklist to follow for medication administration. This was to ensure that I was teaching how to administer medications safely and accurately.

- Demonstrates accountability for one’s own professional practice.
  
  - Example: In developing my teaching project I realized that medication administration errors were a problem at my place of work as a whole, affecting the entire health care team. I used different peer reviewed research to come up with the best plan to present this current problem to my co-workers, and work together towards eliminating this problem.