

Core Concept Teaching Strategies

CONCEPT: Interdisciplinary Education/Collaborative Practice

Educational Program: Four Year BSN Program Two Year ADN Program

| Competency | Learner Objective(s) | Teaching Strategies |
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| <p><u>Level 1 Competency</u></p> <p>Blooms Level:</p> <p><i>Remembering, Understanding</i></p> <p><i>A practitioner who collaborates with other healthcare professionals to promote a climate of mutual respect and shared values (AACN, 2011).</i></p> | <p>1. Students will describe components of relationship-based care.</p> <p>2. Students will identify strategies to promote interdisciplinary teamwork.</p> | <p>1. Jigsaw</p> <p>2. Interprofessional Case Study</p> |
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| <p><u>Level 2 Competency</u></p> <p>Blooms Level:</p> <p><i>Analyzing, Understanding</i></p> | <p>1. Students will examine various healthcare professionals' roles through</p> | <p>1. Shadowing experiences (Clinical)</p> <p>2. “Who you gonna call?”</p> |

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| <p><i>A practitioner who understands their own role/scope of practice and those of other healthcare professionals in order to assess and provide care to meet the healthcare needs of patients and populations (AACN, 2011).</i></p> | <p>interdisciplinary clinical experiences</p> <p>2. Students will discuss examples of available interdisciplinary resources in various care settings</p> | |
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| <p><u>Level 3 Competency</u></p> <p>Blooms Level:</p> <p><i>Evaluating, Applying</i></p> <p><i>A practitioner who communicates with patients, families, communities, and other healthcare professionals</i></p> | <p>1. Students will prioritize patient-centered goals/patient-care needs using a team approach.</p> <p>2. Students will communicate with healthcare professionals regarding</p> | <p>1. Role play: “Bedside Rounds”</p> <p>2. SBAR Simulations</p> |

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| <p><i>using a team approach (AACN, 2011).</i></p> | <p>changes in a patients' condition.</p> | |
| <p><u>Level 4 Competency</u> Blooms Level: <i>Analyzing, Evaluating, Creating</i> <i>A practitioner who applies relationship-building and team dynamics to effectively plan and deliver patient/population centered care (AACN, 2011).</i></p> | <p>1. Use a collaborative approach to solve patient-centered problems.</p> <p>2. Plan patient/population-specific health promotion strategies utilizing an interdisciplinary approach.</p> | <p>1. Team Care-Plan</p> <p>2. Group thought</p> |

TEACHING STRATEGIES PLAN

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| <p>NAME OF LEARNING</p> <p>ACTIVITY</p> | <p>Jigsaw</p> |
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| <p>Learning Activity Summary</p> | <p>Class content will be broken down into sections representing pieces of the “puzzle” (RBC concepts); students will work in groups to describe their “puzzle pieces.”</p> |
| <p><u>Domain of Learning</u> (Bloom’s Taxonomy Revised)</p> | <p>Cognitive (identify level): <i>Remembering</i></p> <p>Affective: <i>Responding</i></p> <p>Psychomotor: <i>Imitation</i></p> |
| <p>Student-Centered Learning</p> <p>Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will describe components of relationship-based care (RBC).</i></p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>The teacher will assign pre-class textbook readings. Worksheets will be developed for groups to complete during the jigsaw activity.</p> |
| <p>Time Allotted</p> | <p>10 minutes will be allotted for group work and 10 minutes will be allotted for classroom discussion/debriefing</p> |
| <p>Learning Styles Addressed by Activity</p> | <p>Auditory</p> |
| <p>How is content connected to prior learning?</p> | <p>Students will connect this knowledge to previous concepts from fundamentals of nursing.</p> |

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| <p>Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?</p> | <p>At the end of this activity, the teacher will have team-leaders describe their “puzzle pieces” to the class, and then the teacher will ask focused questions to engage students’ knowledge and application of RBC concepts.</p> |
| <p>Evaluation of Learning <i>(How will it be accomplished?)</i></p> | <p>This activity will not be graded, however the teacher will use this as a formative assessment of the students’ learning.</p> |
| <p>Teacher Reflection <i>(justify choice of learning activity and good “fit” for the identified learning objectives)</i></p> | <p>The jigsaw method is a great way to engage students in collaborative teamwork (Herrman, 2008). This classroom learning activity will help students “put the pieces” of RBC together.</p> |

TEACHING STRATEGIES PLAN

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| <p>NAME OF LEARNING ACTIVITY</p> | <p>Interprofessional Case Study</p> |
| <p>Learning Activity Summary</p> | <p>Students will assume the role of Case Manager, reviewing patient’s chart and then meeting with members of the health care team during interdisciplinary rounds to facilitate the patient’s discharge.</p> |
| | <p>Cognitive (identify level): <i>Understanding, Analyzing, Evaluating</i></p> <p>Affective: <i>Responding, Valuing, Organizing</i></p> |

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| <p><u>Domain of Learning</u> (Bloom's Taxonomy Revised)</p> | <p>Psychomotor: Articulation</p> |
| <p>Student-Centered Learning Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will identify strategies to promote interdisciplinary teamwork.</i></p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>Teacher will prepare the case study before class. Printed handouts will be required for students to review.</p> |
| <p>Time Allotted</p> | <p>5 minutes will be allotted for students to read the case study, and 10-15 minutes will be allotted for collaborative discussion/debriefing.</p> |
| <p>Learning Styles Addressed by Activity</p> | <p>Auditory, Visual</p> |
| <p>How is content connected to prior learning?</p> | <p>This case study will help students to connect nursing concepts and knowledge of various health care disciplines in a collaborative problem-solving approach to plan a patient's discharge.</p> |
| <p>Reflective <u>Debriefing</u> with <u>Learners</u> (post-learning activity) How will it be accomplished?</p> | <p>The teacher will ask teams to describe their discharge planning strategies, and will collaboratively review students' answers to the questions at the end of the case study.</p> |

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| <p>Evaluation of Learning</p> <p><i>(How will it be accomplished?)</i></p> | <p>This activity will not be graded, however the teacher will collect students' work after class as a formative assessment of students' understanding of the classroom content.</p> |
| <p>Teacher Reflection</p> <p><i>(justify choice of learning activity and good "fit" for the identified learning objectives)</i></p> | <p>Case studies provide in-depth analysis of real-life patient scenarios in order to illustrate class content (Billings & Halstead, 2012). This particular case study provides an interdisciplinary/collaborative approach towards solving patient problems.</p> |

Source: Interprofessional Health Education and Research. (n.d.). The case of jasper beardley.

Retrieved from

<http://www.ipe.uwo.ca/Administration/CaseScenarios/Case%20of%20Jasper%20Beardley.pdf>

This case study is adapted from the Interprofessional Health Education and Research (IPHER) website:

Patient is an 85 y/o male admitted from home s/p a fall. **Medical history** includes vascular dementia, multiple TIAs, limb apraxia, prostate cancer, osteoarthritis, bilateral hearing loss (uses hearing aids), and progressive decline in memory and activities of daily living. **History of Symptoms:** Patient has had a gradual decline in memory over the last two years with recent symptoms of agitation and aggressive behavior. Patient's family reports that he has wandered away from home on multiple occasions. Patient scored a 15/30 on the Mini Mental State Exam (MMSE), indicating significant cognitive impairment. **Physician Assessment:** Patient is admitted s/p a fall. Hip/Femur x-rays show no fractures, however patient has moderate bruising on his right hip, and patient c/o pain with movement. Patient is a WWII veteran, married with an

adult son. No tobacco/alcohol/drug use. ROS: denies headache, dizziness, chest pain, shortness of breath. No Known Drug Allergies. Alert and oriented to person and place (disoriented to time). VSS. Lungs CTA. Cardiac RRR, Abdomen non-tender/non-distended. Musculoskeletal +pulses, limited ROM of right leg. Labs WNL. Continue home meds. Will order Tylenol for pain. Will order OT/PT/SLP eval, case management for possible LTC Placement.

Nursing Assessment: On admission to the unit patient yelled out in pain during transfer from the stretcher to the bed. Right hip and upper thigh are ecchymotic with tenderness. Skin is warm/dry/intact. Neck/Lymph nodes are normal with no swelling/masses. PERRLA. Lungs CTA. Heart RRR. Abdomen non-tender/non-distended with +BS. ROM limited in right lower extremity d/t pain, left side appears to have normal muscle strength. Wt. bearing not assessed at this time. Neuro-Alert and oriented to person, disoriented to place and time. Patient is smiling and cooperative to examination. Patient's family states they found him on the bathroom floor this morning and called 911. VSS. Labs WNL. Medication list reviewed- Risperidone, ASA, Colace, Metoprolol, and Namenda. Fall precautions initiated- educated patient/family about the use of bed/chair alarms during hospitalization. Patient unable to score pain on numerical scale- PAINAD score 5/10. MD ordered Tylenol, topical Lidoderm patch, and ice packs to right hip.

Occupational Therapy: Patient's physical examination was within functional limits for upper extremities and manual muscle testing- patient c/o stiffness and joint pain in his right dominant hand with tremors. Patient scored 6/38 on the Cornell Scale for Depression in Dementia (CSDD) indicating that he is not experiencing depression. He reports occasional sleep disturbances. Patient is able to wash and dress himself with some assistance, and is able to feed himself independently. Recommend modified utensils d/t tremors. **Physical Therapy:** Patient ambulated independently with no gait aides for >200 feet with steady gait, moderate pace, slight

medial/lateral sway with increased speed. BERG Balance Scale 46/52 which indicates mild impairment with balance in standing/walking. Active range of motion- patient has some limb apraxia during muscle power testing. Hip extension/flexion indicates mild reduction and c/o pain in right leg. Patient is able to independently transfer in/out of bed and chair with minimal verbal cues. Recommend wheeled walker/contact guard for ambulation. **Speech-Language Pathology:** The patient reports that he has had no difficulty swallowing. On evaluation during a meal, there was no apparent signs of aspiration with thin liquids, however patient was noted to chew his food for an extended period of time and some pocketing of food was noted. Patient demonstrated reduced speed, strength and range of motion of the tongue, lips, and jaw. He has upper and lower dentures. Patient's scores on the Arizona Battery for Communication Disorders of Dementia (ABCD) indicate moderate communication challenges in the areas of linguistic expression and comprehension. Patient has difficulty following commands, repeating words and sentences, remembering names, recalling words, reasoning, comprehending auditory questions, and is disoriented to time.

Case Study Questions:

1. Based on the information above, how can the healthcare team facilitate a safe discharge for this patient?
2. What are the resources needed to plan care for this patient?
3. Describe the roles of each healthcare team member related to this case study
4. What other members of the healthcare team should be involved in this patients' care?
5. How can the healthcare team establish collaborative goals for this patient?

TEACHING STRATEGIES PLAN

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| <p>NAME OF LEARNING ACTIVITY</p> | <p>Shadowing Experience</p> |
| <p>Learning Activity Summary</p> | <p>Students will sign up for shadowing experiences within the hospital setting (MD/Care Affiliates, Respiratory Therapy, Physical Therapy, Occupational Therapy, Speech Therapy, Social Work, Dietician, etc.) during clinical. Post-conference will involve classroom discussion about what was learned about the various roles/responsibilities of healthcare professionals.</p> |
| <p><u>Domain of Learning</u> (Bloom’s Taxonomy Revised)</p> | <p>Cognitive (identify level): <i>Understanding, Analyzing</i></p> <p>Affective: <i>Receiving, Responding, Valuing</i></p> <p>Psychomotor: <i>Imitation, Articulation</i></p> |
| <p>Student-Centered Learning Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will:</i> examine various healthcare professionals’ roles through interdisciplinary clinical experiences</p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>The teacher will need to recruit interdisciplinary volunteers from the hospital who are willing to participate in the students’ shadowing experiences.</p> |
| <p>Time Allotted</p> | <p>The shadowing experience will take place during students’ normal clinical hours, and then 1 hour of classroom time will be allotted for this Post-Conference/Debriefing session.</p> |

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| Learning Styles Addressed by Activity | Auditory, Visual |
| How is content connected to prior learning? | Although students already have a baseline knowledge of the roles of various health care professionals in the hospital setting, this will give them a chance to see what happens “behind the scenes.” |
| Reflective Debriefing with Learners (post-learning activity) How will it be accomplished? | The teacher will encourage students to discuss their observations during the shadowing experience, and will answer/clarify students’ questions about various health care roles in the hospital. |
| Evaluation of Learning (How will it be accomplished?) | This activity will not be graded, however this will provide the teacher with a formative assessment of the students’ learning experience. |
| Teacher Reflection (justify choice of learning activity and good “fit” for the identified learning objectives) | The shadowing experience is a great way for students to observe/ask questions/collaborate with health care professionals (in a relaxed setting without the clinical instructor present). |

TEACHING STRATEGIES PLAN

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| NAME OF LEARNING ACTIVITY | “Who you gonna call?” |
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| <p>Learning Activity</p> <p>Summary</p> | <p>[The teacher will play the Ghost-Busters theme-song during the introduction of this learning activity]. The teacher will present multiple scenarios of critical situations/patient emergencies to the class, and will then ask “<i>Who you gonna call?</i>” Students will be encouraged to yell out their answers.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • A patient is found on the bathroom floor after an unwitnessed fall – “<i>Who you gonna call?</i>” • A patient has a seizure- “<i>Who you gonna call?</i>” • A patient is experiencing chest pain- “<i>Who you gonna call?</i>” • A patient is experiencing respiratory distress- “<i>Who you gonna call?</i>” • A patient is agitated and physically aggressive- “<i>Who you gonna call?</i>” |
| <p><u>Domain of Learning</u></p> <p>(Bloom’s Taxonomy Revised)</p> | <p>Cognitive (identify level): <i>Remembering, Understanding, Applying, Analyzing, Evaluating</i></p> <p>Affective: <i>Responding</i></p> <p>Psychomotor: <i>Articulation</i></p> |

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| <p>Student-Centered Learning</p> <p>Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will:</i> discuss examples of available interdisciplinary resources in various care settings</p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>The teacher will need to prepare multiple scenarios prior to class.</p> <p>The teacher will also need to obtain an audio-clip of the Ghost-Busters theme song.</p> |
| <p>Time Allotted</p> | <p>10 minutes will be allotted for the activity, and 5 minutes will be allotted for debriefing.</p> |
| <p>Learning Styles Addressed by Activity</p> | <p>Auditory</p> |
| <p>How is content connected to prior learning?</p> | <p>Students will apply knowledge of various interdisciplinary roles in emergent patient situations.</p> |
| <p>Reflective Debriefing with Learners (post-learning activity) How will it be accomplished?</p> | <p>The teacher will summarize the activity, and provide students with opportunities to ask questions.</p> |
| <p>Evaluation of Learning</p> <p><i>(How will it be accomplished?)</i></p> | <p>This activity will provide the teacher with an overall classroom evaluation of students' critical thinking abilities.</p> |

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| <p>Teacher Reflection <i>(justify choice of learning activity and good “fit” for the identified learning objectives)</i></p> | <p>This activity is a fun and interactive way for students to apply critical thinking abilities to different patient scenarios. The music will help students to reflect on/remember/apply what was learned.</p> |
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TEACHING STRATEGIES PLAN

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| <p>NAME OF LEARNING ACTIVITY</p> | <p>Role play: “Bedside Rounds”</p> |
| <p>Learning Activity Summary</p> | <p>Students will act out the roles of interdisciplinary team members (MD, Resident, Primary Nurse, Case Manager, etc.) during various “bedside-rounds” scenarios. The teacher will facilitate role play by presenting different scenarios, however students will be responsible for scripting and collaborative interactions during this exercise.</p> |
| <p><u>Domain of Learning</u> (Bloom’s Taxonomy Revised)</p> | <p>Cognitive (identify level): <i>Evaluating, Applying</i> Affective: <i>Responding</i> Psychomotor: <i>Articulation</i></p> |

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| <p>Student-Centered Learning</p> <p>Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will</i> prioritize patient-centered goals/patient-care needs using a team approach.</p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>The teacher may want to set up a mock hospital room environment for this role playing exercise. The teacher will need to plan various scenarios, and decide how to assign roles during this learning activity.</p> |
| <p>Time Allotted</p> | <p>15 minutes will be allotted for the role-playing scenarios, and 20 minutes will be allotted for group discussion/debriefing.</p> |
| <p>Learning Styles Addressed by Activity</p> | <p>Auditory, Kinesthetic</p> |
| <p>How is content connected to prior learning?</p> | <p>Students will connect prior knowledge of bedside rounds (from observations during clinical) and interdisciplinary collaboration/teamwork in this role-play activity.</p> |
| <p>Reflective Debriefing with <u>Learners</u> (post-learning activity) How will it be accomplished?</p> | <p>Debriefing is the most important part of role play; the teacher will encourage students to clarify actions so alternative decisions can be explained (Billings & Halstead, 2012).</p> |
| <p>Evaluation of Learning (How will it be accomplished?)</p> | <p>This activity will not be graded, however the teacher will use this as an opportunity to observe students' bedside approach to patient-care/teamwork/collaboration.</p> |

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| <p>Teacher Reflection</p> <p><i>(justify choice of learning activity and good “fit” for the identified learning objectives)</i></p> | <p>Teaching students about bedside rounds is an important strategy to facilitate interdisciplinary communication and teamwork using a patient-centered approach.</p> |
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TEACHING STRATEGIES PLAN

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| <p>NAME OF LEARNING ACTIVITY</p> | <p>SBAR Simulations</p> |
| <p>Learning Activity Summary</p> | <p>Students will assess:</p> <ol style="list-style-type: none"> 1. A patient who is experiencing chest pain 2. A patient with respiratory distress 3. A patient with nausea/vomiting/abdominal distention <p>Then will communicate with the physician/care affiliate about the patient’s condition using Situation Background Assessment Recommendation (SBAR) format.</p> |
| | <p>Cognitive (identify level): <i>Understanding, Applying</i></p> <p>Affective: <i>Responding</i></p> |

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| <p><u>Domain of Learning</u> (Bloom's Taxonomy Revised)</p> | <p>Psychomotor: <i>Manipulation, Articulation</i></p> |
| <p>Student-Centered Learning Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will:</i> communicate with healthcare professionals regarding changes in a patients' condition.</p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>The teacher will use the simulation lab/mannequin for this learning activity, and will prepare various simulation scenarios.</p> |
| <p>Time Allotted</p> | <p>15 minutes will be allotted for the simulation exercise, and 15 minutes will be allotted for debriefing.</p> |
| <p>Learning Styles Addressed by Activity</p> | <p>Auditory, Visual, Kinesthetic</p> |
| <p>How is content connected to prior learning?</p> | <p>Students will apply clinical-assessment skills and critical thinking abilities in these scenarios, as well as having an opportunity to practice interdisciplinary communication skills.</p> |
| <p>Reflective <u>Debriefing</u> with <u>Learners</u> (post-learning activity) How will it be accomplished?</p> | <p>The teacher will provide opportunity for students to ask questions/reflect on what was learned/engage students in reflection about communication strategies.</p> |

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| <p>Evaluation of Learning</p> <p><i>(How will it be accomplished?)</i></p> | <p>The teacher will use this learning activity as a formative assessment/observation of students' communication skills.</p> |
| <p>Teacher Reflection</p> <p><i>(justify choice of learning activity and good "fit" for the identified learning objectives)</i></p> | <p>These simulations are an important learning activity for students to apply clinical knowledge/critical thinking/communication skills to various patient scenarios.</p> |

TEACHING STRATEGIES PLAN

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| <p>NAME OF LEARNING ACTIVITY</p> | <p>Team Care Plan</p> |
| <p>Learning Activity Summary</p> | <p>The class will involve assigning students roles of various healthcare providers (MD, Nurse, OT, PT, Social Work, Dietician, Pharmacist, etc.) in responding to a case-study; students will work in their "interdisciplinary teams" to complete a team-care plan.</p> |
| <p><u>Domain of Learning</u></p> <p>(Bloom's Taxonomy Revised)</p> | <p>Cognitive (identify level): <i>Analyzing, Evaluating, Creating</i></p> <p>Affective: <i>Valuing, Organizing, Characterizing</i></p> <p>Psychomotor: <i>Articulation, Naturalization</i></p> |

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| Student-Centered Learning Objective(s) | <i>At the completion of this learning activity, the learner will:</i> use a collaborative approach to solve patient-centered problems. |
| Preparation Required by Teacher/Facilitator and Materials Needed | Teacher will prepare the case study before class with printed handouts for students to review, and printed care-plan forms to be filled out by teams. |
| Time Allotted | 30 minutes will be allotted for teams to review case study/work on care-plans. 15 minutes will be allotted for debriefing. |
| Learning Styles Addressed by Activity | Auditory, Visual |
| How is content connected to prior learning? | Students will apply nursing knowledge and critical thinking/interdisciplinary collaboration/communication skills in planning this patient's care. |
| Reflective <u>Debriefing</u> with <u>Learners</u> (post-learning activity) How will it be accomplished? | Team-leaders will review their interdisciplinary care plans with the class; the teacher will ask focused questions to engage students' thought processes/application of content. |
| Evaluation of Learning <i>(How will it be accomplished?)</i> | The teacher will use this opportunity to evaluate students' overall knowledge of interdisciplinary roles/teamwork in a formative group assessment. |

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| <p>Teacher Reflection</p> <p><i>(justify choice of learning activity and good “fit” for the identified learning objectives)</i></p> | <p>This learning activity is a great opportunity to encourage student collaboration and respect for members of the interdisciplinary health care team.</p> |
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Source: Interprofessional Health Education and Research. (n.d.). John doe. Retrieved from <http://www.ipe.uwo.ca/Administration/CaseScenarios/Case%20of%20John%20Doe.pdf>

This case study is modified from the Interprofessional Health Education and Research (IPHER) website:

Patient “John Doe” is a homeless man (appears to be in his 50s) who was brought in by ambulance after being found unconscious in an alley during the winter. Patient was unable to answer questions about his medical history, and only spoke gibberish. **Physician Assessment:** Patient presents with severe frostbite/extensive necrosis of the left foot. Unable to obtain information about medical history/medications/employment/family/marital status. ROS: Lungs- bilateral wheezes. Cardiac- tachycardic. Abdomen- flat/non-tender. Musculoskeletal- left foot cyanotic with absent pulse, right foot cold with diminished pulse. Patient is kicking his legs around, ROM/wt. bear not assessed at this time. Skin-Patient has multiple skin lesions/scabs over bilateral legs/arms. Patient is severely malnourished with emaciated appearance (BMI 16). Patient is hearing impaired. Lab work shows that patient is anemic with vitamin B12 deficiency. Patient will be admitted with diagnosis of frostbite and potential alcohol-related dementia. Will obtain orthopedic consult for possible amputation of left foot. Start hydration/IV antibiotics. Obtain PT/OT/SW consult, and case management for potential placement. **Nursing Assessment:**

On admission to the unit patient was agitated/yelling gibberish with hallucinations/paranoid behaviors. Unable to answer questions. Left foot is cold with absent pulses/necrosis of toes and sole of foot. Right foot is cold with diminished pulse. Bilateral legs and arms are covered in lesions/scabs. Patient has poor hygiene, and emaciated appearance. Poor dentition/cracked lips. Lungs- wheezes throughout. Cardiac- EKG shows sinus tachycardia. Labs and VS reviewed. Patient will require ETOH withdrawal protocols and fall precautions-MD notified. **Respiratory Therapy:** Called to see patient for smoking cessation- which patient refused at this time. **Social Work:** Unable to obtain information about the patients' name or family contacts. Suspect ETOH/smoking/recreational drug use. Nursing staff reports that patient states "There is nothing wrong with me- I do not want or need to be here, let me go!" Will continue to follow this patient's care. **Physical Therapy:** Unable to work with patient at this time as he will be going to surgery this evening. Will re-assess postoperatively.

Source: Interprofessional Health Education and Research. (n.d). Team care plan. Retrieved from <http://www.ipe.uwo.ca/Administration/Team%20Care%20Plan.pdf>

Sample Care-Plan form (adapted from the Interprofessional Health Education and Research (IPHER) website):

Team Name:

Client Name:

Overall Goal in Case:

Long Term Goals:

- 1.
- 2.
- 3.

Medium Term Goals:

- 1.
- 2.
- 3.

Short Term Goals:

- 1.
- 2.
- 3.

Patient/Client Comments (have a team member enact the role of the client):

Patient/Client Issues Goal(s) (from list above) to be addressed:

- 1.
- 2.
- 3.

Outcome to be achieved:

Interventions:

Health Care Professional(s) assigned:

TEACHING STRATEGIES PLAN

| NAME OF LEARNING ACTIVITY | Group thought |
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| <p>Learning Activity Summary</p> | <p>Students will work in small groups to plan patient/population-specific health promotion strategies utilizing an <i>interdisciplinary approach</i>.</p> |
| <p><u>Domain of Learning</u> (Bloom's Taxonomy Revised)</p> | <p>Cognitive (identify level): Creating Affective: Responding, Organizing, Characterizing Psychomotor: Manipulation, Articulation, Naturalization</p> |
| <p>Student-Centered Learning Objective(s)</p> | <p><i>At the completion of this learning activity, the learner will utilize an interdisciplinary approach to plan health promotion strategies</i></p> |
| <p>Preparation Required by Teacher/Facilitator and Materials Needed</p> | <p>The teacher will provide reading assignments prior to class which will help students complete this activity.</p> |
| <p>Time Allotted</p> | <p>10 minutes will be allotted for group work and 10 minutes will be allotted for classroom discussion/debriefing.</p> |
| <p>Learning Styles Addressed by Activity</p> | <p>Auditory</p> |
| <p>How is content connected to prior learning?</p> | <p>Students will utilize previous knowledge of interdisciplinary collaboration and health promotion strategies</p> |
| <p>Reflective <u>Debriefing with Learners</u> (post-learning)</p> | <p>The teacher will use debriefing at the end of the class to summarize key points from the group thought project.</p> |

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| activity) How will it be accomplished? | |
| Evaluation of Learning <i>(How will it be accomplished?)</i> | This assignment will not be graded, however teachers can use this as a formative assessment of students' understanding of the class content. |
| Teacher Reflection <i>(justify choice of learning activity and good "fit" for the identified learning objectives)</i> | This learning activity promotes active learning and clinical thinking using a collaborative approach (Herrman, 2008). |