TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Write-to-Learn
Learning Activity Summary	The Write-to-Learn strategy will be used as an in-class "brain-storming" activity. Students will write down their ideas about how Healthy People 2020 goals relate to local community health needs. Students will then be given opportunities to share their ideas in class discussion.
Domain of Learning (Bloom's Taxonomy Revised)	**Cognitive (identify level):** Understanding, Analyzing, Evaluating **Affective:** Organizing **Psychomotor:** Manipulation, Articulation, Naturalization
Student-Centered Learning **Objective(s)**	*At the completion of this learning activity, the learner will:* Discuss local community health needs related to Healthy People 2020 goals.
Preparation Required by Teacher/Facilitator and Materials Needed	Very little preparation is required from the teacher. The only materials needed for this learning activity is providing sheets of paper for students to write on.
Time Allotted	Students will be given 5 minutes to write down their ideas, and 15 minutes will be allotted for classroom discussion.
Learning Styles Addressed by Activity	Visual & Kinesthetic
How is content connected to prior learning?	Students will apply the nursing process in assessing local community health needs, and use previous nursing knowledge to address various healthcare disparities.
Reflective **Debriefing** with Learners (post-learning activity) How will it be accomplished?	The teacher will facilitate debriefing through classroom discussion, asking focused questions to engage students, and summarizing students' responses at the end of the class.
Evaluation of Learning *(How will it be accomplished?)*	The assignment will not be graded, but the teacher will collect/review the students' written work to provide an overall assessment of students' learning needs.
Teacher Reflection *(justify choice of learning activity and good "fit" for the identified learning objectives)*	This assignment helps students successfully meet the learning objectives by enhancing students' learning/writing abilities and helping students freely express their ideas with collaborative classroom discussion (Herrman, 2008).

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Panel Discussion
Learning Activity Summary	There will be a panel of nurses from various community health nursing roles (home-care, local health clinic, and hospice) discussing their work experiences.
Domain of Learning (Bloom's Taxonomy Revised)	**Cognitive (identify level):** Understanding **Affective:** Receiving, Responding **Psychomotor:** Imitation
Student-Centered Learning **Objective(s)**	*At the completion of this learning activity, the learner will:* Describe the roles and responsibilities of a community health nurse, and examine various clinical settings in the community.
Preparation Required by Teacher/Facilitator and Materials Needed	The teacher will need to reach out to various local organizations in order to locate nurses for the community health nursing panel discussion.
Time Allotted	30 minutes will be allotted for the nurses to discuss their work experiences; 15 minutes will be allotted for students to ask questions.
Learning Styles Addressed by Activity	Auditory
How is content connected to prior learning?	Students will expand their knowledge of nursing practice, exploring various opportunities for nursing careers in community health settings.
Reflective **Debriefing** with Learners (post-learning activity) How will it be accomplished?	Debriefing will involve a question/answer session at the end of the class. The teacher will act as a moderator-summarizing key points (Billings & Halstead, 2012).
Evaluation of Learning *(How will it be accomplished?)*	The teacher will evaluate students' learning via grading the written homework assignment (creating a sample job description of a community health nurse).
Teacher Reflection *(justify choice of learning activity and good "fit" for the identified learning objectives)*	This assignment helps students successfully meet the learning objectives by providing an opportunity for exploration of various roles and responsibilities of nurses in various community health settings.

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Case Studies
Learning Activity Summary	Various case studies will be presented in class related to transcultural nursing concepts and providing culturally-sensitive nursing interventions.
Domain of Learning (Bloom's Taxonomy Revised)	**Cognitive (identify level):** Understanding, Applying, Analyzing, Evaluating **Affective:** Receiving, Responding **Psychomotor:** Imitation, Articulation
Student-Centered Learning **Objective(s)**	*At the completion of this learning activity, the learner will:* Discuss the meaning of cultural sensitivity in providing care for clients in the community.
Preparation Required by Teacher/Facilitator and Materials Needed	The teacher will need to prepare various case studies to be discussed in small groups (depending on the size of the class), related to class content/objectives.
Time Allotted	10 minutes will be allotted for groups to work on case-studies, and 10 minutes will be allotted for classroom discussion/debriefing.
Learning Styles Addressed by Activity	Auditory
How is content connected to prior learning?	Students will apply knowledge from previous nursing courses, applied to transcultural nursing concepts.
Reflective **Debriefing** with Learners (post-learning activity) How will it be accomplished?	The teacher will use debriefing at the end of the class to summarize key points from the case studies and emphasize important content related to cultural sensitivity (Herrman, 2008).
Evaluation of Learning *(How will it be accomplished?)*	The teacher will evaluate students' learning in a formative assessment of classroom participation/student responses.
Teacher Reflection *(justify choice of learning activity and good "fit" for the identified learning objectives)*	This assignment helps students successfully meet the learning objectives by providing collaborative opportunities for reflection, and promoting cultural competence in providing nursing care to clients and families of diverse backgrounds.

TEACHING STRATEGIES PLAN

NAME OF LEARNING ACTIVITY	Group Thought
Learning Activity Summary	The group thought strategy will be used as a collaborative learning activity in which students work in small groups with faculty member facilitators to develop PICOT research questions.
Domain of Learning (Bloom's Taxonomy Revised)	**Cognitive (identify level):** Understanding, Applying, Analyzing, Evaluating, Creating **Affective:** Responding, Organizing, Characterizing **Psychomotor:** Manipulation, Articulation, Naturalization
Student-Centered Learning **Objective(s)**	*At the completion of this learning activity, the learner will:* Discuss the steps of the research process/Evidence Based Practice (EBP) and develop a sample PICOT question.
Preparation Required by Teacher/Facilitator and Materials Needed	Multiple faculty members (group facilitators) will be required- depending on the size of the class.
Time Allotted	The teacher will spend 5 minutes explaining the PICOT method, 30 minutes will be allotted for group thought, and the remainder of the class will be allotted for groups to share their developed PICOT questions with the rest of the class.
Learning Styles Addressed by Activity	Auditory, Visual, Kinesthetic
How is content connected to prior learning?	Students will connect their previous knowledge of nursing research as they learn the process of formulating EBP questions.
Reflective **Debriefing** with Learners (post-learning activity) How will it be accomplished?	All of the teachers/group facilitators will all have a role in the debriefing process. This will involve classroom discussion regarding the PICOT questions developed in the groups, and focusing on opportunities for using the EBP process in Community Health Nursing.
Evaluation of Learning *(How will it be accomplished?)*	This assignment will not be graded, but the teacher will use this teaching strategy as a formative assessment of students' understanding of the EBP process, as well as identifying opportunities for future learning activities.
Teacher Reflection *(justify choice of learning activity and good "fit" for the identified learning objectives)*	This learning activity helps students successfully meet the learning objectives through interactive learning and active thinking in the classroom (Herrman, 2008).