Nurse Tim Referenced Learning Activities

Create Your SBAR (Situation, Background, Assessment, Recommendation)

- Students create SBAR cue cards (focus can be course dependent, faculty choice, student choice)
- Try to keep the size to 5x7
- Students then have to practice using their SBAR card with at least 2 other students in class
- They take feedback and improve their card
- Instructor randomly chooses 3 to present
- Class votes on best of the 3, that person gets an extra point on their next exam
- Have the class offer suggestions for improvement to each of the 3
- Have students work in groups and create a poster about their SBAR card

Valid/Invalid

- Each student gets a note card. One side has a big green V, the other side has a big red I.
- The instructor reads deviations from EBP based on patient/family preference or clinical expertise.
- The students have to hold up a V or an I.
- Pause after each vote and have the students write down a justification (2-3 bullets).
- After voting on 2-3 scenarios, have students partner with someone in class they have not talked to for the past week
- Read the scenarios again and have students explain their votes to others.
- Did any change? Did they come up with any new ideas?

Cause / Effect – Concept Map

- Using a given realistic situation
- As a team, develop a concept map of causes/effects for this situation.
- Poster board with post it notes and markers to connect the post its works well.
- Encourage students to use one color post it for the cause and a different one for the effect.
- Can have direct/indirect cause/effect (solid lines/dotted lines)
- Can have the team work on this and another team come up with the new processes to prevent future events.
- Have yet another team come up with a follow up plan to evaluate the new processes.
Pharm Map Relay

- Blank sheet of printer paper
- Write a medication in the middle of the paper
- Start a concept map focusing on assessment/interventions for a client using this medication
- When music stops pass to the right
- Continue the map of your neighbor
- Nurses experience 6.3 work interruptions per hour when passing meds
- How does this resemble real life
- Pass the maps back to the left until you get your own
- How did your colleagues interpret your developing care plan
- Concerns

Treasurehunt - Face-to-face classroom/clinical/lab

Objective: Knowledge management competency; teach students to use multiple resources to identify their own personal learning needs related to complex subject matter.

- After briefly (10-20 minutes) discussing a topic/area/concept send the students on a Treasure Hunt. Break the group into teams of 3-5. Each group gets a different concept. So for instance if the topic is congestive heart failure, each group would be assigned one of the following concepts: afterload, preload, physical assessment, nursing diagnoses.

- Each team has 20 minutes to search their Evolve Select for their assigned concept (some may have laptops; if not this could be homework and they could bring their findings back to class). At some point each group may need to search multiple words to find sufficient information on their assigned concept (nursing diagnoses) within that topic (CHF). Each team then gets 5 minutes to report back to the group on the questions listed on the student handout (see next page).