GRIEF CONCEPT: LESSON PLAN

Lillian A. Ochung

NUR 665 E- Nursing Practicum

Master of Science Nursing, Education

Faculty: Dr Barbara McFadden

Date: October 12, 2021

**Practicum Lesson Plan**

**Setting & Population**

The teaching will be carried out in a classroom setting at a local university; University of South Dakota (USD). The audience will be third year students undertaking their Bachelor of Science in Nursing (BSN) studies who are expected to be thinking at a higher level. The Grief concepts is in the third unit of the semester module and will be taught to students who have been exposed to patients in the hospital facility where they undergo their clinical practice. The nurses’ orientation to death and dying is critical to ensuring that they remain competent in their patient care roles. It is also a crucial process because apart from familiarizing them with their roles and duties, it equally informs them of the different restraints of their functions, including what is expected of them by the profession. When such a program is well developed, thoroughly, and comprehensively, the result is that nurses are competent and deliver quality services to diverse patient groups. Generally, the cost of replacing a nurse is much higher compared to the cost of retraining one. These students will soon be graduate nurses, who expect to land their first work and gain firsthand experience that the industry demands. In most cases, nurses move from smaller firms to larger organizations, and vice versa. Effective lessons and orientation can help them merge with an organization and professional culture easily and become productive in a short period.

While they might find their new roles challenging and daunting, learning can help them adapt well. This lesson plan will ensure that student nurses can provide their best and meet patient needs plus organizational goals. As faculty takes them through different aspects of grief, their understanding will enable them to understand why people grief differently, hide their grief, and what feelings usually accompany grief. As such, it will provide students with a myriad of points for dealing with patients and family with diverse types of grief, including ailment, death, and others. Students will also learn healthy grieving, allowing them to counsel patients using the right ways and tools.

**Lesson Outcomes (Rationale & Alignment)**

This lesson aims at familiarizing students with grief, including understanding what it is and its types. The lesson’s outcome will include the following:

* By the end of the class, it should be established that students have gained enough training on grief that will allow them to work well in a healthcare system with diverse patients as well as fields.
* The new nurse hires will perform and effectively discharge their duties, which cut across an array of disciplines present in the environment in which they operate and live.
* It is expected that students will have the right attitudes and motivation required to work in a high-pressure and demanding environment, which still calls for high levels of care quality. A lack of the right attitude and drive can make students become overwhelmed by the demands of a setting that requires them to deliver outstand work and services.
* This lesson will ensure that learners are able to provide personalized health care services to patients with different types of grief.
* By the end of the lesson, leaners can display the desire to do more and go an extra mile to ensure that they give patients the right services required.
* This lesson plan also intends to ensure that students demonstrate greater understanding to show that they have learned and can apply learned knowledge to different care setting or to different patent populations with various forms of grieving.
* Besides, students are equally expected to show that they understand patient safety and explain ways to enhance patient security in their efforts to accomplish organizational goals and objectives. Here, they should comprehend the necessary steps needed or which must be taken to guarantee patient security under their care.
* At the end of this lesson, it is expected that the strengths and weaknesses of each student is established to further develop and enhance areas of limitation. Doing so if essential in understanding which team to put in different departments, based on their strengths and what types of support is needed to be provided by them.
* At the end of this lesson, students are also expected to demonstrate impeccable skills and abilities in communicating with patients. Excellent communication skills here will enable students to engage different people in the most appropriate ways.
* By the end of the lesson, students must be well-prepared and ready to offer nursing care on a full-time or part-time basis to different patient populations experiencing grief. Thus, a student who cannot do so will be considered not fit.

**Teaching Strategies (With Rationale)**

A teaching strategy to utilize is the use of structured debate. It is an instrumental teaching strategy for teaching new hires and nursing students. According to Cariñanos-Ayala et al. (2021), it is an active teaching approach, which is long established in different disciplines for its efficiency in promoting student-tailored and centered learning. They agree that this strategy is also important because it enhances the development of communication competencies, teamwork, and critical reasoning among students. Hence, structured debate teaching is essential during this lesson because it will impart pertinent skills in students, preparing them for their future nursing careers. Another teaching strategy it offered by McEnroe-Petitte and Farris (2020), which entail using gaming as an active teaching strategy. They advise that instructors need to utilize different games in teaching because doing so stimulates and activates students learning. Games, including computer games and others, can activate nursing students’ motivation and drive, leading to better results and productivity.

**Learning Styles**

There are diverse learning styles for nursing students and different learners prefer various styles when learning. One is kinesthetic learning, where students learn efficiently by, they apply and use information gained or taught practically. With this style, learners do not retain as much information taught theoretically until they practically apply it in real-life events (Mahmoud et al., 2019). This learning style can work best with clinical simulation teaching, where learners can test learned insights into practice use. The other learning style is visual learning, where students learn through the aid of visuals (Mahmoud et al., 2019).

**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:** | Lillian A. Ochung (Student Nurse Educator).  Laney Clark (Preceptor). |
| **Grade Level:** | Nursing Student/ Third year Fall Semester |
| **Date:** | October 26, 2021 |
| **Unit/Subject:** | Grief Concepts |
| **Instructional Plan Title:** | Death and Dying |
| **Lesson Summary and Focus:** | The lesson plan will take students through different aspects of grief. Their understanding of grief will enable them to understand why people grief differently, hide their grief, and what feelings usually accompany grief. As such, it will provide students with a myriad of points for dealing with patients with diverse types of grief, including ailment, death, and others. Students will also learn healthy grieving, allowing them to counsel patients using the right ways and tools. |
| **Classroom and Student Factors/Grouping:** | The classroom comprises Third year Bachelor of Science, Nursing students and the teacher. |
| **Specific Learning Target(s)/Objectives:** | This lesson aims at familiarizing students with grief, including understanding what it is and its types. The lesson’s outcome will include the following:   * By the end of the class, it should be established that students have gained enough training on grief that will allow them to work well in a healthcare system with diverse patients and in various fields. * The nurse will be prepared to perform and effectively discharge their duties, now and once they graduate, cutting across an array of disciplines present in the environments in which they operate and live. * It is expected that students will have the right attitudes and motivation required to work in a high-pressure and demanding environment, which still calls for high levels of care quality. A lack of the right attitude and drive can make students become overwhelmed by the demands of a setting that requires them to deliver outstand work and services. * This lesson will ensure that learners are able to provide personalized health care services to patients with different types of grief. * By the end of the lesson, leaners can display the desire to do more and go an extra mile to ensure that they give patients the right services required. * This lesson intends to ensure that students demonstrate greater understanding to show that they have learned and can apply learned knowledge to different care setting or to different patent populations with various forms of grieving. * Besides, students are equally expected to show that they understand patient safety and explain ways to enhance patient security in their efforts to accomplish organizational goals and objectives. Here, they should comprehend the necessary steps needed or which must be taken to guarantee patient security under their care. * At the end of this lesson, it is expected that the strengths and weaknesses of each student is established to further develop and enhance areas of limitation. Doing so if essential in understanding which team to put in different departments, based on their strengths and what types of support and exposure is needed for them. * At the end of this lesson, students are also expected to demonstrate impeccable skills and abilities in communicating with patients and family. Excellent communication skills here will enable students to engage different people in the most appropriate ways. * By the end of the lesson, students must be well-prepared and ready to offer nursing care on a full-time or part-time basis to different patient populations experiencing grief. Thus, a student who cannot do so will be considered not fit and will be remedied.   . |
| **Learning Styles** | * Kinesthetic learning, where students learn efficiently by, they apply and use information gained or taught practically. With this style, learners do not retain as much information taught theoretically until they practically apply it in real-life events (Mahmoud et al., 2019). * Visual learning, where students learn through the aid of visuals (Mahmoud et al., 2019). Instructional videos and power-point presentations are visual aids that will help to deliver content and different skills pertinent to the lesson. Students are likely to process lots of information through visualization. * Inquiry-based instruction strategy will enable faculty to conduct a problem-based learning process through which students engage each other and discuss different opinions facilitated by the educator about death and dying, in class. Student uniqueness enable them to develop thought-provoking ideas and a safe space to collaborate on challenging health problems. |
| **Academic Language** | *Conventional* |
| **Resources, Materials, Equipment, and Technology:** | *Writing materials*  *Worksheets*  *Nursing technologies* |

Section 2: Instructional Planning

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| **Anticipatory Set**   * *Ask students what they know about grief.* * *Engage the students to help in identifying best ways to manage grief in patients using evidence-based practices.* | **Time Needed***.*  *15 mins* |
| **Multiple Means of Representation**   * *Illustration in class how grief affects different individuals, its consequences.*   **Explain how you will differentiate materials for each of the following groups:**   * ***English language learners (ELL):***   *Allow the ELL students to write in the language they are conversant.*  *Use non-verbal approach to teaching*   * ***Students with special needs****:*   *Allow special needs students to work alone or work with a partner*  *I will ask as many questions as possible to ensure special needs students are not left behind but get better understanding*   * ***Students with gifted abilities:***   *Ask students who are gifted to help their colleagues with special needs and ELLs understand the unit*   * ***Early finishers (those students who finish early and may need additional resources/support):***   *Permit the early finishers review the work they have learned as the others keep learning.* | **Time Needed**  25 mins |
| **Multiple Means of Engagement**   * *I will explain the different of grief and ask students to participate by giving examples they are familiar with.*   **Explain how you will differentiate activities for each of the following groups***:*   * ***English language learners (ELL):***   *Use more non-verbal methods in teaching such as use of gestures and objects to illustrate diverse concepts about grief.*   * ***Students with special needs****:*   *Ensure that special students are fully involved during the lesson by asking them to answer questions*   * ***Students with gifted abilities****:*   *Use a behavioral strategy to regulate them and ensure their full participation*   * ***Early finishers (those students who finish early and may need additional resources/support):*** * *Ask students to answer complex questions to motivate others* | **Time Needed**  25 minutes |
| **Multiple Means of Expression**  *Use a formative assessment strategy to scrutinize the learning process and if it’s going well.*   * *Allow the students to write, draw or even shout out their answers* * *Give students an assessment test to determine if they all got to understand the unit.* * *Ask the students to volunteer and stand to explain to others what they have learned*   **Explain how you will differentiate assessments for each of the following groups***:*   * ***English language learners (ELL):***   *Give students more time than others since they may experience read and write problem.*   * ***Students with special needs:***   *Give them more time them during the assessment.*   * ***Students with gifted abilities****:*   *Emphasize on given instructions to ensure clarity*   * ***Early finishers (those students who finish early and may need additional resources/support):***   *Allocate students more work than the rest of the student to ensure they remain occupied until the set time is up.* | **Time Needed**  10 minutes |
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| ***Teaching Strategies and Rationale***   * ***Clinical simulations***   *It is a teaching strategy that ensure students can test their skills in a simulation of a real or practice life setting. According to Craig et al. (2021), this strategy places students in simulation of a hospital setting and simulates the setting that they can anticipate finding in a real healthcare facility. For them, this strategy is crucial in enhancing the clinical competencies of nursing students in instances in which there is a need to use medications within a secure clinical environment.*   * ***Structural debate***   *It is an instrumental teaching strategy for teaching new hires and nursing students. According to Cariñanos-Ayala et al. (2021), it is an active teaching approach, which is long established in different disciplines for its efficiency in promoting student-tailored and centered learning. They agree that this strategy is also important because it enhances the development of communication competencies, teamwork, and critical reasoning among students* | *Time Needed*  *20 minutes* |
| **References**  Cariñanos-Ayala, S., Arrue, M., Zarandona, J., & Labaka, A. (2021). The use of structured debate as a teaching strategy among undergraduate nursing students: A systematic review. *Nurse* *Education Today, 98*, 104766. doi: 10.1016/j.nedt.2021.104766. <https://wwwsciencedirectcom.lopes.idm.oclc.org/science/article/pii/S026069172100023X>  Craig, S. J., Kastello, J. C., Cieslowski, B. J., & Rovnyak, V. (2021). Simulation strategies to increase nursing student clinical competence in safe medication administration practices: A quasi-experimental study. *Nurse Education Today, 96*, 104605. doi: 10.1016/j.nedt.2020.104605.  Goldsworthy, S., Patterson, J. D., Dobbs, M., Afzal, A., & Deboer, S. (2019). How Does Simulation Impact Building Competency and Confidence in Recognition and Response to the Adult and Paediatric Deteriorating Patient Among Undergraduate Nursing Students? *Clinical Simulation in Nursing, 28*, 25-32. doi: 10.1016/j.ecns.2018.12.001  McEnroe-Petitte, D, & Farris, C. (2020). Using Gaming as an Active Teaching Strategy in Nursing Education. *Teaching and Learning in Nursing*. 15. 61-65.10.1016/j.teln.2019.09.002.  Mahmoud, H. G., Ahmed, K. E., & Ibrahim, E. A. (2019). Learning styles and learning approaches of bachelor nursing students and its relation to their achievement. *International Journal of Nursing Didactics*, *9*(03), 11-20. |  |