

Oxygenation Lesson Plan

Jennifer Adams 2.26.16

Exemplar: Asthma

Results: Asthma	
Objectives	<input checked="" type="checkbox"/> Plan/modify care for optimal patient outcomes <input checked="" type="checkbox"/> Apply patho <input checked="" type="checkbox"/> Apply pharm <input type="checkbox"/> Apply nutrition <input checked="" type="checkbox"/> Apply G&D <input checked="" type="checkbox"/> Apply safety principles & anticipatory guidance to minimize risk <input checked="" type="checkbox"/> Provide individualized and sensitive care <input checked="" type="checkbox"/> Base reasoning on informatics <input checked="" type="checkbox"/> Work efficiently <input type="checkbox"/> Engage in quality improvement <input checked="" type="checkbox"/> Collaborate <input checked="" type="checkbox"/> Practice standards of care
Enduring Understanding	<ul style="list-style-type: none"> • Differences between the adult and pediatric airway <ul style="list-style-type: none"> ○ Children have a higher demand for oxygen due to their metabolism ○ Children have a small and weakly supported airway that is easily clogged with mucus • Respiratory assessment (lung sounds, respiratory rate, color, work of breathing) • Basic interventions for children in respiratory distress (position, oxygen, suction, emergency medications, call for help, CPR) • Pathophysiology, manifestations, interventions, and outcomes for asthma <ul style="list-style-type: none"> ○ Asthma triggers cause a bronchospasm-mucus-edema reaction in the airway ○ Asthma is treated per a stepwise protocol with short and long acting beta 2 agonists, corticosteroids, leukotriene receptor antagonists, and anticholinergics • Family education and anticipatory guidance related to asthma
Evidence: Asthma	
Test	NCLEX questions redacted for test security.
Prompt/Create	<ul style="list-style-type: none"> • Summarize Main Points. After completing all readings, lectures, and activities, students will be asked as a group to summarize, in their own words, the most important information about asthma. • In My Words. Individual students will be given questions/statements from parents about asthma. In their own words, students will answer the questions (in pairs, small/large group). It is important to have students talk as if the parent is present (perhaps use a student as a parent actor) rather than just explain what they might say. Example Questions: <ul style="list-style-type: none"> • “He has asthma. Why does he cough so much? I thought asthmatics wheeze.” • “What is an asthma action plan?” • “We used that flow thing a couple times but I don’t know where it is now.” • “He has one of those spacer things but he doesn’t use it.” • “But he’s not wheezing now so everything is okay, right?” • Act the Care Plan. In small groups, students are given a brief beginning of a scenario. The students add to the scenario and complete a concept map/care plan in the PMIO chart. The group then delegates roles and demonstrates the care provided to the child. Scenario: A student accompanies Patty to your nurse’s office at school. Patty walks to a bed and collapses. She is wheezing and coughing. The student says, “We were playing chase on the playground.” • Pyramid Review Game. Using the gameshow <i>The \$25,000 Pyramid</i> as a model, students will be asked to give clues and guess words related to asthma. This game requires students to understand a concept and describe it in their own words as well as recognize the concept as described by someone else.
Perform/Create	<ul style="list-style-type: none"> • Act the Care Plan. In small groups, students are given a brief beginning of a scenario. The students add to the scenario and complete a concept map/care plan in the PMIO chart. The group then delegates roles and demonstrates the care provided to the child. • Clinical. In the clinical setting, students will be assigned pediatric patients with

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	respiratory diagnosis. Students will provide complete care for the patients as well as complete a patient database that includes a concept map and care plan.						
Instruction: Asthma							
Context	<ul style="list-style-type: none"> • Concept Review. Concept of oxygenation is reviewed at the beginning of the asthma lecture capture video. • What is it? A peak flow meter and spacer are passed around the class and students asked to identify for what the devices are used. 						
Content:	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3;">Readings</td> <td>Text: 956 Figure 15-4; 957 Figure 15-5; 956-957 Lifespan Considerations; 965 Lifespan Considerations; 990-1005 Asthma ATI: 148-160 Oxygen & Inhalation Therapy; 175-184 Asthma</td> </tr> <tr> <td style="background-color: #d9ead3;">LMS</td> <td>Oxygenation: Asthma Lecture</td> </tr> <tr> <td style="background-color: #d9ead3;">Entry Ticket</td> <td>Review lecture capture videos posted on LMS and complete readings.</td> </tr> </table>	Readings	Text: 956 Figure 15-4; 957 Figure 15-5; 956-957 Lifespan Considerations; 965 Lifespan Considerations; 990-1005 Asthma ATI: 148-160 Oxygen & Inhalation Therapy; 175-184 Asthma	LMS	Oxygenation: Asthma Lecture	Entry Ticket	Review lecture capture videos posted on LMS and complete readings.
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LMS	Oxygenation: Asthma Lecture						
Entry Ticket	Review lecture capture videos posted on LMS and complete readings.						
Culture	<ul style="list-style-type: none"> • Asthma Action Plan. Students are given background information about a client, interpret the severity of his asthma and the appropriateness of his treatments (using the Asthma Classification Chart) and complete an Asthma Action Plan. Students work in small groups and present out to the larger group. Students are asked to demonstrate a peak flow meter and spacer. 						

Exemplar: RSV (Respiratory Syncytial Virus)

Results: RSV																						
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Evidence: RSV																						
Test	NCLEX questions redacted for test security.																					
Prompt/Create	<ul style="list-style-type: none"> • Summarize Main Points. After completing all readings, lectures, and activities, students will be asked as a group to summarize, in their own words, the most important information about RSV. • In My Words. Individual students will be given questions/statements from parents about RSV. In their own words, students will answer the questions (in pairs, small/large group). It is important to have students talk as if the parent is present (perhaps use a 																					

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	<p>student as a parent actor) rather than explain what they might say. Example Questions:</p> <ul style="list-style-type: none"> • “Why is he so congested? Can’t you do anything for that?” • “I hear there’s a vaccine for RSV. I want my baby to get that.” • “Why aren’t you giving him antibiotics? He has an infection.” • “I think she’s losing weight. She just doesn’t want to eat.” • “How did my baby get this RSV?” <ul style="list-style-type: none"> • Act the Care Plan. In small groups, students are given a brief beginning of a scenario. The students add to the scenario and complete a concept map/care plan in the PMIO chart. The group then delegates roles and demonstrates the care provided to the child. Scenario: Morgan, 8 months, is admitted to a general pediatrics floor. You are walking by his room and see his pulse ox monitor is alarming 85%. You enter the room and find that he is on 1/2L O2 via NC and his breath sounds are audibly congested. • Pyramid Review Game. Using the gameshow <i>The \$25,000 Pyramid</i> as a model, students will be asked to give clues and guess words related to RSV. This game requires students to understand a concept and describe it in their own words as well as recognize the concept as described by someone else. 						
Perform/Create	<ul style="list-style-type: none"> • Act the Care Plan. In small groups, students are given a brief beginning of a scenario. The students add to the scenario and complete a concept map/care plan in the PMIO chart. The group then delegates roles and demonstrates the care provided to the child. • Clinical. In the clinical setting, students will be assigned pediatric patients with respiratory diagnosis. Students will provide complete care for the patients as well as complete a patient database that includes a concept map and care plan. • Simulation Lab. Groups of 3-4 students participant in a high-fidelity simulation of an infant with RSV followed by debriefing. 						
Instruction: RSV							
Context	<ul style="list-style-type: none"> • Picture This: <u>Not just the flu.</u> Review the photos of a child with RSV in this article. Discuss with students what disease process is effecting this child. 						
Content:	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3;">Readings</td> <td> Text: 1018-1024 RSV ATI: 164-173 Acute & Infectious Respiratory Illness (RSV) </td> </tr> <tr> <td style="background-color: #d9ead3;">LMS</td> <td> Oxygenation: RSV Lecture </td> </tr> <tr> <td style="background-color: #d9ead3;">Entry Ticket</td> <td> Review lecture capture videos posted on LMS and complete readings. </td> </tr> </table>	Readings	Text: 1018-1024 RSV ATI: 164-173 Acute & Infectious Respiratory Illness (RSV)	LMS	Oxygenation: RSV Lecture	Entry Ticket	Review lecture capture videos posted on LMS and complete readings.
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Entry Ticket	Review lecture capture videos posted on LMS and complete readings.						
Culture	<ul style="list-style-type: none"> • Create RSV Case Study. Rather than give the students a case study, in this small group activity, the students have to create the case study themselves. The Children’s Hospital of Philadelphia Clinical Pathways website is reviewed and students are taught how to read a pathway. They are then asked to create every detail of a story about a child who presents to the ED and then is admitted with RSV. All the facts in the story must be consistent with the pathway. The story must include: <ul style="list-style-type: none"> • Symptoms the child has on presentation to the ED • Treatment received in the ED • Reason for inpatient admission • Treatment received as an inpatient • Discharge criteria • Teaching for parents at discharge 						

Exemplar: SIDS (Sudden Infant Death Syndrome)

Results: SIDS	
Objectives	

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Enduring Understanding	<ul style="list-style-type: none"> • Differences between the adult and pediatric airway <ul style="list-style-type: none"> ○ Children have a higher demand for oxygen due to their metabolism ○ Children have a small and weakly supported airway that is easily clogged with mucus • Respiratory assessment (lung sounds, respiratory rate, color, work of breathing) • Basic interventions for children in respiratory distress (position, oxygen, suction, emergency medications, call for help, CPR) • Pathophysiology, manifestations, interventions, and outcomes for SIDS <ul style="list-style-type: none"> ○ SIDS is an unexplained death possibly caused by a combination of development and sleeping arrangement ○ Safe sleep practices decrease the risk of SIDS <ul style="list-style-type: none"> ○ Back to sleep, no co-sleeping, nothing in the crib, firm mattress, cool environment, no smoking, breastfeeding • Family education and anticipatory guidance related to SIDS
Evidence: SIDS	
Test	NCLEX questions redacted for test security.
Prompt/Create	<ul style="list-style-type: none"> • Summarize Main Points. After completing all readings, lectures, and activities, students will be asked as a group to summarize, in their own words, the most important information about SIDS. • In My Words. Individual students will be given questions/statements from parents about SIDS. In their own words, students will answer the questions (in pairs, small/large group). It is important to have students talk as if the parent is present (perhaps use a student as a parent actor) rather than explain what they might say. Example Questions: <ul style="list-style-type: none"> • “My baby sleeps better when she’s on her stomach.” • “The crib bumpers need to be there so he doesn’t get his leg stuck in the slats.” • “My baby gets cold so she needs to have a blanket to keep warm.” • “I know I shouldn’t smoke but I smoke outside.” • “Babies in other countries sleep in bed with their parents. Why isn’t that safe in the United States?” • Act the Care Plan. In small groups, students are given a brief beginning of a scenario. The students add to the scenario and complete a concept map/care plan in the PMIO chart. The group then delegates roles and demonstrates the care provided to the child. Scenario: Brandan is admitted to a general pediatrics floor. His mother, Jane, and 3 month old brother, Ian, are visiting. Ian had been napping on the visitor cot. You hear a scream for help from the room. When you enter, Brendan is crying in his crib with the side rails up. Jane is screaming and holding/gently shaking Ian. She shouts, “HE’S NOT BREATHING!” He is limp and gray. • Pyramid Review Game. Using the gameshow <i>The \$25,000 Pyramid</i> as a model, students will be asked to give clues and guess words related to SIDS. This game requires students to understand a concept and describe it in their own words as well as recognize the concept as described by someone else.
Perform/Create	<ul style="list-style-type: none"> • Act the Care Plan. In small groups, students are given a brief beginning of a scenario. The students add to the scenario and complete a concept map/care plan in the PMIO chart. The group then delegates roles and demonstrates the care provided to the child.

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	<ul style="list-style-type: none"> • Clinical. In the clinical setting, students will be assigned pediatric patients with respiratory diagnosis. Students will provide complete care for the patients as well as complete a patient database that includes a concept map and care plan. 						
Instruction: SIDS							
Context	<ul style="list-style-type: none"> • Picture This: <u>Unsafe Sleeping</u>. Google images of “unsafe sleeping.” Have the students express their thoughts about the images. Discussion questions: Do the photos depict unsafe sleep environments? Why or why not? 						
Content:	<table border="1" style="width: 100%;"> <tr> <td style="background-color: #d9ead3;">Readings</td> <td> Text: 1024-1028 SIDS ATI: None </td> </tr> <tr> <td style="background-color: #d9ead3;">LMS</td> <td> Oxygenation: SIDS Lecture </td> </tr> <tr> <td style="background-color: #d9ead3;">Entry Ticket</td> <td> Review lecture capture videos posted on LMS and complete readings. </td> </tr> </table>	Readings	Text: 1024-1028 SIDS ATI: None	LMS	Oxygenation: SIDS Lecture	Entry Ticket	Review lecture capture videos posted on LMS and complete readings.
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LMS	Oxygenation: SIDS Lecture						
Entry Ticket	Review lecture capture videos posted on LMS and complete readings.						
Culture	<ul style="list-style-type: none"> • SIDS Parent Conversation. A bassinet is prepared with an infant manikin prone sleeping on a pillow covered with a large blanket. The bassinet is filled with clean diapers, wipes, pacifiers, bulb syringe, burp cloth, clean onesie, and stuffed animals. Two students are enlisted to play the role of the parent and nurse. While the parent is out of the room getting refreshments, the nurse enters the room to assess the child. She corrects all of the unsafe sleeping practices she finds. The parent returns to the room and is upset that the nurse changed the sleeping environment. The student playing the parent is instructed to be obstinate and resist the nurse. The student playing the nurse has to provide effective teaching and rationale for her actions in an emotionally charged situation. After the conversation with the parent ends, the students watching the scenario offer feedback about what went well and what could be said differently. 						

Exemplar: Cystic Fibrosis (CF)

Results: CF																						
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		<ul style="list-style-type: none"> Family education and anticipatory guidance related to CF
Evidence: CF		
Test	NCLEX questions redacted for test security.	
Prompt/Create	<ul style="list-style-type: none"> Summarize Main Points. After completing all readings, lectures, and activities, students will be asked as a group to summarize, in their own words, the most important information about CF. In My Words. Individual students will be given questions/statements from parents about CF. In their own words, students will answer the questions (in pairs, small/large group). It is important to have students talk as if the parent is present (perhaps use a student as a parent actor) rather than explain what they might say. Example Questions: <ul style="list-style-type: none"> "I can't believe my baby has cystic fibrosis. How did she get it?" "The morning routine is so long with all the medications and treatments. How can we speed things up?" "Is my child going to have a normal life?" "We're always on isolation when we're admitted—even when we don't have an infection. Why is that?" "What does that vest really do?" Pyramid Review Game. Using the gameshow <i>The \$25,000 Pyramid</i> as a model, students will be asked to give clues and guess words related to CF. This game requires students to understand a concept and describe it in their own words as well as recognize the concept as described by someone else. 	
Perform/Create	<ul style="list-style-type: none"> Clinical. In the clinical setting, students will be assigned pediatric patients with respiratory diagnosis. Students will provide complete care for the patients as well as complete a patient database that includes a concept map and care plan. 	
Instruction: CF		
Context	<ul style="list-style-type: none"> Shake Shake. Read the poem Shake Shake by Trevor Forshee. Students respond with their thoughts about the poem and what it might be like to live with a chronic, life limiting disease. 	
Content:	Readings	<p>Text: None</p> <p>ATI: 185-191</p>
	LMS	Oxygenation: Cystic Fibrosis Lecture
	Entry Ticket	Review lecture capture videos posted on LMS and complete readings.
Culture	<ul style="list-style-type: none"> Missing Link. Students are given a PMIO chart with missing information and have to complete the chart. Either a pathophysiological detail, manifestation, intervention, or outcome is provided and the students have to complete the remaining connects to that one piece of information. Students can work in small groups and report their work out to the group. 	