Title page

Community teaching plan: Teaching experience

Summary of teaching plan

Teaching plan remains one of the significant steps in the creation of professionally skilled and competent nurse. The teaching plan for Registered Nurse (RN) at the Grand Canyon University is developed for meeting the requirements of American Association of Colleges of Nursing (AACN). The plan involve adequate topics and contents that allow student nurses to develop professional skills and nursing competency. The teachers share knowledge related to the healthcare settings that is required for treating patients from diverse communities. The RN and BSN at GCU programs are focused on providing knowledge on quality care through evidence-based practices (GCU, 2019). The bachelors program in nursing is focusing on building skills through practice and by offering hands-on experience. Students are allowed to work across different aspects that involve continuum of care and real-life situations. The pre-licensure grads also stresses on preparing students to take leadership roles. The courses and the teaching plan cover the areas of health assessment, adult health, mental health, pediatrics, obstetrics, pharmacology, information, research, ethics and policy. The teaching plan also offer real-life work experience to the patients by providing environment of interacting with different population such as children, adults and older people. it further offer opportunities for allowing students to integrate simulation technology into value-based curriculum. Students also learn to develop critical thinking, reasoning and communication skills.

Epidemiological rationale for topic

A traditional teaching plan include written document and course outline that highlights how RN must treat the patient in the healthcare settings. The aim of the plan is to instruct nurses to adopt adequate care plan that leads to the wellness and betterment of the patients. Rationale for the teaching plan identifies all procedures and measures adopted by the professional nurse for carrying out interventions in appropriate manner. the plan ensure that the nurses gain hands-on experience needed for helping patients in achieving healthcare goals. Each nursing intervention for different scenarios are presented in the plan (GCU, 2019). The teaching plan also familiarize student nurses with the strategies adopted for the conduction of accurate diagnosis and assessment of health condition. The plan is designed to provide information on conducting assessments through collection of data and looking into the medical conditions of the patient. RN develop skills for performing physical assessments, assisting needs of the patients, conducting tests and providing most suitable treatments (Helminen, Coco, Johnson, Turunen, & Tossavainen, 2015). The plan also enable them to build a positive enviornmnet for the patients that leads to the maximization of welfare (GCU, 2019).

The teaching plan is focused on building professional nursing skills and positive values that are required for practicing in healthcare settings. The nurses will administer the characteristics explained by different nursing theories to develop positive interaction with patients. The nurses learn under different the nursing models that are focused on the elements of building positive attitudes. The plan will allow them to learn developing positive moods during their encounter with the patients and showed concerns regarding their health conditions. Nurses will gain experience for assessing the patients’ conditions and their views about their illness and treatment (Peplau, 1992).

Evaluation of teaching experience

My experience with the teaching plan permitted to identify the areas of patient’s health that needs attention. I developed capability for handing them in best possible manner. Teaching plan stresses on building the relationship between patient and nurses and uses the elements of moods, personalities, concerns, needs personal values and views to illustrate the interpersonal encounter between them. The effectiveness of the relationship between nurses and patients improves the therapeutic process that is likely to generate positive results. Teaching plan focuses on enhancing nursing- patient relationships that leads to improved therapeutic process. It highlights the features of interpersonal relationships and how it improves the interaction between two people. Empirical studies accepts the impacts of teaching plan on build effective relationships between patients and nurses (Peplau, 1992). The plan provides opportunities for using evidence for treating patients safely in different situations.

Teaching plan at GCU emphasized on developing positive values in student nurse. It adopted therapeutic model for building professional therapeutic skills among professional nurse. Peplau’s quote “relationships are characterized by personalities, moods, concerns, needs, personal values and views of person brings into each interpersonal encounter” (1994) illustrates the elements that lead to effective interaction between patients and nurses. By gaining insights about therapeutic interaction model the student nurse were able to learn techniques for reducing anxiety and depression among patients. The establishments of the effective interaction process are essential to cope with symptoms of anxiety. As a student nurse I developed competency for helping patients to deal with anxiety and provide them with adequate care that leads to improved health.

My personal experience allowed me to identify the strengths of the teaching plan that include development of critical skills. The teaching assisted me in developing information of nurse’s critical skills by; identifying the critical skills, ability of diagnosis, changing conditions of the patients and adopting right treatments. It depicts nurse Reliance on personal knowledge and skills (Helminen, Coco, Johnson, Turunen, & Tossavainen, 2015). My personal experience allowed me to learn that it is easy to communicate with the patients due to the values taught in the programs. The common values that leads to enhanced communications include empathy, positive gestures and kindness.

My learning experiences related to the plan helped me to learn that it allow nurses to build high competency level. The programs will allow student nurses to gather information about the nursing field and related aspects that can be used in healthcare settings. I realized that the program is useful for developing nursing skills that would allow RN’s to take challenging roles. This reflects their capacity for responding to patients illness in appropriate manner. The program allow RN’s to share their feelings and problems with the nursing leaders who prepare them to mitigate the risks in best possible way. The RN and BSN programs are not limited to any one aspect because it focuses on preparing a professional nurse who can enter the practical world (GCU, 2019).

My personal experiences of the teaching plan depicts the need for integrating adequate methods for assessing performance of student nurse. The purpose of conducting assessment testing and measurements, as they are crucial tools for evaluating the nursing education. This allow learners to understand how things work in the healthcare settings and they manage to choose the right course of action that is in the best interest of the patients (Peplau, 1992). The evaluation relies on the relationship between the instructor and the students as improved interaction increase the understanding of the instructors regarding students learning. It is also vital for building self-administrate learning in student nurse. I think that the students enrolled for the RN program must be able to build knowledge on; what is the best strategy for addressing patients needs, choosing the right method and treating on time (Helminen, Coco, Johnson, Turunen, & Tossavainen, 2015). This minimizes the possibilities of negative outcomes because the patients receive appropriate response on time. Similarly the program allow them to develop professional skills by; identifying problems faced by the patients, adopting professional skills for treating patients and providing them guidance for self-care in the future. I think that the GCU’s teaching plan for RN and BSN cover all main aspects of Association of Colleges of Nursing. This improved the overall performance of the RN’s in professional environment and clinical settings.

Community response to teaching

GCU allow nurses to formulate community teaching plan that is used for providing them awareness about the diseases and their treatments. Although community responds positively to the teaching plan but the responses varies across populations. The population belonging to diverse cultures is unable to understand the long-term benefits. This indicates the need for educating them about different diseases and encouraging to undergo screenings (Helminen, Coco, Johnson, Turunen, & Tossavainen, 2015). The community has accepted the role of RN’s and developed feelings and trust towards them. The level of trust is also raised among community regarding RN’s due to their professional skills and competency. Teaching plan establishes competency among RRN’s for promoting healthcare awareness and providing education to the patients. This is effective for removing education gap that leads to improved knowledge of the community. RN’s are trained to address the serious healthcare issues such as diabetes, obesity and HIV by offering adequate awareness on the issue. Due to efficient role of the nurses the community has accepted them and rely on their judgments.

Areas of strengths and improvements

The teaching plan involve many strengths such as it allow RN’s to establish professional competency that is needed for addressing individual needs of the patients. The plan is also useful for building knowledge for performing various nursing roles such as conducting diagnosis, identifying problems and adopting best strategy for offering treatment to the patients (GCU, 2019). One of the significant strength of the teaching plan is that it allow nurses to develop critical skills that are required for attaining professional efficiency and avoiding negative consequences in the healthcare settings. Hands-on experience improves capacity of the RN’s to adopt right interventions that minimize the risks of negative outcomes. Another strength of the plan is that it allow nurses to developing effective communication skills for sharing the information in appropriate manner with the patients (Helminen, Coco, Johnson, Turunen, & Tossavainen, 2015). Communications leads to enhanced health outcomes because the staff explains the issues with clarity. The teaching plan prepare RN’s to adopt right strategy that prevents them from committing the medication errors. This ensures the promotion of safety and maximization of welfare.

The teaching plan depicts the need for improving assessment of student nurse who are qualifying for the RN positions. Billings and Halstead (2015) exhibits the need for identifying strategies that lead to adequate assessment and evaluation of the learning outcomes. (Billings & Halstead, 2015). The weakness of the plan include inadequate experience provided to the student nurses. This reflects the need for improving the educational settings that could provide better learning experiences to thee young nurses. The RN’s who join the professional field may encounter difficulty in communicating with the patients from diverse cultures if they have no experience of handling them earlier.

The overall analysis of the teaching plan of GCU for the RN and BSN program depicts that it cover all main aspects of the Association of Colleges of Nursing. The RN and BSN at GCU programs are focused on providing knowledge on quality care through evidence-based practices. This indicates that the student nurses enrolling for these programs will be able to take future roles of professional nurse. The programs have positive impacts for building a healthy community.

References

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