

A photograph of a row of modern, colorful chairs in a lecture hall. The chairs are in shades of blue, orange, yellow, and teal. They are arranged in rows, and the perspective is from behind them, looking down the aisle. A dark, semi-transparent rectangular overlay is positioned in the lower half of the image, containing white text.

Strategies for Creating Inclusive Learning Environments

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Disclosure Statement

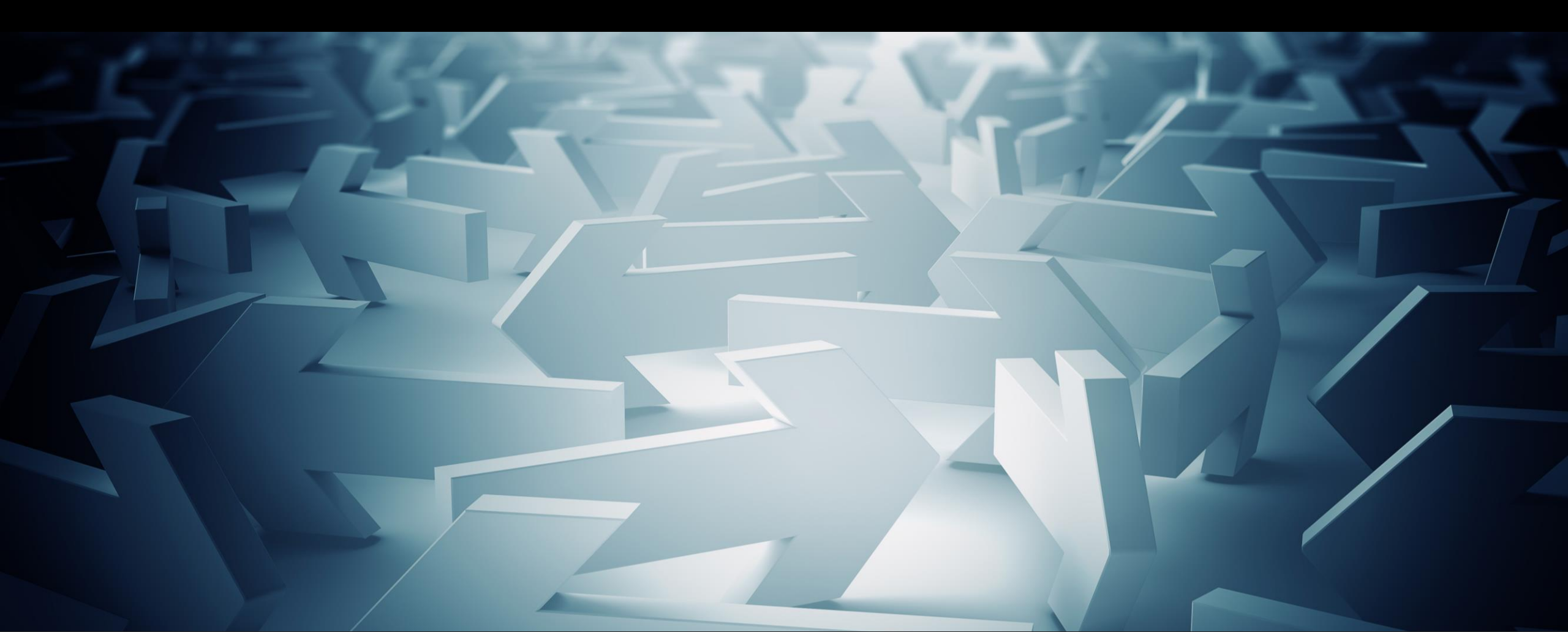
Neither the planners or presenters indicated that they have any real or perceived vested interest that relate to this presentation.

Objectives

At the completion of this session, you will be able to:

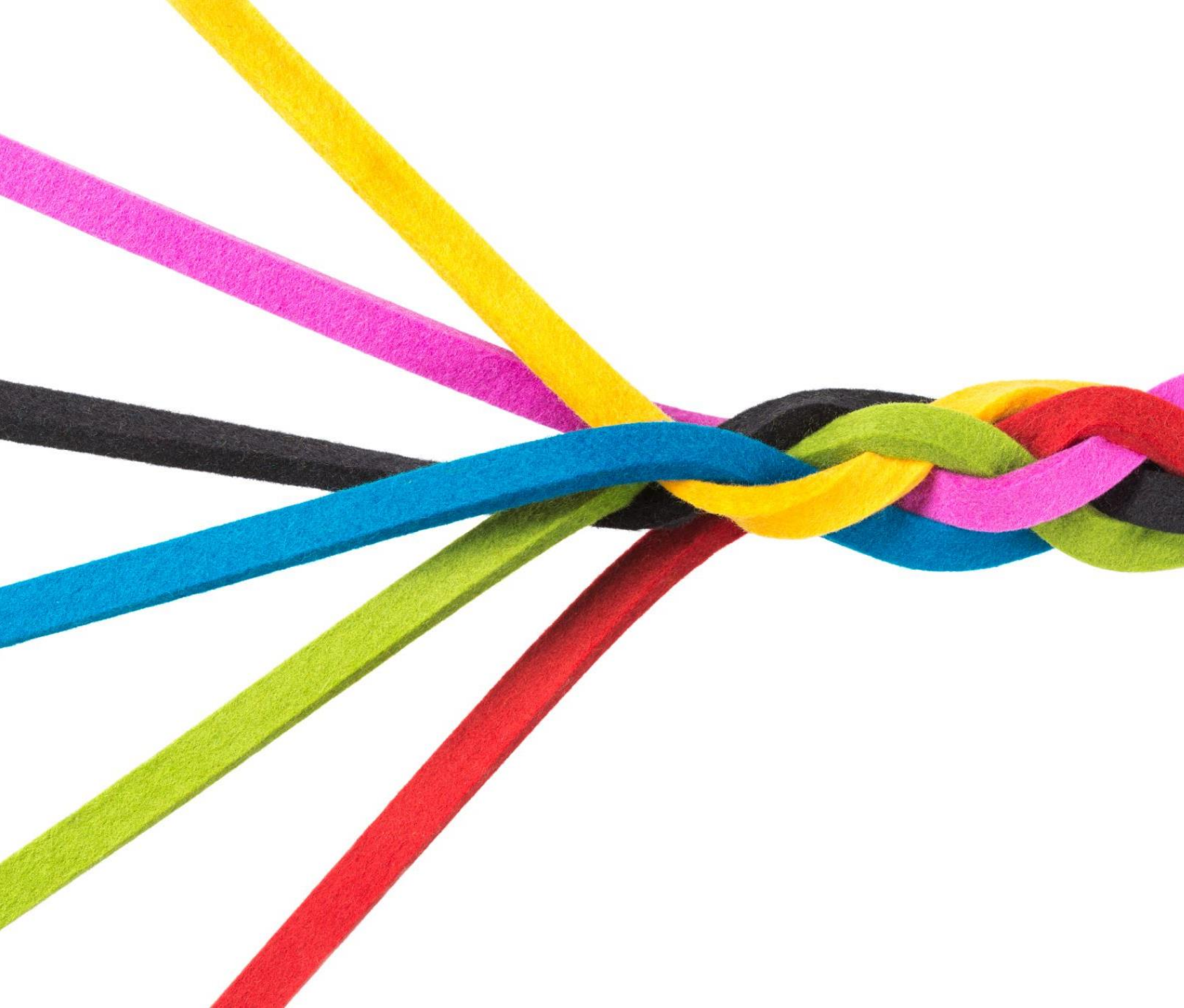
1. Describe factors that contribute to student distraction in the learning environment.
2. Suggest “small teaching” strategies based on the science of learning that can be used to create inclusive learning environments.





Background

- Student Demographics
- Distractibility
- Distracted Students



Student Demographics

Race

Ethnicity

Religion

Language

Socioeconomic Status

Sexual Orientation

Gender Identity

Distractibility

Factors contributing to:

1. Feelings of not belonging, loneliness, stress, and anxiety,
2. Differences in views, perceptions, opinions, and experiences.
3. Limited social or financial support.
4. Balancing of nonacademic and academic demands.
5. Uncertainty regarding ability to be successful.



Distracted Students

Poor performance

Withdrawn

Inconsistent attendance



Inclusive Learning Environments

- Student Perspective
- Theoretical Perspective

Inclusive Learning Environments

- Safe and comfortable
- Everyone's learning needs are met
- Instructor is approachable
- All students feel valued
- Free from assumptions



Inclusive Learning Environments

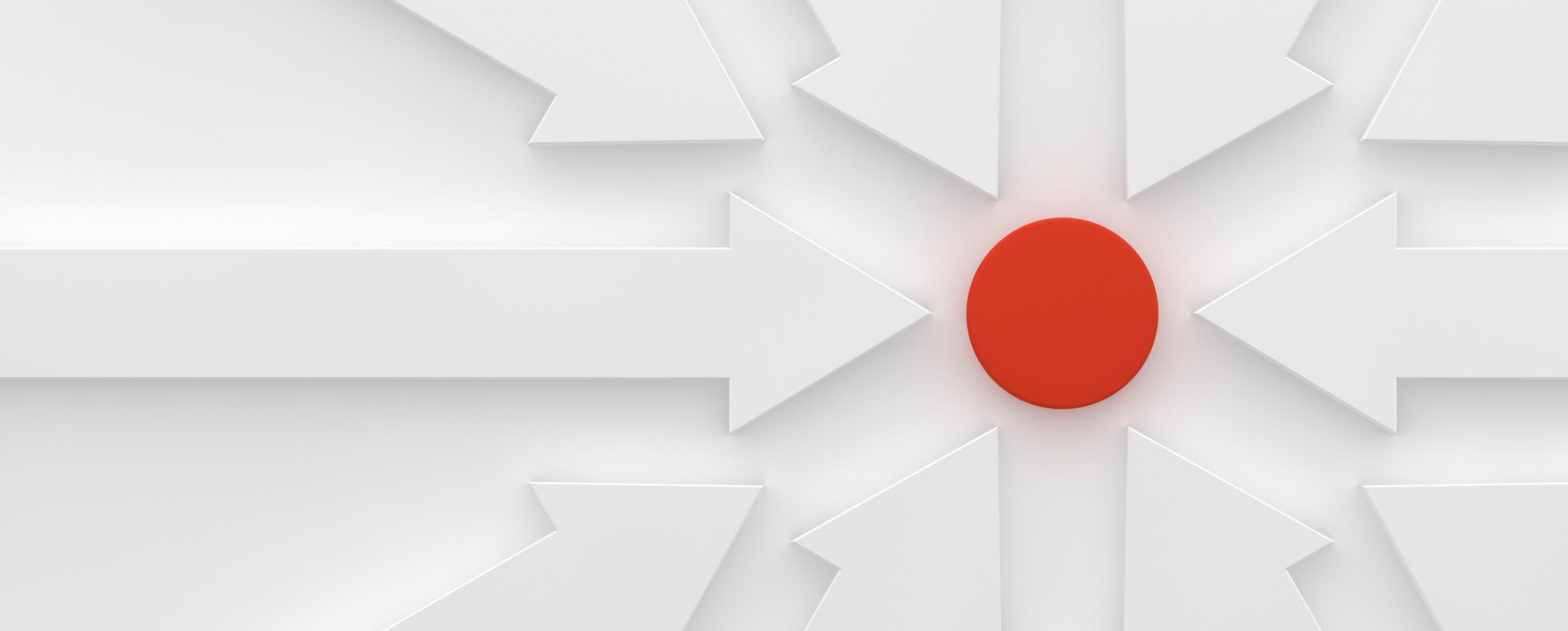
Access

Representation

Agency

Community





Small Teaching Strategies

- Brief
- Targeted
- Incremental

Access

- Recognize students have different backgrounds, abilities, and needs.
- Focus on equity versus equality.
- Foster same opportunity for learning in all students.



The background features a series of colorful arrows in shades of teal, purple, pink, orange, and olive green, all pointing upwards and to the right. At the bottom, there are horizontal stripes in the same color palette. A dark grey rectangular box is positioned in the lower-left to center area, containing the title and subtitle text.

Guided Notes, Knowledge Checks, and Putting it all Together

SMALL TEACHING STRATEGIES

Guided Notes

- 1. When removing a dressing you should visually inspect the _____, _____, _____, and _____ of _____.
- 2. When cleaning a wound, you should use _____.
- 3. When cleaning a wound _____ should be used as a cleansing agent.
- 4. In which direction would you clean the following wounds?



The following table encompasses material from the following slides: Intradermal Injections, Subcutaneous Injections, Intramuscular Injections, Respiratory Medications, and Topical Medications

	Administration Location(s)	Uses for this Type of Administration	Absorption Time for this Type of Administration	Equipment	Nursing Considerations	Patient Teaching
Intradermal Injections						
Subcutaneous Injections						
Intramuscular Injections						
Respiratory Medications						
Topical Medications						

Knowledge Checks

This worksheet consists of a series of steps that encourages you to stop, reflect, and evaluate your knowledge related to nasogastric and gastrostomy tubes and tube feedings. Use this worksheet as a method for organizing your notes and reviewing course content in preparation for your next exam.

Step 1: Check your knowledge regarding the purpose and patient considerations for placement of an NG, NI, or Gastrostomy / Jejunostomy Tube.

Type of Tube	Reason for Use	Patient Considerations
NG		
NI		
Gastrostomy / Jejunostomy		

Step 2: Check your knowledge regarding NG tubes and the nursing process.

1. What are the steps for inserting an NG tube (pgs. 1457-1465)?
2. What complications may arise when inserting an NG tube?
3. What actions are required of a nurse when complications arise when inserting an NG tube?
4. At what three time points should placement be confirmed when working with an NG, NI, or Gastrostomy / Jejunostomy tube?
5. What are the methods a nurse can use when verifying placement of an NG, NI, or Gastrostomy / Jejunostomy tube?

Putting it all Together

A nurse is completing an admission assessment of an adult client who was admitted to a medical surgical unit status post a right hip replacement. The patient has a past medical history of hypertension and a peptic ulcer. He also routinely wears glasses and bilateral hearing aids. The patient's wife states he is normally alert and oriented. However, she is concerned because he appears slightly confused. The patient's vital signs are currently stable. He has 0.9% NSS infusing continuously through an IV access site in his right forearm.

Week 8 – Comfort and Pain:

1. Describe the process the nurse should follow when assessing this patient's pain level. Hint: Remember he is confused.
2. What is a possible behavioral response and a physiologic response this patient may exhibit in relationship to his current level of pain?
3. Given this patient's past medical history, should the nurse be concerned if any NSAIDS are ordered for pain management? Hint: Answer is yes...now determine why.

Week 9 – Sensory Function:

4. Which signs and symptoms should the nurse observe for to monitor for sensory overload?
5. What interventions should the nurse implement when communicating with this patient?

Week 10 and 11 – Nursing Pharmacology: Medication Administration

6. The patient is prescribed captopril 12.5mg PO daily. Captopril is available as 25-mg tablets. How many tablets should the nurse administer?
7. When attempting to administer the captopril the nurse notices the patient struggles with swallowing the tablet. What action should the nurse take next?
8. The patient's IV pump begins to alarm when the nurse is in the room. What actions should the nurse take next? Hint: Yes – the nurse should check the patient's IV access site. What should the nurse observe for?

Representation

- Affirm the diversity of experiences, perceptions, and opinions that students bring into the classroom.
- Introduce diversity in the classroom.
- Encourage exploration of conscious and unconscious bias.


















Tell Your Story











SMALL TEACHING STRATEGY

Description

This week in class we discussed the term cultural humility and the role of the nurse in meeting diverse client care needs. During our time together we identified that our own definition of self can indirectly and directly influence the care we provide. For this activity we are going to further explore how our family traditions best reflects our cultural heritage, contributes to our definition of self, and can potentially influence the care we provide. We will visit this topic again when we meet for class next week.

Tell Your Story

Paragraph  **B** *I* U            

Lato (Recom...  19px ...         

[illegible]

☐ Yes, I am willing.

☐ No, not at this time.

Tell Your Story

Agency

- Recognize students as a whole.
- Promote autonomy for learning.
- Invite students to be responsible for their own learning.





Small Teaching Strategy

COMPLETE A TRADITIONAL POWERPOINT
PRESENTATION OR COMPLETE AN
ACTIVITY ON THE TOPIC OF
SCHIZOPHRENIA

Alternative Strategy for Learning



A Beautiful Mind: Schizophrenia Assignment

Students will review the motion picture *A Beautiful Mind* and complete the following four-part assignment.

PART 1:

By using the nursing process, please list and identify characteristics of schizophrenia related to John Nash as depicted in *A Beautiful Mind*. Please provide specific examples from this film that identify with a client with schizophrenia.

For more assistance in the assessment of a client with a psychiatric disorder, refer to Chapter 8 in your textbook. Chapter 8 describes each section below, so students can be prepared to assess John Nash, the main character, during the film.

Assessment

History:

General Appearance and Motor Behaviors:

Mood and Affect:

Thought Process and Content:

Sensorium and Intellectual Processes:

Judgment and Insight:

Self-Concept:

Roles and Relationships:

Physiologic and Self-Care Concerns:

PART 2:

Please list and identify nursing diagnoses related to the following times throughout John Nash's life in the film. Please be sure to use a three-part nursing diagnosis statement.

1. John Nash at the beginning of the film
2. John Nash during inpatient care
3. John Nash at home with his wife and child
4. John Nash in 1956
5. John Nash in 1978

PART 3:

Develop a care plan (see attachment) for the nursing diagnosis when John Nash (the main character) was in inpatient care. Please include five interventions, rationales, and evaluations that were depicted in the film for John at this stage in his mental illness.

PART 4:

Alicia Nash, John's wife, was his support system. Alicia, as the caregiver, had to go through several hardships and troubled times related to her husband's psychiatric disorder. Please answer the following two questions with examples:

1. How would you help Alicia, as the nurse, in guiding her to assist in John's care?
2. What are 2 teaching methods you could use to assist her?

Community

- Encouraging connections.
- Treating students as future coworkers.
- Making the environment safe for learning.





Small Teaching Strategies

Group Work

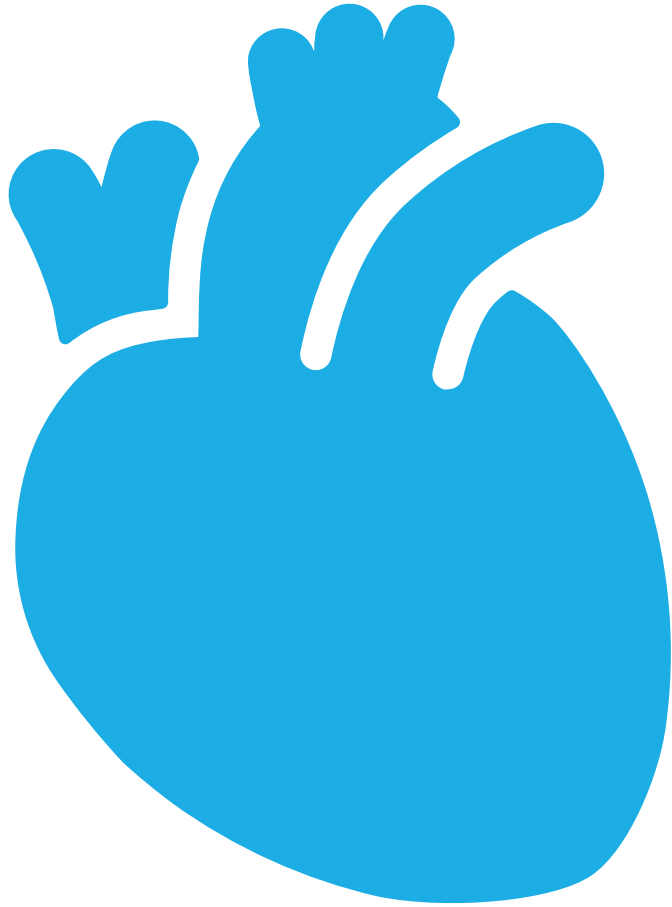
- Case Studies
- Simulation
- Teaching one another

Check-ins

- Polling, short discussions, etc.



Teach-Back

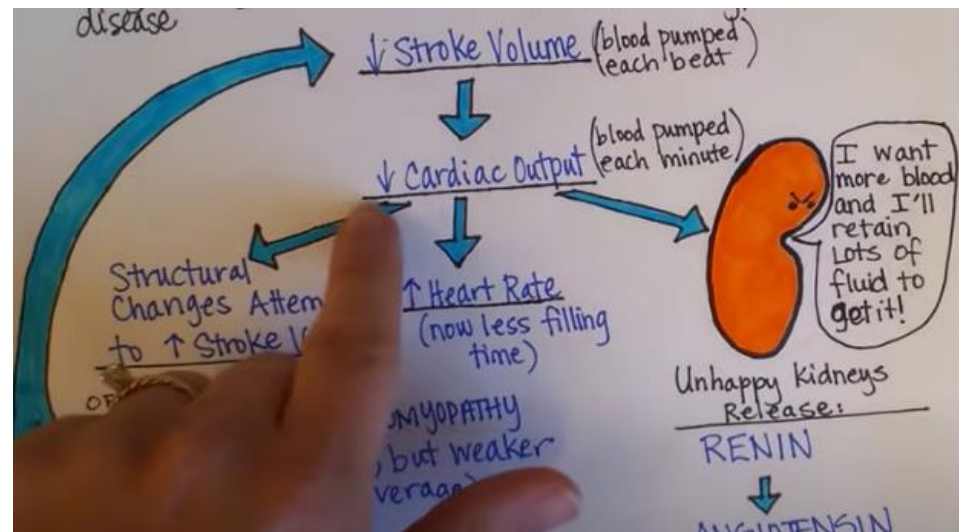


Your Turn...

Now that we've reviewed the pathophysiology of heart failure, it's time for you to create your own diagram to aid in your retention of these important concepts:

- Create a hand-drawn diagram that illustrates the pathophysiologic process of heart failure.
- Use cartoon drawings, text labels, arrows, and notes that help you clearly depict the process.
- Use easy-to-understand language since this is a tool for YOUR learning.



Sample Diagram for Student Activity



<https://www.youtube.com/watch?v=zeSDuiTbM9o>



Step 1

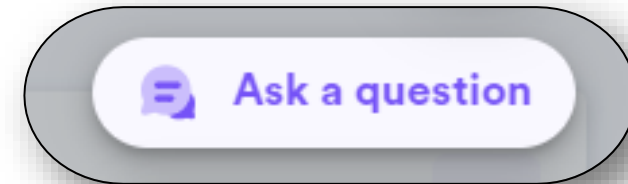
 **Psychiatric Mental Health** 

GO! PIN: **578848**

0
Live Questions

24
Total Responses

Step 2



Check-ins



Step 3

Ask a question

What would you like to ask?

Write or select a question

Type your question here

Add image

Not sure?
Try one from our question bank

Popular Questions >

Daily Bell-Ringers >

Lesson Reflection >

Relationship Builders >

Step 4

Social and Emotional Learning (SEL) - Self

Social and Emotional Learning (SEL) - Others

Formative Assessment >

Ice-Breakers >

Topic Starters >

Class Climate >

Personal Reflection >

End of Term Review >





End of Term Reflection >

Step 5

How would you like students to respond?

How should students respond? Select up to 2 response types

Note: If selecting 2 types, 1 must be Text.

- ☐ Scale (1-7) 
- ☐ Reaction 
- ☒ Text 
- ☐ Multiple choice 

Step 6

Psychiatric Mental Health



What was the most important thing you learned in today's class? Why is it important?

1

2

3

4

5

6

7

Very low

Very high

Enter response

0/2000

Step 7



In Summary

- Students bring to the learning environment diverse experiences that shape their learning needs.
- Distractibility can be addressed by focusing on inclusion in the learning environment.
- Inclusion in teaching practices include four key principles: Access, Representation, Agency, and Communication.
- Nurse educators can implement small changes in their teaching practices to purposively create inclusive learning environments.

Questions

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References

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