

UDL Implementation Plan

The current learning process for the various drug classes is derived from the student's textbook associated chapter readings and Power Points.

The textbook is: Pharmacology and the Nursing Process
ISBN: 9780323827973
Authors: Linda Lane Lilley, Shelly Rainforth Collins,
Julie S. Snyder
Publisher: Mosby
Publication Date: 2022
Edition: 10th

The UDL Audit: The students are expected to read the chapters and the PowerPoints and take notes on the content. They are then tested on the information in class. One adjustment I made to this is that I provide them with a “drug table” weekly that allows them to focus on the critical content they will need to know for quizzes, exams and the NCLEX by “treasure hunting” the information needed to complete the table. However, this can still feel quite “dry” and “boring” to the students.

Action and Expression: In order to engage the students more and to help them connect all the elements of the drug class content, I will have the students create a 5–10-minute video of one of the drug classes (assigned by me to prevent duplications) that will be addressed on each exam that they will present on exam day before the exam. The video will show them as the nurse caring for a “patient” and teaching them about their medication while the “patient” exhibits both therapeutic and adverse effects. The video will need to specifically state the drug's mechanism of action, indication (disease process it addresses), the therapeutic effects and adverse effects (stated/demonstrated by the “patient”), and the interventions/monitoring needed by the nurse to address them.

Engagement Strategy: This strategy will first allow a break from in-class quizzes and second, provide a simulated experience of medication administration, monitoring, interventions and patient education. This will support building this skill for their future selves once they graduate and begin work at the bedside.

Additionally, by having them create the video with a friend or family member as their “patient” They can confirm understanding of the information because they had to teach it to someone else, as well as if they choose, they can speak to the patient in their preferred language (ex. Spanish, Creole) which can reinforce that information for them even more. They can also include English subtitles to confirm their other language conversation.