

Lesson Plan

Class::	Seizure Education: Infantile Spasms & ACTH
Lesson Length:	45-90 minutes
RN Educator	Amy Sample,RN,BSN,CPN,LSN

Lesson title:

Infantile Spasm & ATCH

Lesson objective(s):

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| <ul style="list-style-type: none"> ● Students will be able to verbalize an understanding of what happens to the brain during a seizure ● Students will be able to verbalize or demonstrate an understanding of what happens to body during a Infantile Spasm ● Students provide and demonstrate concrete examples of first aid techniques that may be utilized for a child experiencing a Infantile Spasm ● Students will be able to verbalize or demonstrate an understanding of what behaviors they may witness during a Infantile Spasm ● Students will be able to verbalize or demonstrate an understanding of what behaviors they may witness after a seizure ● Students examine the ways they use scientific thinking and experimental problem solving processes in their day to day activities involving the maintenance of safety for a child with a seizure disorder ● Students explain how an understanding of their child's seizure diagnosis will promote a safety plan at home with the emphasis on normalcy in daily routine ● Students will be able to communicate need to time length of seizure and make important observations about child's seizure behavior that may be significant to child's healthcare providers' management of their child's seizures |
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Language/vocabulary:

Central Nervous System Decreased Consciousness EEG Epilepsy Neurologic Disorder Seizure- Infantile Spasm

Materials/technology:

Pre-test: Interview style questioning to assess learner baseline understanding, assess readiness for learning, and to assess learning style(5-15 minutes)

Play Voki:lesson Introduction to seizures, statistical incidence, introduction to first Aid (5-10 minutes)

Introduce and initiate Prezi: Further defines seizure disorder & outlines first aid for seizures according to The Epilepsy Foundation

Play "Seizure First Aid" video & answer questions; Review *First Aid for Seizures* using audio as needed (7-20 minutes)

Continue to Seizure Education Module: *PI 235- "Seizure (Infantile Spasms)"* and *PI 236 "ACTH for Infantile Spasms (Adrenocorticotrophic Hormone)"* Introduction and review of topics on PI: "What is an Infantile Spasm," "What is a Seizure," "How are Infantile Spasms treated," "What is ACTH?," "How is ACTH used?" , "What are the side effects?," "When to call the doctor:" (25- 40 minutes)

Review "What do those medical words mean?" (10-20 minutes)

Play " Infantile Spasms" video and discuss (5-10 minutes)

Standards met:

- Reflect critically on learning experiences and processes(**Learners will establish, through interactive lesson and post tests, knowledge integration competency of \geq 80%**

Information Literacy

- Access information efficiently (time) and effectively (source) (**Learner will exhibit understanding of material before demonstrating signs of fatigue such as yawning, inattention, or signs of losing interest in lesson \leq 90 minutes.**)
- Evaluate information critically and competently (**Learner will respond to prompts and post -tests with accuracy \geq 80%**)
- Use information accurately and creatively for the issue or problem at hand.(**Learner will validate a comprehension of the Childhood Seizure Disorder**

with $\geq 80\%$ accuracy on post tests and verbal recall.)

- Use models and simulations to explore complex systems and issues.(Learner will have complete access to hands on practice of taught skills and thematic lesson components to develop problem-solving skills)
- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.(Learner will be given access and be coached throughout the thematic lesson to demonstrate analytic skills as well as a synthesis of taught concepts and skills.)

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health .(learner will verbalize or demonstrate understanding of $\geq 75\%$ of written, spoken, technological, interactive information, resources
- Using available information to make appropriate health-related decision (learner will be able to ,through interactive lesson, describe content and demonstrate actions to take in the event of a child having a seizure ; evaluated by technological post-tests)
- Establishing and monitoring personal and family health goals (learner will describe medication schedule, first aid for seizures,when to call 911 as needed, and related follow-up with Neurologist)

Make Judgments and Decisions

- Interpret information and draw conclusions based on the best analysis (Learner will discuss and indicate appropriate lifestyle adjustments to accommodate safety measures for child with seizure disorder)
- Collect and analyze data to identify solutions and/or make informed decisions (Through the exercises n this thematic unit, the learner will look at and discuss or troubleshooting ways to implement a plan for safety and normalcy for a child who has a seizure disorder.)

- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.(Interactive technology unit will add depth and variety of media to engage learner to maximize integration of information and concepts enabling learner to discuss safety strategies in caring for a child with a seizure disorder.)
- Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.(Educator will incorporate multimedia, interdisciplinary resources, and technological activities to engage learner and aid in concept integration as well as creative problem-solving.)
- Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools (Educator will incorporate multimedia, interdisciplinary resources, and technological activities to engage learner and aid in concept integration as well as creative problem-solving. Educator incorporates interactive components of thematic unit.).
- Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (Educator coaches student through multimedia based on needs assessment)
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and

developing the leadership and technology skills of others.(Educator developed education module with multiple multimedia components.)

- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning. (Educator utilizes evidenced-based data and updates as needed.
- How it needs to be taught (learning style and communication needs)
Educator will utilize multimedia thematic unit to benefit different learning styles
- Effective communication Educator adds new technological dimensions to education module appealing to "21st century" learner.
- Quality care, patient safety Educator provides most possible options, with use of technology, to clients from multiple backgrounds and learning styles
- Patient satisfaction Educator provides assessment opportunity and a place for technological feedback
- Materials at the 6th-8th grade readability level reach a majority of patients and are more effective in patient learning Educator has utilized written materials developed to a reader at the 7th-8th grade reading level. Medical terminology defined and access to different resources provided.and concepts)

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Instructional plan:

Pre-test: Interview style questioning to assess learner baseline understanding, assess readiness for learning, and to assess learning style(5-15 minutes)

Play Voki:lesson Introduction to seizures, statistical incidence, introduction to First Aid (5-10 minutes) Review *First Aid for Seizures* with audio as needed.

Introduce and initiate Prezi: Further defines seizure disorder & outlines first aid for seizures according to The Epilepsy Foundation

Play "Seizure First Aid" video & answer questions (7-20 minutes)

Continue to Seizure Education Module: *PI 237- "Seizure (Partial Complex Seizures in Children"* Introduction and review of topics on PI: "What is a Seizure," "What is a Partial Complex Seizure," "What happens after a seizure," " What happens after the seizure," "After the seizure," "How to treat a seizure," "Some important things to know." (15- 30 minutes)

Review "*What do those medical words mean?"* (10-20 minutes)

Play " Understanding Partial Seizures" video and answer questions (5-15 minutes)

Differentiation/accommodations:

When learner demonstrates grasp of only concrete thinking and concepts, emphasize PI contents material is SMOG'd to 7th grade reading level

When learner speaks language other than English, utilized MARTTI interpreter and reading information in the appropriate language

Repeat any multimedia as necessary after post-test

Assessment:

Pre-test
Post-test
Google drive exercise