

**Creative Methods for  
Teaching Pain  
Management Concepts in  
any Teaching/Learning  
Setting**

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**Why Teach Creatively?**

- Creative teaching promotes active learning.
- Active learning has been shown to increase student motivation to learn.
- Active learning strategies can be used in combination with lecture or alone.
- Student comprehension of material has not been shown to be compromised when active learning strategies are employed.

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**Plan for this Session**

- Group work
- Reflective writing
- Discussion on teaching psychomotor skills

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### Activity # 1

- “Think, Pair, Share”
  - Write an answer individually to a question posed by the instructor.
  - Share your answer with another person and merge your answers.
  - Can additionally share this answer with another pair (forms a square), and merge those answers – “Think, Pair, Square, Share”.
  - Share the answer with the entire class or large group.

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### Activity # 1

- Answer the question:  
“What is pain?”
  - Write down your individual answer and then share your definitions with a partner. Merge your definitions to form one definition.

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### Activity # 1

- Discuss and list the physical, cognitive, and emotional aspects of your definition.

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### Activity # 1

- Volunteer logs the physical, cognitive, emotional aspects of the definitions on a flip chart or blackboard as pairs share their definitions with the large group/class.

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### Activity # 2

- Reflective writing utilizing a case scenario
- Work in groups and choose a spokesperson.
- Read the case scenario provided and the group writes a short paragraph on how the person in the scenario *feels*.
- Spokesperson presents reflective writing to the class/large group.

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### Activity # 2 Case Scenario

Mr. G is a 43 year old Hispanic male who was injured on the job. He worked as a construction foreman for the past 15 years. Mr. G has been on disability for 2 years due to neck and back pain. He is married and has 3 young children. Mr. G spends his days attempting to relieve his pain by taking pain medication and visiting his health care providers.

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### Activity # 3

- Groups will discuss their thoughts in response to an issue or question posed by the instructor.
- Group responses will be written on poster paper. Spokesperson will be chosen.
- Poster paper will be hung on the wall for the large group to see, and responses/answers will be presented by the spokesperson to the class/large group.

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### Activity # 3 Question

How can the nurse best assess pain in the person with dementia?

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### Psychomotor Domain of Learning

1. **Demonstrate skill**
  - Instructor demonstrates entire skill or portion of a skill
2. **Return demonstration by the student**
  - Can be done in a group of peers
3. **Practice of a skill by the student**
  - Peer supervision/critiques should be utilized
4. **Final demonstration of the skill by the student**
  - Should be at the point of competence

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- **Summary**
- **Questions & Comments**

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## Examples of Creative Teaching Strategies to Facilitate Active Learning

- “Think, Pair, Share” or “Think, Pair, Square, Share”
- Reflective or affective writing or discussion – “How does the patient/family feel?”
- Group discussion/brainstorming in response to an instructor-raised question or issue, and sharing of responses with the class/large group
- Student-led psychomotor skills return demonstration; student supervision/critiques of peer skills
- Gaming – crossword puzzles, jeopardy games
- “Find the Flaw” in a lecture – write down the instructor’s intentional mistake on an index card, collect the index cards, and see who correctly found the flaw.
- Have each student write down one question from their reading assignment or from a previous class discussion and bring the cards to class. Shuffle the cards and redistribute them. Ask for volunteers to read the question and attempt to answer the question. Ask the large group for additional input.
- Lecture followed by a case study in which students can work in groups to apply what was taught in the lecture. Answers are shared with the large group.
- NCLEX-style questions interspersed throughout a lecture to encourage students to answer test questions throughout their learning. Correct answers and rationales are given after the class has an opportunity to discuss and decide which answer is correct.
- Collaborative testing – student groups are formed by the instructor after a test has been given. No one has yet left the room or looked at their notes. The groups contain students with a combination of abilities. Each group reviews and discusses the test and comes up with a correct answer for each question. Additional points are given according to how well the groups do in collaboratively retaking the test.
- “Inquiring Minds Want to Know” – Open the class by asking a very general, but intriguing question about the topic that is about to be taught. Encourage speculation and brainstorming (no answer is considered wrong). Accept all guesses/answers. Begin to teach the topic, eventually including the answer to the original question in your presentation.

- “Dramatic Open” – Begin the class with a dramatic or poignant story about the topic, perhaps a true story from the instructor’s experience. Intertwine aspects of the story throughout the presentation.
- Group to Group Exchange – Students divide or are divided into groups. Each group is given a section of readings to be responsible for in preparation for the next class meeting. Group members can divide the readings among group members as they wish. At the next class, each group presents its portion of the readings to the large group using whatever method it chooses.
- Illustration – groups of students draw a picture of a concept on poster paper. Groups can then present their concept to the large group using the illustration.
- Role Playing – students act out roles, such as “nurse and patient” or “patient and family”. For example, a student acting in the role of the nurse could teach another student acting in the role of the patient how to use a PCA pump.
- “Wake-Up Call” – Give each student a number at the beginning of class. During a lecture, set a timer to go off at 5 – 10 minute intervals. When the timer goes off, call a random number. That student will summarize the previous 5 – 10 minutes of material covered.
- “Loss” exercise – Give each student 3 index cards. On each card have them write 1. An aspiration they have, 2. A talent they possess and 3. Someone they love. Walk around the room and randomly pick up cards and toss them in the trash. Ask the students whose cards were thrown away what they “lost”. This is an example of the losses that our patients face. Discuss the meaning of the losses and how the nurse can best respond.

(Bain, 2004)  
(Silberman, 1996)  
(Staley, 2003)

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