

Lesson Plan – Anxiety Disorders

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The idea of creating a lesson plan can be daunting. However, it is an important step that all educators need to take. A lesson plan sets out a roadmap for how the instructor will teach the students (Milkova, 2011). This plan is one where the instructor sets out the objectives, assignments, and evaluation of learn for the student. This paper will lay out a lesson plan for teaching students about anxiety disorders. The objectives for this lesson will be addressed along with the rationale in developing them. The paper will also describe the pre-assignment, the content of the class, the teaching methods to be used, evaluation of student learning, and how the instructor will be evaluated.

### **Objectives**

The objectives for this course were created using the five step method laid out by Virginia Commonwealth University (2009). This method takes a logical look at the course and assists an instructor to break down the lesson into its parts. This assists the instructor to create objectives that are appropriate and measurable. The objectives for this lesson are as follows:

- The student will be able to describe the signs and symptoms of each anxiety disorder presented.
- The student will be able to describe medications by name, that are used for the treatment of anxiety disorders.
- The student will list at least two non-pharmaceutical methods to assist a patient with an anxiety disorder.

- The student will be able to demonstrate the use of proper strategies to handle a patient who is experiencing an acute anxiety attack.

This lesson is designed to be delivered in 15 minutes, and for the objectives to be met the student would need to do some reading before the lesson. The book that is being used to teach this class is *Foundations of Psychiatric Mental Health Nursing: A Clinical Approach*, 6th edition, by Varcarolis and Halter. Chapter 12 of this book covers anxiety disorders. The chapter is 32 pages in length. This is an appropriate amount of reading for several reasons. Many colleges say that for every hour of classroom time the student should have two to three hours of homework (The Center for Teaching and Learning, 2012). This means that a 15 minute lesson should have about 30 to 45 minutes of homework. The speed of the reader needs to also be considered. It is estimated that a college student can read about 250 words per minute (The Center for Teaching and Learning, 2012). This book has an average of 350 words per page due to frequent pictures, tables, and charts. When the references pages are taken out, it leaves 30 pages, times 350 words per page, divided by 250 words per minute, to get 42 minutes of reading. This is within the assigned timeframe.

### **Content**

The content for this course will take an in-depth look at anxiety disorders. The anxiety disorders that will be addressed are: generalized anxiety disorders, obsessive compulsive disorder, and panic attacks (Anxiety Disorders Association of America, 2010). Each of these disorders will be described, along with the signs and symptoms of each. The various classes of medications used to treat these anxiety disorders such as: benzodiazepines, selective serotonin

reuptake inhibitors, serotonin-norepinephrine reuptake inhibitors, and tricyclic antidepressants will be explored (Anxiety Disorders Association of America, 2010).

The use of non-pharmaceutical methods to relieve anxiety disorders is also important. Methods such as: therapy, yoga, acupuncture, and stress reduction techniques will be described (Anxiety Disorders Association of America, 2010). Some of these techniques can be implemented by a nurse and this will be expressed to the students.

Lastly the student will be taught techniques to handle a patient who is experiencing an acute anxiety attack. These will include techniques such as: deep breathing, therapeutic communication, and reassuring touch.

### **Teaching Methods**

This lesson will be delivered in an online format, and as such, a modified method will be used. The first part the lesson would be best delivered in a traditional lecture format, but this is not a possibility with a narrated PowerPoint (Bradshaw & Lowenstein, 2011). To account for this, the first part of the PowerPoint will go through the content described above breaking it down into smaller pieces spread out over multiple slides. When this lesson is delivered in an interactive format a reflective teaching strategy will be used (Bradshaw & Lowenstein, 2011). This would allow students to share their personal experiences with anxiety and how they handled it.

The second part of this lesson will consist of a game. This is a good choice as many students quickly lose interest when being taught in a lecture format (Bradshaw & Lowenstein, 2011). In a classroom the game would consist of role playing. The instructor would take the role of the anxious patient and have the students practice techniques they learned to calm a

patient. Since this is not possible in a narrated PowerPoint, technology will need to be utilized. A type of choose your adventure game will be created. This will start with a scenario describing being called into a room where a patient is having a panic attack. Several options will be listed and the student will have to pick an option. This will continue the scenario, and the student will discover if their choice helped the patient. This scenario could possibly play out over several screens depending on the choices the student makes.

### **Student Evaluation**

The evaluation of student learning will occur in two ways. When this lesson is delivered in a face to face classroom a test would be utilized. This method will focus on the student's ability to recall the information they read and were lectured on (Billings & Halstead, 2009). The use of tests to evaluate student knowledge has been a standard method to evaluate student progress for many years. Test taking is the preferred method of evaluating a student's learning of basic knowledge (Billings & Halstead, 2009).

The use of tests as an evaluation method is not a good choice for evaluating a student's comprehension of the lesson materials. To evaluate the student's comprehension the use of a modified role playing will be used (Billings & Halstead, 2009). The scenario that will be created will both teach the student and evaluate the student. The evaluation will be informal, because the instructor will not have a direct way to verify how the student completed the scenario. However, the fact that the student completes the scenario it will be assumed that the student comprehends the material.

### **Instructor Evaluation**

There are many methods in which an instructor's effectiveness can be measured. The way that will be used for this lesson is a short online survey. The use of a survey allows students to offer their opinion in a confidential way that encourages the student to provide honest feedback (Billings & Halstead, 2009). The uses of surveys are common in both education and nursing. The Continued Medical Education group utilizes surveys as the only method to evaluate instructors (Marek, 2012). This method however is not objective. The results could be skewed by an upset student who may not have performed well in the lesson. This is a possibility that will be considered when viewing the surveys.

### **Conclusion**

The importance of creating a lesson plan cannot be understated. The plan laid out in this paper will assist a student to meet the objectives. The evaluation process will provide both confirmation that the student met the objectives, and give the instructor feedback on how they can improve. The multi-media aspects of this lesson will bolster the learning of most students.

## References

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