Coaching Lesson Plan

Strategies for Facilitating a Study Group

www.cpancapa.org
Overview & Purpose

Candidates should prepare thoroughly prior to taking the CPAN and/or CAPA examinations. In order to ensure consistency among ABPANC Coaches throughout the country, this lesson plan is to be used by Coaches who are mentoring potential candidates for taking the CPAN and/or CAPA certification exams. This lesson plan is based on the CPAN and/or CAPA test blueprints and a recommended timeframe needed to prepare for an ABPANC certification examination.

The ABPANC Coach should hold the participant accountable for studying each week and help to explain any topics/concepts the participant is struggling with. Have the study group or the coach help develop questions that they can quiz each other on. Participants could even write their own questions and review them as a group. This will help the candidate to discover answers and build critical thinking skills. The participants can even take the ABPANC practice exams at the beginning of the course and at the end so they can see progress in the time spent and focus on their weaker areas as they prepare.

A typical review period of time for study is approximately 3 months. This lesson plan is built around a 12-week schedule, which can be modified based on needs of the participants. The content listed however, should be covered in whatever timeframe is decided upon. This time frame gives the candidate time to review study materials, focus on weak areas from the lesson plan, and build confidence needed for taking a CPAN and/or CAPA examination. This plan is based on a weekly learning experience and can be modified to meet specific needs of the group.

This lesson plan is used to assist with planning for individuals to study. Various methods of teaching or learning can be used to modify the lesson plan. For example, topics can be discussed by experts in the field, open dialogue in class meetings, and having candidates teach each other to further increase learning opportunities. Lessons can be done during the weekday, evenings, weekends or whenever you can get together. Mentoring a candidate can even be done remotely, via telephone, if the candidate is not in the Coach's immediate area.
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<th>Coaching Prep</th>
<th>Actions</th>
<th>Rationale</th>
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<td>Form a Study Group</td>
<td>✓ Develop a list of people who are interested in learning more about CPAN and/or CAPA certification. ✓ Find other CPAN and/or CAPA certified nurses and enlist them to help lecture or mentor as a Study Buddy. ✓ Arrange a meeting with study group to review lesson plan for studying for certification. ✓ Review printed material furnished by ABPANC describing why certification is important. ✓ Determine date and location for the first meeting - post it everywhere!</td>
<td>✓ Study groups will enhance the practice of those who participate, even if they are not yet ready to take the exam. ✓ Encourages already certified nurses to support their not yet certified nurses.</td>
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<td>Prior to the First Meeting</td>
<td>✓ Read ABPANC’s Certification Candidate Handbook and Appendices. ✓ Determine which Prometric test centers are closest to the candidates. ✓ Review study tips brochure. ✓ Review Practice Exams information on ABPANC website. ✓ Review coaching strategies document and the Coach the Coaches PPT found on the ABPANC website under Resources for Coaches.</td>
<td>✓ Become familiar with the content of the Handbook that describes important ABPANC policies. Be able to relate such information as choosing the right exam, exam eligibility, fees, registration and exam window dates/deadlines, how exams are developed, importance of studying from references found in Appendix D, and the exam blueprints. ✓ Page 12 defines locating the Prometric test center nearest candidates. ✓ Convey handbook information to the learners; being unfamiliar with ABPANC policies may result in a less than optimal testing experience. ✓ Allow your other certified nurses to help teach and you can also allow your learners to help teach the classes – teaching content is often a great way to learn the content.</td>
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| At the First Meeting | ✓ Give out copies of the Handbook and appendices, logo description, CertificatioNow brochure, study tips brochure, FAQ’s and benefits of being certified documents. ✓ **Review the Handbook in its entirety reinforcing heading by heading during the weeks of studying**  
  o Eligibility requirements (p7)  
  o Fees (p10)  
  o Test dates/application deadlines (appendix A and E) | ✓ These items may be obtained from Zelda Williams-zwilliams@proexam.org – please let her know if more than 10 copies of each item are needed. ✓ Reinforce that all certification candidates **MUST** read the entire certification Candidate Handbook and know ABPANC policies. ✓ Let the learners know what will be expected with each meeting and what to review and study. |
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|               | o Description of examinations (p4)  
|               | o Test blueprints (p5 and appendix C)  
|               | Use the lesson plan provided and assign topics.  
|               | Stress the need to study from references found in Appendix D and to not study from just one reference.  
|               | Develop a timeline with the group for dates/times/places for study group meetings.  
|               | Have participants sign the release form. | Have the presenters develop post-education test questions or quizzes that can be given to participants to aid in study. This is not mandatory but may help prepare them for the practice exams later.  
|               | | See Study Plan.  
|               | | Do NOT tell participants to study from the one reference that you found most helpful – Studying from one reference implies the exam questions come from just one reference and the exam then becomes a test of the reference and not the content identified in the test blueprints.  
|               | | Appendix D references are the only ones used to write examination questions. |
|               | | |
| □ After the First Meeting | Post the Master calendar.  
|               | Coordinate locating study references and put in a location for easy access by study participants.  
|               | Use other CPAN and/or CAPA nurses to serve as “study buddies.” | |
| □ Throughout the Coaching Activity | Provide encouragement and support.  
|               | Monitor and communicate registration deadlines – reinforce the information they must have to register online – see Handbook.  
|               | Encourage participants in study groups to go to ABPANC website to access the ABPANC practice exams.  
|               | Review tips for taking an exam administered via computer.  
|               | Prior to the registration window closes, determine if everyone is registered that plans to take the test; reinforce policies regarding withdrawal from exam and policies for refunds/rollovers.  
|               | Identify throughout the coaching activity what type of study methods participates are using that they would like to share.  
|               | Encourage individuals to take one or more of the ABPANC Practice Exams towards the end of the study experience and determine if they are using it as a way to identify further areas of study or as review.  
|               | Prior to the registration window, review the online registration process and reinforce what information is needed when they apply online. | Help allay fears about taking an examination.  
|               | Assist with submitting applications online.  
|               | Refer any questions regarding the exam process, policy and procedures to ABPANC.  
|               | Have participants avoid taking a practice exam close to the day they are scheduled to test – if they do not successfully pass, it will create fear about taking the actual exam. |
### Before the Exam Administration Window Opens
- Plan a meeting to review test-taking strategies and relaxation techniques—review the test-taking strategies and Fear of Failure webinars found on the ABPANC website.

### After the Exam Administration Window Closes
- Plan a celebration! Scores are released to candidates every two weeks. Celebrate once all participants have received their scores or as individuals receive scores.
- When scores are released coordinate unit/hospital recognition of those who achieved CPAN and/or CAPA certification status.
- Follow up individually with those who were not successful.
- After the coaching experience is completed, you must email ABPANC (zwilliams@proexam.org) the Coaching Activities Log Form.
- Celebrate the fact that people are willing to take this big step.
- Encourage them not to give up.
- Help focus their study efforts on their areas of weakness.

ABPANC will send each participant a Survey Monkey link to an online survey about the coaching experience. As the Coach you will be given a summary of the feedback obtained.

The primary goal of a certification coach is to help CPAN and CAPA exam candidates identify and use the most helpful study strategies, but not necessarily teach study content. If you are a subject matter expert in a given area, and will be providing instructions and review you must preface your information with the following statement: **“In teaching this content, I do not represent ABPANC. I have not seen, nor will I see, nor have I been involved with writing the CPAN or CAPA examinations you will be taking. My participation in teaching any study content in no way ensures your success on the CPAN or CAPA exam.”**
# LESSON PLAN

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<tr>
<th>Tasks Addressing PeriAnesthesia Patient Needs</th>
<th>Time Frame</th>
<th>Topic</th>
<th>Knowledge Required to Meet Patient Needs</th>
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| **Physiological Needs**                     | Week 1     | 2 Hours | • Pre-test using ABPANC practice exam.  
• Discussion after with group and review plans for next meeting. | • Nursing Process  
• Evidence-based practice  
• Anatomy and physiology of body systems  
• Growth and development  
• Pathophysiology  
• Normal and abnormal diagnostic values  
• Acceptable deviations from normal physiologic states  
• Co-morbidities/potential complications  
• Physical assessment techniques  
• ACLS/PALS  
• Airway Management  
• Vital signs/hemodynamic monitoring  
• Fluid and electrolyte management  
• Thermoregulation  
• Pain assessment and management (psychological, physiological, medical)  
• Postoperative nausea and vomiting (PONV) and post discharge nausea and vomiting (PDNV) assessment and management.  
• Pharmacodynamics/pharmacokinetics  
• Pharmacological interventions  
• Anesthesia techniques (general, regional, moderate sedation, Monitored Anesthesia Care (MAC).  
• Total Intravenous Anesthesia (TIVA)  
• Anesthetic and reversal agents  
• Surgical and procedural interventions  
• Normal and abnormal physical response to surgery/procedure/anesthesia  
• Alternative and adjunctive treatment modalities |
|                                              | Week 2     | 4 Hours | • Respiratory system  
• Cardiovascular/peripheral vascular/ hematological systems | |
|                                              | Week 3     | 4 Hours | • Neurological system  
• Gastrointestinal system |
|                                              | Week 4     | 4 Hours | • Renal system  
• Integumentary system |
|                                              | Week 5     | 4 Hours | • Genitourological and reproductive systems  
• Musculoskeletal System |
|                                              | Week 6     | 4 Hours | • Endocrine system  
• Fluids and electrolytes |
|                                              | Week 7     | 4 Hours | • Maintenance of Normothermia  
• Physiological comfort (including but not limited to relief of pain, shivering nausea/vomiting, temperature control and positioning).  
• Therapeutic environment (including but not limited to minimal interruption of normal regimen, preemptive interventions). |
|                                              | Week 8     | 4 Hours | • Anesthesia  
• Malignant Hyperthermia  
• ASPAN Standards |
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|                                             | Week 9     | • Recognize and respect patient/family/significant other diversity (for example, cultural, religious, physical, age-related, cognitive, and language differences).  
• Provide and maintain an environment that promotes patient privacy and confidentiality.  
• Provide psychosocial assistance for patient/family/significant other (for example, coping mechanisms, spiritual and emotional support).  
• Assess patient/family significant others for ability to learn, learning style (for example, kinetic, auditory, visual) readiness to learn, and barriers to learning. | • Injury prevention  
• Positioning  
• Phases of anesthesia experience  
• Environmental influences affecting patient care  
• MHAUS guidelines/protocols  
• ASPAN Standards |
| Behavioral and Cognitive Needs | 4 Hours    | • Provide patient/family/significant other education, and evaluate understanding related to:  
  o Admission procedures  
  o Preparations for procedures/surgery  
  o Anesthesia expectations  
  o Post anesthesia recovery settings  
  o Identifying, describing, and communicating pain perception/experience  
  o Postoperative pain control measures, including pharmacological and non-pharmacological interventions  
  o Discharge care (including, but not limited to, wound care, diet, ambulation, physical therapy, effects on sexuality, pain management, catheter care, equipment and medical devices, routine course, and/or potential complications) | • Nursing Process  
• Evidence-based practice  
• Growth and development  
• Co-morbidities/potential complications  
• Pain assessment and management (psychological, physiological, medical)  
• Postoperative nausea and vomiting (PONV) and post discharge nausea and vomiting (PDNV) assessment and management.  
• Pharmacodynamics/pharmacokinetics  
• Pharmacological interventions  
• Phases of anesthesia experience  
• Surgical and procedural interventions  
• Normal and abnormal physical response to surgery/procedure/anesthesia  
• Environmental influences affecting patient care  
• Alternative and adjunctive treatment modalities  
• Discharge planning and criteria  
• Diversity (including but not limited to cultural, religious, lifestyle)  
• Teaching and learning theory  
• Communication principles and techniques  
• Psychosocial and cognitive assessment  
• Impact of psychosocial issues (including, but not limited to coping styles, life situations, religious/spiritual issues) on compliance, comfort, discharge and healing.  
• Abnormal psychological/psychiatric states  
• Special needs patient issues (for example, language barrier, sensory limitations)  
• Multidisciplinary collaboration and referral  
• Conflict resolution/mediation techniques |
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|                                            | Week 11 4 Hours | • Deliver, document and communicate care based on accepted national standards of PeriAnesthesia nursing practice and applicable laws, guidelines, and regulations.  
• Develop and implement effective multidisciplinary discharge plan that addresses:  
  o Presence of competent, responsible adult caregiver  
  o Safe transport to home or discharge care site  
  o Verbal and written discharge instructions  
  o Ability to understand and comply with discharge instructions  
  o Awareness of postoperative/post procedural physical limitations  
  o Availability of resources for care in the home  
• Preparation of safe home environment (including, but not limited to, physical barriers, and/or abuse assessment).  
• Protect patient from harm and take preventive measures related to:  
  o Use of protective safety devices (including, but not limited to, padded side rails, safety straps, and/or restraints)  
  o Immobility and/or positioning | • Nursing Process  
• Evidence-based practice  
• Growth and Development  
• Co-morbidities/potential complications  
• Positioning  
• Phases of anesthesia experience  
• ACLS/PALS  
• Surgical and procedural interventions  
• Normal and abnormal physical response to surgery/procedure/anesthesia  
• Environmental influences affecting patient care  
• Discharge planning and criteria  
• Special needs patient issues (for example, language barrier, sensory limitations)  
• Injury prevention  
• Infection control  
• Diversity (including, but not limited to, cultural, religious, lifestyle)  
• Impact of psychosocial issues (including, but not limited to, coping styles, life situations, religious/spiritual issues) on compliance, comfort, discharge and healing  
• Teaching and learning theories  
• Communication principles and techniques  
• Multidisciplinary collaboration and referral  
• ASPAN Standards | • ASPAN Standards  
• Regulatory, legal, and ethical guidelines (for example, Patient Bill of Rights, advance directives, informed consent, HIPAA).  
• Measures to maintain privacy and confidentiality |
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<td>o Adverse environmental influences (including, but not limited to, latex and/or equipment failure)</td>
<td>• Regulatory, legal, and ethical guidelines (for example, Patient Bill of Rights, advance directives, informed consent, HIPAA).</td>
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<td>o Exposure to infections and diseases</td>
<td>• Quality and risk management principles and guidelines.</td>
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<td>• Facilitate patient access to:</td>
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<td>o Appropriate resources and referrals (including, but not limited to, medical equipment, pharmaceutical care,</td>
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<td>o Pastoral care, nutritional education, physical/occupational therapy, case management/social services</td>
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<td>o An environment that accommodates physical, mental, and emotional abilities/limitations</td>
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<td>o An environment that provides for assistance (including, but not limited to, call light, personnel within hearing or at bedside, visitation</td>
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<td>• Perform post discharge assessment (including, but not limited to, follow-up visit and/or telephone call).</td>
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<td>Final Week</td>
<td>Week 12</td>
<td>• Take the ABPANC practice exam.</td>
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<td>2 Hours</td>
<td>• Review final needs.</td>
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<td>• Prepare individual for independent studying of items needing more preparation.</td>
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<td>• Celebrate completion of the Study Lesson Plan.</td>
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