



Required Uniform Assignment: Discharge Teaching Guidelines

PURPOSE

The purpose of this assignment is to provide the student an opportunity to practice patient teaching using information required through the NR321 course.

COURSE OUTCOMES This assignment enables the student to meet the following course outcomes.

CO #1: Demonstrate understanding of developmental, cognitive, psychosocial, cultural, and physiological life processes of the woman as she progresses from the onset of menses through the childbearing period, and concluding with menopause. (PO #1)

CO #4: Initiate use of appropriate resources based on health care issues mutually identified with clients and their family units. (PO #2)

CO #5: Employ communication and therapeutic relationship skills with childbearing clients and their families during the perinatal period in acute care and outpatient settings (PO #3)

CO #6: Demonstrate effective clinical decision-making concerning the nursing care of perinatal clients and their families based on critical thinking skills; legal, ethical, and professional standards and principles; and nursing research findings (PO #4, #6, and #8)

CO #7: Develop a plan to meet personal, professional, and educational goals, including an investigation of healthcare organizations relevant to these clients. (PO #5)

CO #8: Provide nursing care using multiple nursing roles as appropriate to perinatal clients and their families, recognizing the holistic approach in facilitating healing (PO #6)

DUE DATE

Refer to Course Calendar for details. The Late Assignment Policy applies to this assignment.

TOTAL POINTS POSSIBLE

100 Points

REQUIREMENTS

- Students can do this project either individually or in groups. Consult with your course instructor about the size of the groups or the number of individual projects that can be accommodated.
- As part of this project, you will select a teaching topic of your choice, related to the course topics (i.e., women's health, newborn, maternity). Consult with faculty for approval of your selected topic.
- Complete an outline and submit to dropbox.
- Construct your project using a software tool or application you are familiar with (i.e., Google Docs, Microsoft Word 2010 or later, PowerPoint, Prezi, or a video platform).

PREPARING THE ASSIGNMENT

- The individual or group will synthesize the research information and develop a teaching project of their choice, which should include the following.
 - Introduction to the teaching project topic
 - Reference of one statistic validating the importance and impact of topic selection
 - Risk factors and/or benefits related to the selected topic
 - Referral to a professional and/or community-based resource (i.e., support group, American Heart Association, AWHONN)
 - Recommendations regarding health promotion strategies for the target audience
- Complete Outline and submit to dropbox.
- Follow the presentation guidelines below to meet the expectations for your selected media format. These guidelines apply to each individual student and should be adjusted per size of the group (For example, an individual would do five slides, and if there are three members in the group, the group should create a 15-slide presentation. Similarly, a three-member group would do a 4.5–6 minute video rather than a 2-minute video.)
 - PowerPoint or Prezi
 - Five slides maximum, excluding title and reference slides
 - Follow 7-point rule for PowerPoint
 - Brochure
 - Front and back, trifold
 - 12-point font
 - Video (i.e., commercial, public service announcement)
 - Content 1.5–2 minutes in length
 - Reference list must be provided to instructor by the due date.
 - Trifold Poster Presentation
 - Reference list attached to back of poster board
- The project will be graded on quality of the teaching project, accuracy of information, use of citations, use of Standard English grammar, sentence structure, creativity, and overall organization.
- Follow the directions and grading criteria closely; your project will be graded on the criteria found in the rubric. Any questions about your project should be directed to your faculty.

DIRECTIONS AND ASSIGNMENT CRITERIA

Assignment Criteria	Points	%	Description
Topic Selection Peer Review (10 Points)	5 5	10%	<p>Topic: Identification of selected topic presented to and approved by faculty, as advised (so other class members can select a different topic and avoid repetition).</p> <p>Peer Review: Submit copy of graded rubric and student evaluations. Student Evaluated: _____</p>
Outline	10	10%	Complete outline with details under each section. Include references. Outline must be submitted to dropbox.
Introduction to Topic and Reference One Statistic (10 Points)	10	10%	Describe the selected topic in the project and provide at least one statistic supporting the importance of the topic. This statistic must be from an original source.
Identification of Risk Factors and/or Benefits (10 Points)	10	10%	Compile 4-5 risk factors and/or benefits related to the selected topic.
Referral to Professional and Community-Based Resources (10 points)	10	10%	<p>Provide one referral to each of the following:</p> <ul style="list-style-type: none"> • A professional organization • A community based resource <p>Include contact information for these resources (i.e., phone number, e-mail, website or link). Include a statement describing the role, resources, and/or services of the organizations or resources and its potential impact on the selected topic.</p>
Health Promotion Recommendations (10 Points)	10	10%	Report two to three evidence-based health promotion recommendations. Provide rationale from scholarly sources to support your recommendations
Audio/Visual Creativity (10 Points)	10	10%	<p>Audio/visual effects and creativity</p> <ul style="list-style-type: none"> • Project is eye-catching, but graphics do not distract from the purpose of providing information. • The font style and size are appropriate for the target audience. • Information is logical, cohesive, and audience appropriate; appropriate use of terminology is shown. <p>Audio must be clear and discernible.</p>
Clarity of Writing (10 Points)	10	10%	Use of standard English grammar and sentence structure. No spelling errors or typographical errors. Organized around the required components using appropriate content.

APA Sixth Edition Format, Grammar, and Punctuation (10 Points)	10	10%	All information taken from another source, even if summarized, must be appropriately cited in the manuscript and listed on the Reference page using APA sixth-edition formatting. Citations must be in-text and on the Reference page.
Final Presentation (10 Points)	10	10%	<p>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).</p> <p>Speaker uses a clear, audible voice</p> <p>Delivery is poised, controlled, and smooth.</p> <p>Good language skills and pronunciation are used.</p> <p>Length of presentation is within the assigned time limits.</p> <p>Information was well communicated</p>
Total	100	100	

GRADING RUBRIC

Assignment Criteria	Outstanding or Highest Level of Performance A (92–100%)	Very Good or High Level of Performance B (84–91%)	Competent or Satisfactory Level of Performance C (76–83%)	Poor, Failing or Unsatisfactory Level of Performance F (0–75%)
Topic Selection (10 Points)	Student selected topic from list provided on peer review document or chose new one with faculty support. Presented topic to open forum for fellow student acknowledgement. (10 Points)		Student chose topic not listed or presented topic in open forum after due date. (8 Points)	Student did not present topic in open forum. (0-7 Points)
Discharge Teaching Proposal (50 Points)	Student thoroughly identified risk factors and/or benefits for referral to professional and/or community- based resources with health promotion recommendations. (46.5-50Points)	Student adequately identified risk factors and/or benefits for referral to professional and/or community- based resources with health promotion recommendations. (42-46.5 points)	Student minimally identified risk factors and/or benefits for referral to professional and/or community- based resources with health promotion recommendations. (38-42 points)	Student did not identify risk factors and/or benefits for referral to professional and/or community- based resources with health promotion recommendations. (0-37 Points)
Outline (10 Points)	Completes outline—submits to the dropbox 10 Points			Does not complete outline. Fails to submit it to the dropbox (0-7 Points)
Clarity of Writing (10 Points)	Student has excellent use of standard English showing original thought. No grammar errors. Well organized with proper flow of meaning. (10 Points)	Student had adequate use of standard English showing original thought. No grammar errors. Well organized with proper flow of meaning. (9 Points)	Student had minimal use of standard English showing original thought. No grammar errors. Well organized with proper flow of meaning. (8 Points)	Language needs development. There were four or more spelling errors. Assignment had poorly organized thoughts and concepts. (0-7 Points)

<p>APA Sixth Edition/Grammar, and Punctuation (10 Points)</p>	<p>APA format was correct with no more than one to two minor errors. (10 Points)</p>	<p>APA format was correct with no more than two to four minor errors. (9 Points)</p>	<p>Assignment had three to five errors in APA format and/or one to two citations were missing. (8 Points)</p>	<p>APA formatting contained multiple errors and/or several citations were missing. (0-7 Points)</p>
<p>Final Presentation (10 Points)</p>	<p>Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).</p> <p>Speaker uses a clear, audible voice.</p> <p>Delivery is poised, controlled, and smooth.</p> <p>Good language skills and pronunciation are used.</p> <p>Length of presentation is within the assigned time limits.</p> <p>Information was well communicated.</p> <p>(10 Points)</p>	<p>Student does not meet all of the final presentation criteria, but appears to have prepared for the presentation.</p> <p>(9 Points)</p>	<p>Student is present for final presentation, but has minimal participation. Student is unclear and does not make adequate eye contact with peers.</p> <p>(8 Points)</p>	<p>Student does not complete the final presentation.</p> <p>(0 Points)</p>

Total 100 Points

PEER FEEDBACK FORM

One of the most valuable contributions you can make to your fellow classmates' learning is providing constructive feedback. Offering another person your feedback about his or her work indicates that you care enough about that person to spend your time considering his or her situation and that the person's work is worthy of your attention. This activity will also provide you the opportunity to develop essential skills of giving and receiving feedback, with the goal of enhancing individual and class learning.

- Examine the criteria for each of the items being evaluated.
- Be objective in your evaluation and note the criteria that best meet the quality of the project.
- Indicate your score in the boxes provided.
- The peer feedback scores will be added toward the overall score for the project.
- Please include any comments and suggestions in the area provided.

INDIVIDUAL OR GROUP MEMBERS

TOPIC

TOPIC CHOICES

Suggested but not limited to the following

- Why Is My Baby Crying? . . . Soothing a Fussy Baby (Risk for Shaken Baby Syndrome)
- Feeding Your Baby: Bottle Versus Breast
- Baby Hygiene and Cord Care: How, Why, When
- Circumcision Do's and Don'ts
- When to Contact Your Pediatrician Versus Calling 911
- What Can I Do to Get My Baby to Sleep? (SIDS Safety Included)
- Jaundice, What's the Big Deal?
- Proper Dressing for the Weather—The (Four) Seasons of Baby Appropriate
- Baby Spa (Nails, Skin Care, and Diapering)
- Engorgement: What? When? How? Why Me? When to Seek Help
- Nutrition for Me: Breast Versus Bottle-Feeding: What Does Mommy Need?
- Exercise: Not Just for the Waistline—Pelvis Too!
- When to Call the Doctor—MommyTLC

