

**Spring 2021 RNSG 1020/1030
Client Centered Care Assignment
Due April 29, 2021**

Student Name	
Date	
Topic	

Outcomes:

Provide a health-related teaching plan developed to address an identified education need for clients.

Each student will choose a disease process from a list of instructor approved topics (see page 5). The student must develop a client education plan related to their approved topic, submitted via EHR Tutor by Thursday, April 29 by 0630. After ATI proctored exams on April 29, each student will give a **1 minute** oral presentation regarding their educational plan. Names will be randomly drawn to select which the order the students will present in.

Client education plans are to be written as if the client was being discharged from the hospital, and must include information regarding the disease process and how the client should manage it at home.

The following rubric will be used to grade the education simulation assignment. At least two clinical instructors will view the presentations. The clinical instructors scores will be averaged together. This sum will count for 2/3's your total assignment grade. The other 1/3 of the total grade will come from the score earned on the EHR Tutor assignment.

Client Centered Care Assignment Rubric

Item	1: Very poor	2: Poor	3: Adequate	4: Good	5: Excellent
<p>Evidence of preparation (teaching topics organized and would be easily understood by client). Information needs to be accurate and evidence based</p>	Not appropriate.	Minimally developed, minimally supported	Partially developed, partially supported	Adequately developed, adequately supported	Fully developed, fully supported
<p>Content (education topics were relevant and student appeared knowledgeable regarding topic materials)</p>	Not appropriate. Student was not knowledgeable about topic and lacked preparation.	Isolated bits are comprehensible	Main ideas are comprehensible	Almost always comprehensible	Always comprehensible
<p>Delivery (clear and effective communication that the client can understand (layman terms) was used to deliver the information). This could include verbal communication, handouts, brochures, etc...</p>	Not appropriate. Delivery was not understandable for a lay person.	Little information was provided for the client. Medical terms were used without explanation.	Presentation is fairly organized, slightly engaging. The presentation consists primarily of reading from notes.	Clear, understandable, interesting, organized.	Excellent communication; delivered in terms the average patient can easily understand. Presenter is able to answer questions accurately and appears knowledgeable regarding chosen topic.
<p>Appearance and comfort. Student is appropriately dressed and uses appropriate body language/eye contact.</p>	Not appropriate. Student did not present	No eye contact. Difficult to hear, excessively uses "ums" or other fillers majority of the time. Reads straight from notes. Uniform is not appropriate.	Occasionally uses eye contact. Frequent pauses to find place. Some mispronunciation of terms. Too much reading, reliance on notes.	Maintains eye contact. Shows enthusiasm most of the time. Voice clear and understandable. Minimal fillers used. Appears calm. Minimal reliance on notes.	Excellent eye contact. Shows enthusiasm through entire presentation. Easily understood. Speaks about subject with authority and ease. Student presents in professional manner with appropriate uniform.

Instructor Comments

TOTAL SCORE (TS)		TOTAL SCORE (TS)	
(TS x 5)	INSTRUCTOR 1 SCORE	(TS x 5)	INSTRUCTOR 2 SCORE

INSTRUCTOR 1 SCORE	INSTRUCTOR 2 SCORE
x 0.50	x 0.50
TOTAL INSTRUCTOR AVERAGE:	

INSTRUCTOR AVERAGE	EHR TUTOR GRADE	TOTAL
x 0.67	x 0.33	

Client Teaching Assignment: EHR Tutor

- Individual students will each select one topic from instructor approved list.
- Student will prepare a focused client teaching plan on selected/approved topic.
- Client education plans are to be written as if the client was being discharged from the hospital, and must include information regarding the disease process (selected topic) and how the client should manage it at home.
- Teaching plan will be documented in EHR Tutor in lieu of routine clinical documentation on clinical day 4/28. There will be no other clinical documentation due for clinical day 4/28.
- The teaching plan will count for the student's clinical paperwork grade for the day, as well as 1/3 of the total grade for the teaching project.

EHR Tutor Client Teaching Plan Assignment Rubric

POINTS	CRITERIA
16	<p>Assessment: Documentation clearly illustrates two (2) important areas/systems for client to perform self-assessment on; one (1) area of assessment is general and one (1) is focused. Assessments are relevant and applicable to the chosen topic/disease process. Clear explanation is provided as to why it is important for a client to assess these areas/systems and how often the client should perform these assessments.</p>
16	<p>Diagnosis: Documentation clearly illustrates two (2) NANDA-approved nursing diagnoses that may be applicable to clients afflicted with the chosen topic/disease process; one (1) nursing diagnosis is an actual problem and one (1) is a potential/at risk problem. Nursing diagnoses provided are relevant and applicable to the chosen topic/disease process.</p>
16	<p>Outcomes/Goals: Documentation clearly illustrates two (2) outcomes hoped to be achieved by implementing the teaching plan; one (1) outcome must be short term and one (1) must be long term. Outcome/goal statements are written in accordance with SMART format. Outcomes are relevant and applicable to the chosen topic/disease process.</p>
16	<p>Planning: Documentation clearly illustrates two (2) potential community resources the client could utilize in order to achieve defined goals. Community resources are relevant and applicable to the chosen topic/disease process.</p>
16	<p>Interventions: Documentation clearly illustrates two (2) interventions that the client must perform and how often the client should perform these interventions. Clear explanation (rationale) is provided as to why it is important for the client to perform these interventions. Interventions are relevant and applicable to the chosen topic/disease process.</p>
16	<p>Evaluation: Documentation clearly illustrates two (2) areas of evaluation that the client must appraise and how often the client should perform these interventions. Clear guidelines regarding when the client should seek emergency help vs. when to schedule an appointment with their doctor are included. Evaluations are relevant and applicable to the chosen topic/disease process.</p>
4	<p>Citation: Documentation of at least one (1) scientifically rigorous, academic resource is cited. Source is correctly formatted in APA 7th edition format.</p>

Client Teaching Assignment: Topics

1. COPD
2. CHF
3. DM type 1
4. DM type 2
5. Gestational Diabetes
6. Hypertension
7. Urolithiasis
8. Hyperthyroidism
9. Hypothyroidism
10. Muscular Dystrophy
11. Parkinson's Disease
12. Alzheimer's Disease
13. Community-Acquired Pneumonia
14. SIADH
15. Multiple Sclerosis
16. Colorectal Cancer
17. Testicular Cancer
18. Breast Cancer
19. Premature Labor
20. Multiple Gestation Pregnancy
21. Preeclampsia
22. Incompetent Cervix
23. Sickle Cell Anemia