**Parent Teaching Project (5%)**

A critical component of pediatric nursing is teaching parents how to care for their child, particularly during an illness or after a procedure.  To develop this skill, the student will complete a parent teaching project.

Students will be assigned a topic and developmental stage upon which to focus.  With that information, the student will need to determine what health education (AKA parent/patient teaching) needs to be conducted prior to this virtual patient being discharged.  The students will then role-play the teaching session, using a student chosen by the instructor as the “parent” and with the rest of the clinical group observing.

The project must include:

* The critical components of home care for the assigned topic
* Developmentally appropriate instruction-
	+ The teaching reflects the developmental level of the parent and patient. (e.g., home care instructions for an infant should include the food appropriate for an infant rather than a school aged child).
* A written handout that summarizes the “take home” points for the parent to keep as a reference after the teaching session.
* A bibliography containing no fewer than three professional journal articles with one being a pediatric specific article.  The articles must be less than five years old.  Use of APA format for references is expected.
* A clear, creative, logical progression geared to a learner at an 8th grade level

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| **Category** | **4** | **3** | **2** | **1** | **0** |
| **Introduction** | Topic clearly stated in intro  | Topic stated near the beginning of intro | Topic not clear until part way through intro  | Topic stated toward the end of the intro  | Topic not stated in intro  |
| **Developmentally Appropriate Teaching** | The teaching reflects the developmental level of the parent and patient. | Teaching is mostly effective but could be more developmentally appropriate | The teaching is somewhat effective- doesn't explain why the topic is important  | It is not completely clear if teaching has been effective or developmentally consistent for patient  |  Teaching not developmentally appropriate  |
| **Delivery** | Speaker communicates enthusiasm, sincerity, and honesty.  | Speaker communicates each of 3 categories but not to full capability | Speaker communicates only 2 of the categories  | Speaker communicates only one of the categories  | Speaker does not seem to care about the speech at all.  |
| **Preparation** | Evidence of preparation ahead of time  | Speaker seems mostly prepared  | Speaker only prepared somewhat for presentation  | Speaker only spent a bit of time preparing  | Speaker clearly has not prepared  |
| **Organization** | Presentation is well organized and easy to follow  | Difficulty identifying the focus of the presentation  | Presentation is only half organized  | Speaker spent little time organizing the presentation  | The presentation is not organized or tough to follow  |
| **Language** | Language is clear and precise; good choice of descriptive words, does not read from screen or notes  | Slightly lacking in one of the categoriesReads from the notes  | Some word choices could be better, or the speech was difficult to understandReads from notes  | Largely lacking in one or both of the categoriesReads from notes | Word choice was poor and non-descriptiveReads from all notes  |
| **Subject Knowledge** | Subject knowledge is evident throughout the project. All info is clear and correct  | Knowledge is evident in much of the project. Most info is clear and correct.  | Some knowledge is evident, but some info is confusing and/or incorrect  | Very little knowledge is evident-most info is confusing and/or correct.  | Subject knowledge is not evident. Info is confusing, incorrect and flawed.  |
| **Writing Mechanism** | The text is clearly written with very few errors to detract from content.  | The text is clearly written but a few spelling and/or grammar errors are noticeable.  | Spelling and grammar errors detract but content is understandable  | There are many spelling and grammar errors but content is mostly understandable  | There are many errors in grammar and spelling and detract from the meaning of the paper  |
| **Layout** | The layout is pleasing to the eye, appropriate, to the message, and uses space well. Handout provided adequate but not overwhelming summary points. Clarity, creativity, and logical progression of the presentation; 8th grade level | The layout uses most of the space appropriately. Most of the handout is easy to read.  | Some fonts or font sizes could have been chosen better. Lacking creativity and logical progression of content | The layout shows some structure but the space is not used well, appearing cluttered or empty. Overall readability is difficult.  | The layout is unstructured, confusing and cluttered. Does not use space correctly. The text is very difficult to read.  |
| **References**  | At least 3 professional references listed in APA format | Only 2 professional references listed, minor APA error | 1-2 professional references listed, moderate APA errors | 1 professional reference with APA errors | References not listed in APA format |

**Rubric Total 10 x 4 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/40 Points**