Teaching Presentation (Portfolio Assignment)

The purpose of this assignment is:

* To provide an opportunity for students to demonstrate effective peer education by integrating appropriate teaching strategies for adult professional learners.
* To teach the student how to improve patient outcomes by providing nursing in-services on patient education, which address meeting the patient and family’s holistic needs.
* To assist the student in assuming the nursing role of a peer and patient educator.
* To provide an opportunity for students to present to a group.

For this assignment students will work in pairs. During the second week of class, groups will choose one of the topics listed below for the teaching presentation. While creating this presentation, students need to envision addressing the most common cultural and developmental population to which the content will apply. Students will present their work to the course instructor & fellow students. PowerPoint or Prezi is to be used for the presentation, it is essential that the presentation be professional. Please pay special attention to grammar, punctuation, and spelling. If the student is unable to present on the date assigned, the student will receive a 0 for the assignment. ***Since this is a portfolio assignment, students must complete and submit the portfolio reflection piece as well.***

Instructions for Assignment:

1. This assignment will be done in pairs and presented in class.
2. Select a teaching topic below.
3. Must utilize at least two professional nursing journals as references, a minimum of one nursing textbook reference, and one drug reference text. The references must be published within the past five years.
4. Presentations should be no longer than 15 minutes and should be interactive with the audience.
5. Reference page must be in APA format.

**Teaching Topics**

1. Diabetic foot care and professional monitoring of complications from diabetes related to other systems.
2. Type 1 Diabetic sick day management.
3. Post-surgical and home care following a TURP (Transurethral Resection of the Prostate).
4. Care of a patient with fibromyalgia.
5. Post-op mastectomy care
6. Post-op care for valve replacement
7. Chemotherapy side-effects and self-care (i.e., infection, diet).
8. Radiation therapy side effects, self-care, and skin care.
9. Post-surgical care of a school aged child with a tracheostomy from Laryngeal Tracheal Bronchitis.
10. Care of a patient with nephrolithiasis.
11. Urinary diversions in a patient undergoing cystectomy for bladder cancer.
12. Post-op care of a patient having a lobectomy for lung cancer.
13. Post-op care of a diabetic patient undergoing a right below the knee amputation.
14. Post-op prostatectomy care
15. Patient teaching for hypertension management
16. Home care and management of COPD
17. Home care and management of asthma

**NURSI 1220: Health and Illness Concepts I**

**Student’s Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Teaching Presentation Assignment – 10 points possible**

The grading of the presentation will be based on the grading rubric criteria as follows. Additionally, 1 point will be awarded for professional appearance.

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| **Score** | **2** | **1** | **0** |
| Introduction | The student lists 4 objectives for the presentation and introduces the incidence and prevalence (culture/age groups) for the condition. | The student lists only 2-3 objectives for the presentation and introduces the incidence and prevalence (culture/age groups) for the condition. | The student lists less than 2 objectives for the presentation and/or skips the incidence and prevalence (culture/age groups) for the condition. |
| Presentation Quality | The student 1) speaks clearly, 2) has audience involvement, 3) provides an opportunity for Q&A, 4) provides handout/materials, and uses proper spelling and grammar. | The student includes 3 or less of the 4 criteria for presentation quality and /or has multiple spelling and grammar errors. | The student‘s presentation is unorganized, lacks preparation, and/or is not done as a powerpoint/Prezi. |
| Patient Teaching  Discharge Information/  Home Care | The student thoroughly describes the condition or therapy addressing what, why, and (possibly) how.  The student provides a minimum of 4 relevant teaching points related to patient self-care for discharge and home care. | The student describes the condition or therapy, but does not, demonstrate understanding of topic.  The student provides less than 4 relevant teaching points related to patient self-care for discharge and home care. | The student neglects to describe the therapy or condition.  The student provides less than 2 relevant teaching points or neglects to discuss discharge and home care information. |
| Assessment of Learning | The student identifies at least 3 lab tests and 1 other diagnostic test used in the identification of the chosen pathophysiologic processes. | The student identifies at less than 3 lab tests and/or no other diagnostic test used in the identification of the chosen pathophysiologic processes. | The student identifies only lab tests OR only other diagnostic tests used in the identification of the chosen pathophysiologic processes. |
| APA Format | The student uses APA format for the references with minor errors. | The student uses APA format for the references, but has significant errors. | The student neglects to use APA format and/or does not list references used for the presentation. |

Total: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Comments: