

**Teaching Plan and Grading Rubric**

**Student Name: Sarah Minacci, Erica King, Tashiya Warfield**

| <b>Criteria</b>   | <b>0 points</b>   | <b>2.5 points</b>   | <b>5 points</b>  | <b>Comments</b> |
|---|---|---|--|-----------------|
| <p><b><u>Assessment of Client/Family</u></b></p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul> | <p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul> | <p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul> | <p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Determines motivation for learning</li> <li>• Identifies barriers to learning</li> <li>• Discuss health beliefs/values</li> <li>• Discuss psychosocial and cognitive development</li> </ul> |                 |
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| <p><b><u>Nursing Diagnosis and Goal of Teaching</u></b></p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>  | <p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>   | <p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>   | <p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• 1 nursing diagnosis identified in proper formatting</li> <li>• 1 goal of teaching identified</li> </ul>   |                 |
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| <p><b><u>Interventions</u></b></p> <ul style="list-style-type: none"> <li>• Discuss 3 interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>  | <p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>  | <p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>  | <p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Interventions to be included in teaching</li> <li>• Relate interventions to meeting the teaching goal</li> </ul>  |                 |

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| <p><b><u>Methods/Teaching Tools</u></b></p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul> | <p>Missing 2 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul>        | <p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul> | <p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Use 2 appropriate teaching methods to deliver teaching</li> <li>• Consider the following teaching methods: <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Q&amp;A</li> <li>• Teach-Back</li> <li>• Interactive</li> </ul> </li> </ul> |                 |
| <b>Criteria</b>  | <b>0 points</b>  | <b>1.5 points</b>   | <b>3 points</b>  | <b>Comments</b> |
| <p><b><u>Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>              | <p>Missing 2 or more of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul> | <p>Missing 1 of the following:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>  | <p>Includes complete information of all criteria:</p> <ul style="list-style-type: none"> <li>• Discuss how the client/family received the teaching</li> <li>• Identify strengths/weaknesses of the client or family in receiving teaching</li> <li>• Suggest modifications to improve teaching plan (What would have improved the plan?)</li> </ul>  |                 |

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| <b>APA Format</b> <ul style="list-style-type: none"> <li>• Appropriate APA in-text citations and listed all appropriate references in APA format</li> <li>• At least 2 scholarly source(s) are utilized and should be 5 or less years old</li> <li>• Source(s) greater than 5 years old will not be accepted</li> <li>• Reference page complete</li> </ul> | No in-text citations present<br><br>2 or more references are greater than 5 years old<br><br>3 or more APA errors<br><br>No reference page present | 1-2 APA errors<br><br>1 reference is greater than 5 years old<br><br>In-text citations appropriately cited<br><br>Reference page present | No APA errors present<br><br>In-text citations appropriately cited<br><br>Reference page present and formatted properly |                 |
| <b>TOTAL</b>   |  |  |   | <b>/25</b>      |

| Assessment of Client/Family<br>(5 points)   | Nursing Diagnosis & Goal of Teaching<br>(5 points)  | Interventions<br>(5 points)  | Methods/Teaching Tools<br>(2 points)  | Evaluation<br>(3 points)  |
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| <p><b>Level of motivation for learning:</b></p> <ul style="list-style-type: none"> <li>-The patient’s level of motivation to learn is moderate since she is pleasant, but her actual ability to learn may be lower due to their confusion.</li> <li>- The family members’ motivation to learn is high as they are eager to learn any ways in which they can help support their mom.</li> </ul> <p><b>Barriers to effective learning:</b></p> <ul style="list-style-type: none"> <li>-The patient being confused.</li> <li>-The patient is unable to make decisions on her own.</li> <li>-The family may be stressed or grieving about their mother’s condition.</li> <li>- The patient may be feeling stressed or in pain due to their stage 4 liver cancer.</li> </ul> | <p><b>Nursing Diagnosis:</b></p> <p>Deficient knowledge related to inadequate awareness of resources and cognitive dysfunction as evidenced by the client being confused and unaware of hospice services (Phelps, 2023).</p> <p><b>Goal of Teaching:</b></p> <p>The goal of our teaching is to increase the patient and her family’s knowledge of hospice services and who they can contact for these services. The patient and family should be able to state an understanding of what has been taught and verbalize back to the nurse examples of hospice services at the end of the teaching (Phelps, 2023).</p> | <p><b>Intervention 1:</b></p> <p>Provide a quiet, private environment for teaching the patient and their family (Phelps, 2023).</p> <p><b>Intervention 2:</b></p> <p>Encourage family members to participate in the patient's learning process to help create a therapeutic environment after discharge (Phelps, 2023).</p> <p><b>Intervention 3:</b></p> <p>Provide the patient and family with names and telephone numbers of resource people or organizations to provide continuity of care after discharge (Phelps, 2023).</p> | <p><b>Method 1:</b></p> <p>Provide a quiet, private environment. Sit down with the patient and her family and have a verbal discussion about hospice services such as pain management/palliative care, respite care, providing medical equipment, and assisting with activities of daily living (Hospice Care Options, 2023).</p> <p>Afterwards ask the patient and family to “teach -back” some of the services that they feel will be useful in order to demonstrate their learning.</p> <p><b>Method 2:</b></p> <p>Provide printed materials/pamphlets about different hospice services and agencies that the patient and family can take home with them in case they forget the information</p> | <p><b>Discuss how the client/family received the teaching:</b></p> <p>The patient and family were well-receiving of the information. The patient, and the family to a greater extent, demonstrated active listening during the teaching. While the family was able to state more services that they feel would be useful, the patient was still able to verbalize aspects of hospice that would be supportive as well.</p> <p><b>Identify strengths/weaknesses of the client or family in receiving teaching:</b></p> <p>Some weaknesses in receiving the teaching were that the patient is confused so she may not fully be understanding the information given. Also, the stress of having a family</p> |

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| <p><b>Health beliefs/values:</b></p> <ul style="list-style-type: none"> <li>-The patient’s family is concerned for her physical, emotional, and mental safety as she reaches the end of her life.</li> <li>-The patient’s family believes that she should be able to pass comfortably and in a familiar environment surrounded by her loved ones.</li> <li>-The patient expressed an interest in seeing her pastor weekly.</li> </ul> <p><b>Psychosocial development:</b></p> <ul style="list-style-type: none"> <li>-The patient is in the last stage of psychosocial development known as Integrity vs Despair. Given the fact that the patient is pleasant and appears to accept her current situation it is likely she has integrity (Taylor et al., 2022).</li> <li>-The family stated that the patient was happy with her life accomplishments and feels she was a good mother.</li> </ul> <p><b>Cognitive development:</b></p> <ul style="list-style-type: none"> <li>-The patient has a short</li> </ul> |  |  | <p>verbally discussed with them. Point out information in the materials and encourage them to ask any questions they have about the services and facilities. The printed materials will list information about the provided hospice services and people they can contact about those services.</p> | <p>member going on hospice care could have made it so the family wasn’t fully present for the whole conversation. The strength of the patient in receiving the teaching is that they have a pleasant attitude. Also, the patient has a supportive family who is eager to learn how they can help their mom.</p> <p><b>Suggest modifications to improve teaching plan (what would have improved the plan?):</b></p> <p>Because the patient is confused it would likely be helpful to go over the types of hospice services more than one time. Finding a time of day that the patient is least confused would also be helpful. For example, many older adults with confusion experience “sundowning” so having this conversation mid-morning might be best.</p> |
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| <p>attention span due to her confusion.</p> <p>-Before becoming confused the family described the client as independent, having good self-awareness and knowing the impact she had on others and was goal oriented.</p> |  |  |  |  |
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**References (2) (APA):**

American Cancer Society. (2019, May 10). *What is Hospice Care?* American Cancer Society. <https://www.cancer.org/cancer/end-of-life-care/hospice-care/what-is-hospice-care.html#:~:text=Hospice%20care%20is%20a%20special,fully%20and%20comfortably%20as%20possible>.

Carriage Crossing Senior Living. (2023). *Hospice Care*. Carriage Crossing Senior Living. <https://carriagecrossingsl.com/services/hospice-care>

Hospice Care Options. (2023, March 6). *What Does In-Home Hospice Care Provide?* Hospice Care Options. <https://hcoga.com/blog/what-does-in-home-hospice-care-provide/#:~:text=Hospice%20care%20is%20for%20people>

Phelps, L. L. (2023). *Nursing diagnosis reference manual* (12th ed.). Wolters Kluwer.

Sarah Bush Lincoln. (2023). *SBL Hospice*. Sarah Bush Lincoln: Trusted Compassionate Care. <https://www.sarahbush.org/hospice/>

Taylor, C., Lynn, P., & Bartlett, J. L. (2022). *Fundamentals of nursing: the art and science of person-centered care*. Wolters Kluwer.

The Carle Foundation. (2023). *Hospice*. Carle. <https://carle.org/services/hospice>

Traditions Health LLC. (2023, August 4). *Palliative Care & Hospice*. Traditions Health. <https://www.traditionshealth.com/locations/decat-ur-il/#services>

## **Class Handouts Used**

# What is Hospice Care?

- Comforting care provided to individuals with an incurable condition that have less than 6 months to live (American Cancer Society, 2019).
- The care given helps individuals live as full and as comfortable as possible until the end (American Cancer Society, 2019).
- Hospice care is tailored to each individual person and they are provided a team of nurses and other healthcare workers that help monitor and manage their patients health. They adapt to the patient condition and make changes as needed (Hospice Care Options, 2023).

## Levels and Types of Hospice Care:

- Routine home care
  - The most common type of home hospice care (Hospice Care Options, 2023).
  - Clients that do not require around-the-clock care (Hospice Care Options, 2023).
  - Stable and able to manage symptoms independently (Hospice Care Options, 2023).
- Continuous home care
  - Clients that require around-the-clock care (Hospice Care Options, 2023).
  - Unable to manage acute pain and symptoms independently (Hospice Care Options, 2023).
  - Stable and unstable clients (Hospice Care Options, 2023).
- General inpatient care
  - Hospital or nursing home (Hospice Care Options, 2023).
  - Controlling pain and symptoms that cannot be managed at home (Hospice Care Options, 2023).
- Respite care
  - Occasional visits from a healthcare professional to care for the client while the family rests (Hospice Care Options, 2023).
  - Short-term, lasts up to 5 days (Hospice Care Options, 2023).

## Benefits of in-home hospice care and services provided:

- Receiving care in a comfortable environment
- Helps client spend last days at home with family.
- Helps clients stay at home while improving their quality of life (Hospice Care Options, 2023).
- Reduce traveling to and from the hospital (Hospice Care Options, 2023).
- Holistic care that addresses your physical, emotional, mental, and spiritual needs (American Cancer Society, 2019).
- Symptom management and comfort care/pain management (American Cancer Society, 2019).
- Help with activities of daily living like bathing, grooming, eating, transferring places (Hospice Care Options, 2023).
- Can provide medical equipment (Hospice Care Options, 2023).
- Respite care to provide family members with rest periods.
- Help to coordinate care between the family, pharmacists, healthcare team etc. (American Cancer Society, 2019).
- Respite care to provide family members with rest periods (Hospice Care Options, 2023).
- Counseling and grief care (American Cancer Society, 2019).

## Hospice Facilities

1. **Traditions Health (<https://www.traditionshealth.com/locations/decat-ur-il/#services>)** - Offers services such as a hospice medical director, skilled nursing, a medical social worker, a hospice health aide, bereavement support team, spiritual professional, physical therapy, volunteer services, speech and occupational therapy.
  - a. Locations in Decatur, IL and in Peoria, IL.
  - b. Decatur, IL - 365 E Ash Avenue, Phone: 217-875-4395
  - c. Peoria, IL - 7800 N. Sommer St, Phone: 309-698-3060
2. **Carriage Crossing (<https://carriagecrossingsl.com/services/hospice-care>)** - Offers hospice services onsite to residents living in their facility.
  - a. Locations in Arcola, Bloomington, Champaign, Decatur, Rochester, and Taylorville Illinois.
  - b. Headquarters are located in Champaign, IL at 3611 N. Staley Rd. Phone: 217-328-1210.
3. **OSF Locations (<https://x.osfhealthcare.org/services/specialties/hospice>)** - OSF's mission with hospice care is to try and allow the care to take place in the home with family and as pain-free as possible for the patient.
  - a. Provides hospice service in 45 Illinois counties
  - b. Closest locations to our area are Champaign, IL and Danville, IL.
  - c. They also have the OSF Hospice Home where patients go for pain management and/or symptom control which is located at 8630 Illinois Route 91 Peoria, IL 61615, Phone: 309-683-8444
4. **Carle Locations (<https://carle.org/services/hospice>)**
  - a. Regional offices in Bloomington, Olney, Peoria, and Champaign, Illinois
  - b. To arrange for hospice care call Phone: 800-239-3620
  - c. Carle also offers camps for children who are going through the process or who have lost someone close to them who have went through hospice services with Carle.
    - i. Camp Healing Heart - for grieving children ages 5-17 and Kourage Kids. You can find out more information about these camps by calling hospice services in Peoria at Phone: 309-672-5746
5. **Sarah Bush (<https://www.sarahbush.org/hospice/>)** - SBL serves 20 counties in east central Illinois
  - a. Regional office is located in Mattoon, IL Phone: 217-258-2525
  - b. Good option for client: Sarah Bush has a program called Grant-A-Wish where they try to provide a last wish to those who are in the process of dying. They have provided different wishes such as a last motorcycle ride for a client and building a backyard playground for a client's son.

