**Community Teaching Work Plan Proposal**

**Planning and Topic**

**Directions:** Develop an educational series proposal for your community using one of the following four topics:

1. Bioterrorism/Disaster
2. Environmental Issues
3. Primary Prevention/Health Promotion
4. Secondary Prevention/Screenings for a Vulnerable Population

**Planning Before Teaching:**

|  |
| --- |
| Name and Credentials of Teacher: |
| Estimated Time Teaching Will Last: 3 hours | Location of Teaching:  |
| Supplies, Material, Equipment Needed: Posters, Charts, and public address system | Estimated Cost: |
| Community and Target Aggregate: The children over the age of 10 and young adults. |
| **Topic**: Primary Prevention/Health Promotion  |

**Identification of Focus for Community Teaching** (Topic Selection): Primary Prevention/Health Promotion

**Epidemiological Rationale for Topic** (Statistics Related to Topic): Cardiovascular disease (CVD) is rated as one of the leading causes of mortalities in men and women not only in the United States but in the most of the industrial countries. Studies done in the past three decades indicates that atherosclerotic-CVD condition starts at early ages in life and erupts unexpectedly at later stages in life. The cause has been implicated in genetic acquisition and other risk factors than can be modified depending on one's lifestyle and environmental exposures (Hayman et al., 2007). The evidence from studies and data from the pediatric healthcare domain is compelling. It facilitates primary prevention and health promotion for CVD at the community level, particularly for children and young adults. The rate of CVD has taken a toll on the young generation in the past few years, and therefore, the R.N. to BSN students see the need to feel the community's gap on primary prevention and health promotion on CVD in children and young adults.

**Teaching Plan Criteria**

Your teaching plan will be graded based on its effectiveness and relevance to the population selected. This assignment uses a rubric. Please review the rubric before beginning the assignment to become familiar with the expectations for successful completion.

**Nursing Diagnosis**: Reduced Cardiac output: Does the heart pump the amount of blood in one minute. It is, therefore, the product between the heart rate and the stroke volume. CO= HR\*SV and is normally expressed in liters per minute. Atherosclerosis in youth is a modifiable risk factor for the development of Atherosclerotic CVD.

**Readiness for Learning:** Identify the factors that would indicate the readiness to learn for the target aggregate. Include emotional and experiential readiness to learn.

Evidence for the early primary prevention and health promotion is robust for improving social and emotional endeavors in children and the youth. Studies show that the likelihood of children and youth participation in primary prevention and health promotion programs is low. One of the factors that may have led to this is the lack of an implementation plan for healthcare interventions in the community. Control over one's health may facilitate increased rates of participation in health promotion. Community psychologists suggest that when one has control over their health, they will surely see the need to seek move guidelines in prevention (Anderson, Samanta & Symone, n.d). Most youths in the community also look forward to living a healthy lifestyle in the future and, therefore, would wish to do everything possible to make it happen. Therefore the program will see a huge turnout for the primary prevention and health promotion of CVD in children and young adults.

**Learning Theory to Be Utilized**: Explain how the theory will be applied.

 The program will utilize social cognitive theory (SCT) in teaching health promotion in primary prevention for children and young adults. Through SCT, the children and the young adults within the community will be influenced concerning their individual experiences and the actions carried out by others (Sell et al., 2016). It will also incorporate environmental factors that may potentially influence their behaviors. The theory provides a grand opportunity to the target population as it instills expectations and self-efficacy while utilizing observational learning methods to achieve the intended behavior change in the target population.

**Goal:** Healthy People 2020 (HP2020) objective(s) is utilized as the teaching goal. Include the appropriate objective number and rationale for using the selected HP2020 objective (use at least one objective from one of the 24 focus areas). If an HP2020 objective does not support your teaching, explain how your teaching applies to one of the two overarching HP2020 goals.

**Objective: HDS-1**(Developmental) Increase overall cardiovascular health in the U.S. population (ODPHP, 2014). The objective supports the teaching plan. Creating awareness in early stages in life for every American will surely reduce cases of CVD.

**How Does This HP2020 Objective Relate to Alma Ata’s *Health for All* Global Initiatives**

Alma Ata's declaration focused on primary health care for everyone and was embedded in community participation to achieve the objective. HDS-1 also focuses on ensuring that everyone in the United States has good health in cardiovascular diseases.

**Develop Behavioral Objectives (Including Domains), Content, and Strategies/Methods**:

|  |  |  |
| --- | --- | --- |
| **Behavioral Objective and Domain**Example – Third-grade students will name one healthy food choice in each of the five food groups by the end of the presentation. (Cognitive Domain)  | **Content** (be specific)Example – The Food Pyramid has five food groups, which are….Healthy foods from each group are….Unhealthy foods containing a lot of sugar or fat are…. | **Strategies/Methods**(label and describe)Example – Interactive poster presentation of the Food Pyramid. After explaining the poster and each food category, allow students to place pictures of foods on the correct spot on the pyramid. Also, have the class analyze what a child had for lunch by putting food names on the poster and discussing what food group still needs to be eaten throughout the day. |
| The school going participants will list the impacts of smoking on one’s health (Substance abuse domain). | 1. Smoking is a risk factor in many health problems, including cancer and cardiovascular diseases.  | 1. Create a poster that depicts the effects of smoking on the health of smokers.  |
| The participants will be asked to identify various foods that increase one's health while naming their corresponding diseases to help prevent (Cognitive Domain). | 2. Plenty of fruits, fish, and fiber-rich grains helps in the prevention of heart disease.  | 2. Charts containing various foods with their corresponding effects on health will be shown to the audience during the presentation.  |
| The audience will also be asked to relate with their personal experiences on the various activities that may help reduce the risks of acquiring a cardiovascular disease (Cognitive Domain).  | 3. Exercising, reducing junk food intake, reducing excess fat intake, and generally practicing healthy eating habits in their daily diets.  | 3. The various activities will be demonstrated to the audience using selected few for the presentation. |
| 1. The audience will learn the importance of taking healthy diets and practicing a quality lifestyle (Nutrition domain).
 | 4. Quality lifestyle and healthy diets reduce the risk of cardiovascular disease. | 4. Charts and posters will also aid in the presentation.  |

**Creativity**: How was creativity applied in the teaching methods/strategies?

The audience was involved in demonstrating the topic to answer some of the posed questions in the presentation.

**Planned Evaluation of Objectives** (Outcome Evaluation): Describe what you will measure for each objective and how.

1. Asking questions related to the objective will give a picture of how much the audience understood the topic.
2. Carrying out community-based research on the issue to determine the variabilities.
3. Assessing community behavior change after the presentation.
4. Starting up of a community intervention program at the local level.

**Planned Evaluation of Goal**: Describe how and when you could evaluate your teaching plan's overall effectiveness.

The overall effectiveness can be evaluated every year through research at the community level.

**Planned Evaluation of Lesson and Teacher** (Process Evaluation): The evaluation will employ question-answer sessions during the presentation process.

**Barriers:** What are potential barriers that may arise during teaching, and how will those be handled?

Cultural differences may be a big obstacle to the presentation. It can be overcome by first carrying out an intervention at the community level on cultural differences (Njomo et al., 2020). Inadequate operational finances may also be a barrier and can be alleviated by writing proposals to various healthcare industry actors.

**Therapeutic Communication**

*4.2 Communicate therapeutically with patients.*

How will you begin your presentation and capture the interest of your audience? Describe the type of activity you will use with your audience to exhibit active listening? Describe how you applied active listening in tailoring your presentation to your audience? How will you conclude your presentation? What nonverbal communication techniques will you employ?

 The speakers may start the presentation by referring to a historical event to illustrate a point and generally capture the audience's attention. The speakers will also start with a joke related to the topic to bring the audience on board the talk.

The speaker will relate the topic to their personal experiences to ensure that the audience is actively listening. It can also be enhanced by telling a story. The presentation will be made effective through the cognitive theory approach, which entails using personal experiences in relaying important information to the audience.

References

Anderson, V. Samanta Boddapati, and Symone Pate (n.d). Introduction to Community Psychology. [https://press.rebus.community/introductiontocommunitypsychology/chapter/prevention- and-promotion/](https://press.rebus.community/introductiontocommunitypsychology/chapter/prevention-%09and-promotion/)

Hayman, L. L., Meininger, J. C., Daniels, S. R., McCrindle, B. W., Helden, L., Ross, J., ... & Williams, C. L. (2007). Primary prevention of cardiovascular disease in nursing practice: focus on children and youth: a scientific statement from the American Heart Association Committee on Atherosclerosis, Hypertension, and Obesity in Youth of the Council on Cardiovascular Disease in the Young, Council on Cardiovascular Nursing, Council on Epidemiology and Prevention, and Council on Nutrition, Physical Activity, and Metabolism. *Circulation*, *116*(3), 344-357. <https://www.ahajournals.org/doi/full/10.1161/CIRCULATIONAHA.107.184595>

Njomo, D. W., Kibe, L. W., Kimani, B. W., Okoyo, C., Omondi, W. P., & Sultani, H. M. (2020). Addressing community participation barriers and access to mass drug administration for lymphatic filariasis elimination in Coastal Kenya using a participatory approach. *PLOS Neglected Tropical Diseases*, *14*(9), e0008499. <https://journals.plos.org/plosntds/article?id=10.1371/journal.pntd.0008499>

ODPHP (2014). Healthy People 2020. [https://www.healthypeople.gov/2020/topics- objectives/topic/heart-disease-and-stroke/objectives](https://www.healthypeople.gov/2020/topics-%09objectives/topic/heart-disease-and-stroke/objectives)

Sell, K., Amella, E., Mueller, M., Andrews, J., & Wachs, J. (2016). Use of social cognitive theory to assess salient clinical research in chronic disease self-management for older adults: An integrative review. *Open Journal of Nursing*, *6*(3), 213-228. <https://www.scirp.org/journal/paperinformation.aspx?paperid=64944>