**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:**

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| Name and Credentials of Teacher: | |
| Estimated Time Teaching Will Last: | Location of Teaching: |
| Supplies, Material, Equipment Needed: | Estimated Cost: |
| Community and Target Aggregate: | |
| Topic: | |

**Identification of Focus for Community Teaching** (Topic Selection):

Diabetes is the selected condition for which community teaching plan would be proposed.

**Epidemiological Rationale for Topic** (Statistics Related to Topic):

The basic rationale behind choosing this topic is simply the elevated prevalence of diabetes among children, middle aged and elderly individuals in the United States. According to the Center of Disease Control and Prevention (2017), approximately 30.3 million Americans are currently suffering from diabetes whereas 84.1 million American adults have been diagnosed with pre-diabetics.

**Teaching Plan Criteria**

**Nursing Diagnosis**: **Diabetes**

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

Attentiveness, calmness, readiness to answer the questions, query making, responding to the presented facts, development of the arguments and enthusiasm to apply this knowledge within their real life instances and making constructive changes are some indicators of their readiness to learn.

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

Human being is the product of his genetics and environmental learning. Apart from genetic predispositions, environmental factors put substantial influences on the behaviors and mental processes of human beings; his perceptions, feelings, emotions, motivations and all the other personal attributes are directly stimulated by social forces. Similar things can be said for learning; what motivates us to learn falls between two types of factors—intrinsic and extrinsic ones. Intrinsic factors are our personal preferences for learning certain things whereas extrinsic factors encapsulate environmental rewards that are offered upon learning. In the present case, the basic motivator that galvanizes audience’s interest to learn is to nurture their needs of *safety and security* as suggested by renowned Humanistic Psychologist Abraham Maslow in his Hierarchy of Human Needs (Maslow, 1970). Apart from this theory, B. F. Skinner’s model of operant conditioning would be applied here because it best explains the basic rationale behind learning; *human beings learn new things on the basis of their consequences; positive consequences strengthen the learning whereas negative consequences diminish it* (Skinner, 1938)*.* Hence, people will learn new things because they will get constructive knowledge (ways to avoid risk factors for diabetes) and ensuring their safety in the future.

**Goal:** **Healthy People 2020 (HP2020) objective(s) utilized as the goal for the teaching. 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.**

Healthy People 2020 (HP2020) objective for Diabetes D-2 is *to reduce the death rate among diabetics* (HP, 2019)*.* The rationale behind using D-2 is to spread awareness regarding diabetes and its preventive strategies so that it could be avoided in the later life stages along with its potential mortalities.

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

Alma Ata’s *Health for All* Global Initiatives 1V suggests that every individual is having a full fledge authority to participate in his healthcare plans individually and collectively (WHO, n.d). Hence, diabetes and its associated death rate can be reduced when the individual takes keen interest in the active mitigation of his illness.

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

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| **Behavioral Objective  and Domain** | **Content** | **Strategies/Methods** |
| 1. Individuals diagnosed with pre-diabetes would be taught during an informational session held at clinic.  (cognitive domain)  They would be able to figure biological basis of diabetes at the end of session. | 1. Diabetes is an endocrine disorder that originates from the abnormal production and/or functioning of the insulin—a hormone that converts glucose (sugar) into glycogen. When there is no insulin present or it functions ineffectively, our body becomes enriched with sugar. | 1. Pre-diabetics would be presented with the informational video regarding interrelation between diabetes, insulin and sugar levels. They will be allowed to discuss and ask questions freely. Their personal perspectives would be acknowledged. |
| 2. Individuals diagnosed with pre-diabetes would be taught during an informational session held at clinic.  (cognitive domain)  They would be able to figure the incorporation of obesity in diabetes at the end of the session. | 2. As a result of obesity, the body mass index becomes high and insulin finds it hard to reach each and every cell of the body and convert glucose into glycogen. The outcome becomes obvious—elevated levels of sugar in the blood. | 2. Pre-diabetics would be presented with informational models and chart papers with drawing and sketching for highlighting the association between obesity and diabetes. |
| 3. Diabetics will be educated about the importance of healthy diet during and informational session held at clinic and would be encouraged to use healthy diet.  (behavioral domain) | 3. Healthy diet such as vegetables, fruits and beans help reducing weight gain and in turn lower the levels of diabetes. | 3. They will be presented with the success stories of the persons who combated diabetes through weight loss and healthy diet. Moreover, they will be given pamphlets having appropriate weekly diet plans. |
| 4. Diabetics will be educated about the importance of exercise during and informational session held at clinic and would be encouraged to use exercise on daily basis.  (behavioral domain) | 4. Exercise helps reducing body weight and keeps us active; our workout keeps the insulin operational and reduces the levels of sugar in the blood constantly. | 4. They will be presented with the success stories of the persons who combated diabetes through exercise. Moreover, they will be given pamphlets having appropriate DIY exercises and resource centers. |

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

Psychological principles validate the utilization of audio-visual aids such as chart papers, models, pamphlets, videos and audio messages in learning. I used creativity through making the tools colorful and eye-catching and using success stories of real life figures. Moreover, my body language was pleasant and conductive for the learning environment particularly for those who were previously alien to biological terms.

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

1. Their knowledge regarding biological mechanism of diabetes will be determined through oral testing.
2. Their knowledge regarding obesity and diabetes association will be determined through oral testing.
3. Their diet modifications would be measured through the number of calories burned.
4. Their exercise modifications would be measured through the kilograms of weight lost.

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

I would measure it after one week of implementation through verbal and practical testing as mentioned above.

**Planned Evaluation of Lesson and Teacher** (Process Evaluation):

The *face validity* of education plan will be measured for identifying the effectiveness of teaching tools used; audience will be asked at the end of the lesson about how effective it was for them.

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

Individual differences in learning such as motivation, aptitude, attention span and readiness to change were potential barriers for learning.

**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 will you 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?**

I will start is by asking a question that will galvanize their interest and attention; I will ask questions frequently for identifying their level of listening; I would answer their questions in a pleasant way encouraging their participation and conclusion will revolve around deducing meaningful inferences from it.

References

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