

Community teaching work plan proposal



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Community Teaching Work Plan Proposal Directions: Develop an educational series proposal for your community using one of the following four topics

which will be chosen within your CLC group: 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: | | Patricia Cleaves, RN | | Noreen

Hankins, RN | | Samantha Prato RN | | Penny Simpson, RN | | Estimated Time

Teaching Will Last: | Location of Teaching: | | 55-60 minutes | All high Schools

in the community / Public health Services. | | Supplies, Material, Equipment

Needed: | Estimated Cost: | | Pens, Paper, chalk, Laptop, projector, overhead

screen |\$300. 00 | | Each student will receive a gift bag with DVD (point

power | Schools owns projector, overhead screen, teacher owns laptop | |

presentation of this lecture) , index cards, envelope, hand| | | sanitizer,

condoms, resources materials, and chocolate | | | candy kisses . Presentation

is in Spanish also. | | | Community and Target Aggregate: Teenagers

primarily 9-10 graders | | Topic: Educate and Prevention of Sexually

Transmitted Disease with teenagers. | Epidemiological Rationale for Topic:

Sexual risk behaviors place adolescents at risk for HIV infection, other

sexually transmitted diseases (STDs), and unintended pregnancy among U.

S. school surveyed in 2011 from the Center of Diseases Control (CDC, 2011).

An estimated 8, 300 young people aged 13—24 years in the 40 states

reporting to CDC had HIV infection in 2009. Nearly half of the 19 million new

STDs (Sexually Transmitted Diseases) each year are among young people

aged 15—24 years. More than 400, 000 teen girls aged 15—19 years gave

birth in 2009(CDC, 2009) - 47. 4% had ever had sexual intercourse - 33. 7%

had had sexual intercourse during the previous 3 months, and, of these - 39.

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8% did not use a condom the last time they had sex - 76. 7% did not use birth control pills or Depo-Provera to prevent pregnancy the last time they had sex - 5. 3% had had sex with four or more people during their life - 12%) teens has had oral sex Nursing Diagnosis: Risk of STD infection related to lack of knowledge of STD prevention as evidence by teenager sexual behavior. Readiness for Learning: Identify the factors that would indicate the readiness to learn for the target aggregate. Include emotional and experiential readiness to learn. Student express: - Curiosity about their sexual bodies - Asking question about sex and their bodies - Sexual feeling toward the opposite sex / same - Actively engaged in sexual relation with other Learning Theory to Be Utilized: Explain how the theory will be applied. Vygotski Social Development Theory argues that social interaction precedes development; consciousness and cognition is the end product of socialization and social behavior (learning- theories. com) As health care providers we truly believe that our teenage are influence by their peers in fact their peer can be some of them biggest influences not their parents. Facebook, Twitter and Music Television (MTV) are engrained in the culture of our teenagers. We will use demonstrations and activities that encourage interaction and hoping that teens will in essence learn from one another. We believe using these examples in our presentation are representative of teens social behaviors and this alter / change their thinking preset related to this content proposal. 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. The <https://assignbuster.com/community-teaching-work-plan-proposal/>

CDC report there are approximately 19 million new STD infections each year half of them are young people ages 15 to 24. The cost of STDs to the U. S. health system is estimated at \$15.9 billion. This is because some cases go undiagnosed, untreated (untreated STDs can lead to serious long-term health for adolescent girls and young women. CDC estimates that undiagnosed and untreated STDs cause at least 24,000 women in the United States each year to become infertile) (healthypeople.gov, 2020).

STD-1: Reduce the proportion of adolescents and young adults with Chlamydia trachomatis infections. ? 7.4 percent of females aged 15 to 24 years who attended family planning clinics in the past 12 months tested positive for Chlamydia trachomatis infections in 2008.

STD-6 Reduce gonorrhea rates.

STD-6-1 Reduce gonorrhea rates among females aged 15-44 years. ? 285 new cases of gonorrhea per 100,000 females aged 15 to 44 years were reported in 2008. This targeted 257 new cases per 100,000 populations. ? 220 new cases of gonorrhea per 100,000 males aged 15 to 44 years were reported in 2008. This targeted 198 new cases per 100,000 populations.

STD-7 Reduce sustained domestic transmission of primary and secondary syphilis.

STD-7-1 Reduce sustained domestic transmission of primary and secondary syphilis among females. ? 1.5 new cases of primary and secondary syphilis per 100,000 females were reported in 2008. This targeted 1.4 new cases per 100,000 populations.

STD-7-2 Reduce sustained domestic transmission of primary and secondary syphilis among males. ? 7.6 new cases of primary and secondary syphilis per 100,000 males were reported in 2008. This targeted 6.8 new cases per 100,000 population

STD-9 (Developmental) Reduce the proportion of females with human papillomavirus (HPV) infection.

STD-10 Reduce the proportion of young

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adults with genital herpes infection due to herpes simplex type 2. ? 10. 5 percent of young adults tested positive for herpes simplex virus type 2 in 2005—08.(healthy people. gov. 2020) How Does This HP2020 Objective Relate to Alma Ata’s Health for All Global Initiatives (See page 116 in the textbook)? The Alma Ata’s Health for All is a Joint World Health Organization and United Nation’s Children Fund International Conference on primary health that was held in 1978 to renew its goals of Health for all everywhere. Representatives from 143 nations attended committing to the social justice of eliminating health disparities. Per the Alma Ata, primary healthcare encompasses education of health problems and how to prevent them, improved food supply and adequate nutrition, safe water and sanitation, maternal and child health, immunizations against infectious diseases, prevention and control of endemic diseases, adequate treatment of common diseases and injuries, and adequate and appropriate drug supplies. The Healthy People 2020 topic of Sexually Transmitted diseases is affected and relatable to Alma Ata’s Health for All Global initiatives in a variety of ways. Sexually transmitted diseases affect maternal and child health in a variety of ways including many reproductive health problems and fetal and perinatal health problems. Also, STD’s can cause cancer which in turn can cause nutritional problems, immunizations are now available for some STD’s including HPV, and treatment and appropriate drugs need to be available for not only STD’s, but HIV/AIDs as well. The objectives for Sexually Transmitted Diseases, as aforementioned, include lowering the amount of people infected with common STD’s such as gonorrhea, syphilis, Chlamydia, and HPV. This is all accomplished through education, immunizations, screenings in OB care, and providing adequate care and treatment to those infected that may or

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may not have insurance. Develop Behavioral Objectives (Including Domains), Content, and Strategies/Methods: | Behavioral Objective | Content | Strategies/Methods | | and Domain |(be specific) |(label and describe) | | Example — Third-grade students will name | Example — The Food Pyramid has five food | Example — Interactive poster presentation | | one healthy food choice in each of the five| groups which are.... | of the Food Pyramid. After an explanation | | food groups by the end of the presentation.| Healthy foods from each group are.... | of the poster and each food category, allow| | (Cognitive Domain) | Unhealthy foods containing a lot of sugar | students to place pictures of foods on the | | | or fat are.... | correct spot on the pyramid. Also, have the| | | class analyze what a child had for lunch by| | | putting names of foods on the poster and | | | discussing what food group still needs to | | | be eaten throughout day. | | 1. The audience will fill out an anonymous| 1. Questions will include the amount of sex| 1. Statistics will be shown on the same | | survey with multiple questions to assess | partners, the amount of times condoms or | questions asked for the audience to compare| | their risk for and occurrence of an STD. | mouth barriers aren't used, the occurrence | their answers. A guest speaker will share a| | | of any STD, any vaccinations or prevention | story of how an STD has affected their | | | used to prevent an STD. | life. | | 2. The audience will fill out a | 2. The most common STD's will be covered | 2. The answers will be given, pictures | | questionnaire to assess their level of | such as gonorrhea, Chlamydia, syphilis, | within reasonable means, will be shown and | | knowledge regarding STD's and their | HPV, herpes, and HIV/AIDS. Questions will | continuous education on that specific STD | | associated signs and symptoms. | include how to prevent them, how they are | will be discussed. “

Unknown Facts" about | | | transmitted, signs and symptoms of the STD,| STD's can be discussed, such as famous | | | treatment options, and the less known | people who had an STD, what STD's can cause| | | permanent effects of the disease. | if untreated, etc. | Creativity: How was creativity applied in the teaching methods/strategies? Creativity was applied in the teaching methods and strategies by incorporating pictures, statistics, personal stories, and a guest speaker that speaks transparently about how an STD has affected them. The guest speaker and the pictures create a sense of reality to the audience and although the reality of STD's may be a difficult topic to speak about, it is important that the audience is fully aware and understand the risk taken with unprotected sex and how it can affect their life and future. The video MTV Staying Alive Campaign and the You tube demonstration. Planned Evaluation of Objectives (Outcome Evaluation): Describe what you will measure for each objective and how. Pre-test and post- test will identify the knowledge base students had on the topic prior to the lesson then afterwards to measure if they gained any knowledge. Questionnaires to simulated transmission demonstration useful? Did the visual affect help in identifying the spread of STDs? Pre-assessment and post assessment of condom use prior to the video. We will ask the students how condoms should be placed and then after the video, ask them if there is anything they will do differently. Open dialogue related to abstinence lesson can be difficult for some students; we would leave the forum open for discussion. Based upon the answers we receive we will try and gauge its effectiveness. Planned Evaluation of Goal: Describe how and when you could evaluate the overall effectiveness of your teaching plan. In the beginning of the presentation, when the gift bags are given out, an index card that allows <https://assignbuster.com/community-teaching-work-plan-proposal/>

the students in the audience to fill out their information and to write any concern down during the presentation. Also give the students envelope to put their addresses on. This will allow for the speakers to send out questionnaires in interval timing, such as one month after the presentation and again at three months, six months, a year, etc. This will allow asking the same questions each time to evaluate the effectiveness of the presentation. Questions will include the number of sex partners, unprotected sex occurrences, any risky behaviors (alcohol or drugs used when sex occurred), if an STD has been diagnosed, any prevention and screenings the person has taken. At the end of the school year, we would interview the school counselors and the school nurse. We would ask both of them if any of the students came to them for guidance and /or advice, if any students had asked for medical advice in regarding prevention and treatment of STDs. Contact all the public health services that the presentation was given to and obtain statistical information related to how many students came from the high school and what grade level seeking treatment for STDs. Planned Evaluation of Lesson and Teacher (Process Evaluation): To evaluate the lesson and teacher, anonymous (no name) surveys will be handed out prior to starting the presentation. This allows the audience to fill out the survey as the presentation is in progress. The audience may write down thoughts on what can be improved or what are already valuable points to that person. It also allows the person to write down anonymously something that may be more sensitive that they would like to be covered and discussed further. Barriers: What are potential barriers that may arise during teaching and how will those be handled? Education Level and possible language barriers the speakers will use basic terms and speak slowly and a Spanish interpreter will

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assist with the translating during the presentation. There may be some students that feels embarrass because of the topic. The instructors will establish ground rules and will remind the students that it is a natural inevitable road we are all traveling down and please respect each other private. Some students may have outbursts because of their immature nature. The instructor will redirect students to lesson and if necessary remove the disruptive students. Communication: How will you begin your presentation (hook them in)? How will you end your presentation (go out with a bang)? What nonverbal communication techniques will you employ? The presentation will begin by handing out the gift bags with DVD's, condoms, chocolate kisses, hand sanitizer, and resource materials, then 5 minutes is allocated to get to know each other by mingle and shaking 3 students hand you do not know. The instructors will meet/ greet and shake students hand also. After the meeting/greeting and the students are setting in their seat. The instructors will ask the students that did not shake hands with someone to stand up. If a student stand one of the instructors will go and shake him hand. All the instructors will announce to the class that they just found out they had a STD that is spread through shaking hands with others. We will tell the students this is a great example how STDs are spread. When you have sex, you are not only exposing yourself to that one person but everyone else that had sexual contact, it like a dominion effect. We will tell the students the only way to avoid a STD is abstinence. The wrap up would be showing the students a YouTube video highlighting the MTV staying' Alive Campaign . The MTV Staying Alive Campaign- You Tube demonstrates a Facebook on transmission of virtual STD. The instructors used these visual messages to it home to the young teens. We really believe

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that adolescents have to see it, to believe it. References: <http://www.cdc.gov/std/stats09/default.htm> http://www.cdc.gov/std/healthcomm/fact_sheets.htm <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx> <http://hiv.staying-alive.org/> <http://rhrealitycheck.org/article/2011/04/29/lessons-learned-awareness-month-2011/> [pic]