**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: Taiwo  |
| Estimated Time Teaching Will Last:About 55-60 minutes in length | Location of Teaching:Katy High School. |
| Supplies, Material, Equipment Needed:Overhead screen, DVD, pens, index cards, chalk, laptop, paper, condoms, chalk.  | Estimated Cost:The teacher owns a laptop already, school to provide an overhead screen for PowerPoint, the cost of additional material is roughly $75-100 dollars (including buying an educational DVD). |
| Community and Target Aggregate:Teenage students, mainly 9th and 10th graders.  |
| Topic:Preventing STDs (sexually transmitted diseases). |

**Identification of Focus for Community Teaching (Topic Selection):** Preventing Sexually transmitted diseases (STDs). Frequency and prevalence estimations show that youngsters between 15 and 24 years of age are infected with ½ of all new STD infections. For this reason, it is important for these young people to be equipped with the right information to prevent more infections. I chose to focus on this topic to educate teenagers on how STDs are transmitted and how they can avoid getting infected, either through abstinence or using protection; if sexually active. The ultimate goal is to reduce the rates of STD infections among teenagers as well as young adults (CDC, 2018).

**Epidemiological Rationale for Topic** (Statistics Related to Topic): Teenagers take part in risky sexual behaviors that lead to unanticipated health outcomes. CDC provides the following statistics:

* 40 percent have engaged in sex
* 30 percent have engaged in sex over the past three months, and among these:
* Forty-six percent have not used protection (condom) during the last sexual encounter.
* Fourteen percent have not used birth-control pills or Depo Provera to intercept pregnancy during their last sexual encounter.
* Ten percent have engaged in sexual intercourse with at least four individuals in their life.
* About 21 percent of all HIV infections occur among young individuals aged between 13 and 24 years of age each year (87 percent are teenage boys, and 13 percent are young girls).
* About half of all the 20 million STD infections annually occur among youngsters aged between 15 to 24 years (CDC, 2018).

**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 prior to beginning the assignment to become familiar with the expectations for successful completion.

**Nursing Diagnosis**:

Exposure to STD infections associated with a lack of understanding of STD prevention, as seen among teenagers engaging in sexual encounters (Chin et al., 2012).

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

Students express:

* Curiosity pertaining to their bodies.
* Share sexual emotions towards the opposite or the same sex.
* Inquiring about their bodies as well as sex
* Active engagement in sex with other people.

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

Under the Social-Development Theory, Vygotsky states that ‘social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior’ (Frye & Moore, 2014). As the writer and presence, I believe that their peers highly influence teenagers. I shall utilize activities and illustrations that boost interactions, with the hope that students will learn from each other. Facebook and MTV are extremely fixed on adolescent culture. Hence, utilizing such examples in the presentation depict social behaviors among teenagers. This will drive them towards comprehending the proposal contents.

**Goal:** Healthy People 2020 (HP2020) objective(s) will be 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.

STD – 1: lower the number of young adults and teenagers with Chlamydia trachomatis conditions.

STD – 6: lower rates of gonorrhea.

STD – 7: lower sustained local transmission of primary as well as secondary syphilis.

STD – 9: Lower the number of women with HPV (human papillomavirus) infections.

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| **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 an explanation of 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 names of foods on the poster and discussing what food group still needs to be eaten throughout the day. |
|  Learners will have the capacity to recognize the disease transmission path as related to numerous sexual partners. | 1. STDs are spread via sexual contact with infected individuals. Although a learner may have engaged in unprotected sexual intercourse with a single infected individual, he/she is basically sleeping with all other individuals that their partner has been involved in sex (Chin et al., 2012).  | 1. At the beginning of the teaching, an illustration will be conducted to demonstrate to learners how transmission of STDs takes place between people through a simulated transfer.  |
| Students will gain the capacity to describe abstinence and provide three refusal skills.  | 2. Abstinence refers to refraining from sexual conduct that entails bodily-fluid exchange and genital-to-genital or skin-to-genital contact. It is the only 100 percent way of preventing STD infection. For example, one can abstain by saying NO firmly, avoiding tempting situations, and leaving the situation, among other actions (Chin et al., 2012).  | 2. The lesson will involve refusal skills presented on the board and expounded. Learners will be placed in groups consisting of two or three individuals and assigned role-play scenario cards. They shall spot the 'pressure line/situation' and choose suitable refusal skills to apply. They shall role-play the case for the entire class.  |
| Students will have the capacity to name the most prevalent STDs, symptoms, and two prevention methods.  | 3. The PowerPoint slides and lecture material will provide the most prevalent STDs, their transmission, symptoms, prevention, and treatment (information will be acquired from CDC).  | 3. At the end of the lecture, learners will engage in an interactive piece. They can, in turn, turn the facts into fiction. They will then engage the opposite team false/fiction or true/false according to the statements. The group that provides more answers is the winner.  |
|  Learners will have the capacity to spot appropriate inspection, appropriate methods when wearing a condom, and the appropriate ways of disposing of it after use.  | 1. Inspection – utilize a new condom from a secured sachet – check the packet's expiry date, check whether old or ripped and open carefully.

Placement – utilize only a single condom – wear it when the penis is fully erected and before sexual contact – unroll it down the entire penis shaft carefully, utilize solely water-based lubricants – dispose of in a trash can.  | 4. Condom-Use Demonstration clip shall be utilized to illustrate appropriate inspection, utilization, and disposal of condoms.  |

 STD – 10: Minimize the number of teenagers having genital herpes infections as a result of herpes simplex type-2.

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

The Healthy-People 2020 objectives are connected to the Alma Ata’s international goals, including combating HIV/AIDS, preventing and controlling endemic conditions, and vaccination to combat transmissible diseases. The main target of Ata’s global enterprises is to eradicate health imbalances globally. Health-People 2020 acknowledges that the imbalances exist in America. With respect to STD infections, Healthy-People 2020 acknowledges that infections are directed influenced by economic, behavioral, as well as social factors (Healthy People 2020).

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

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

1. The PowerPoint helped in reversing the teacher’s role while learners engaged in the game.
	* 1. The transmission theory was expounded by the use of visual effects.
		2. The clip enabled learning without the need for students to memorize details
		3. The abstinence role-play situations introduced real-world encounters to the class.

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

1. Open dialogue – the lesson about abstinence may be challenging for different learners. Hence, I would let the section remain open for further discussion. I will gauge its efficiency based on the answered presented.
2. Pretest and posttest – Identify the fundamental knowledge that learners had regarding STDs before the program then later to determine the knowledge they gain.
3. Questionnaire – is the simulated-transmission illustration helpful? Does the visual effect assist in recognizing STD transmission?
4. Pre-evaluation and post-evaluation of condom utilization – before the clip, I shall inquire from the learners to describe proper condom placement, and later, inquire what they have learned.

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

* I will interrogate the school counselors and the nurse later in the year.
* I will inquire from the school counselors if some students approached them for guidance/ advice.
* The nurse will inform me if some learners sought medical advice from them regarding prevention and treatment/medication.
* I will pay a visit to the community STD facilities named in the PowerPoint and acquire statistics regarding the number of students from the high school who visited and their grade level. However, HIPAA may restrain me from accessing the data.

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

* I shall give the teenagers an anonymous assessment device rating the instructor and class with questions like:
* What rating can you assign to the knowledge exhibited by the instructor regarding the topic?
* Did the program fulfill your expectancy as follows: Definitely Yes – 5, Definitely No – 1. Was the presentation effective?
* What rating can you assign to the practicality and pertinence of information provided in the presentation?
* What rating can you give to the illustrations used in the material?
* In what ways can the presentation be improved?

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

* Embarrassment feelings – as the teacher, I will make sure that they understand that everything they would be learning is inevitable for everyone.
* Level of education and potential language deterrence – I will modify the level of teaching depending on the level of education of students by using simple terms and speaking slowly.

Disruptive learners – Due to the topic, various students may cause disruptions. I will talk to them to stop, and if it persists, they will have to leave.

**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 commence the presentation by introducing the topic and demonstrating that STDs can be contracted easily. I will make them understand that the class will be an open one and spare some time to interact and know them. I will inform them how the topic about STDs is very serious in order to make them want to learn and hence pay more attention. I will inform them that abstinence remains to be the only sure way to prevent STD contraction and that, every 10 seconds, an STD is transmitted worldwide. In the end, I will conclude by showing them a YouTube clip (MTV Staying-Alive Campaign) demonstrating a virtual STD transmission. The visual messages will be effective since kids are mostly visual learners, and the message displayed will stick more.

**References**

Chin, H. B., Sipe, T. A., Elder, R., Mercer, S. L., Chattopadhyay, S. K., Jacob, V., ... & Chuke, S. O. (2012). The effectiveness of group-based comprehensive risk-reduction and abstinence education interventions to prevent or reduce the risk of adolescent pregnancy, human immunodeficiency virus, and sexually transmitted infections: two systematic reviews for the Guide to Community Preventive Services. *American journal of preventive medicine*, *42*(3), 272-294.

Frye, D., & Moore, C. (Eds.). (2014). *Children's theories of mind: Mental states and social understanding*. Psychology Press.

http://mychoice2wait.org/refusal.html <http://www.teachthefacts.org/curriculumdocs/Grade10-CondomLesson.pdf>

<http://www.cdc.gov/HealthyYouth/sexualbehaviors/>

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