

NRS 425 Benchmark - Community Teaching Project - Part 3

Name

Grand Canyon University

February 24, 2024

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NRS-425 Community Teaching Project - Part 3

Please complete this teaching plan development template for your Community Teaching Project. Please review and incorporate the feedback provided from the "Community Teaching Project - Part 1" template in Topic 1.

Section 1: Topic and Learning Outcome

Name (GCU Student)
Claudia Ricardo
Topic: <ul style="list-style-type: none">• Provide a brief description of your education topic that was identified in Part 1.
The topic identified in Part 1 was fall prevention. Fall is a major issue that affects people, especially the older population. The CDC reports that millions of older adults over the age of 65 years fall every year. 1 in 4 older individuals fall unfortunately they do not inform their healthcare providers. In older adults, age and related medical comorbidities are risk factors for falls, which in turn increase the risk of injury. Therefore, fall prevention, promoted by nurses and other members of the healthcare staff and community programs, is crucial in minimizing fall rate among older adults (Ganz & Latham, 2020).
Teaching/Learning Outcome Goal
Enhance understanding and awareness regarding falls and fall prevention among older adults.

Section 2: Learning Assessment and Preparation

Readiness for Learning: <ul style="list-style-type: none">• Identify at least two factors that would indicate the readiness to learn for the target aggregate.• Evaluate emotional and experiential readiness to learn.
The factors that would indicate the readiness to learn for the target aggregate risk awareness and inspiration to become independent. Regarding risk awareness, an older population that knows the risks linked with falls and their health implications is more ready and willing to learn about fall prevention techniques. Regarding independence, the target audience that prefers their independence and wants to maintain it is more likely to be more open to learning about fall prevention. Moreover, regarding emotional and experiential readiness to learn, if an older person had a fall in their past, their emotional reaction to that event can prompt them to be ready to learn about the topic (Sims-Gould et al., 2019). Also, older people with medical problems that would increase the risk of falls, like vision problems or muscle weaknesses, are more emotionally capable of learning about the education topic.

Learning Theory:

- Select a learning theory for your presentation.
- Explain how this theory will be applied.

The learning theory selected for the presentation is the social cognitive theory (SCT). Proposed by Bandura, this theory discusses human behavior in relation to environmental, personal, and behavioral factors. SCT will be applied to the health promotion/education topic because the learning of the older adults will be based on their own experiences of falls as well as witnessing the positive implications of fall prevention. The presentation will be based on key concepts of SCT such as observational learning and self-efficacy. With observational learning, the older adults will observe some fall prevention techniques and then imitate them. With self-efficacy, older adults will be taught to control their lives and execute fall-prevention behaviors (Schunk & DiBenedetto, 2020).

Section 3: Teaching Plan

Behavioral Learning Objectives, Teaching Content, and Learning Activities

- Develop the behavioral learning objectives for your teaching content and learning activities.

Behavioral Learning Objective The objectives should be specific and measurable. Describe what you want your audience to learn and how they will demonstrate what they have learned. Example: Third-grade students will name one food choice for each of the five food groups on My Plate by the end of the presentation.	Teaching Content Content to be taught for the Objectives. Be specific. Example: My Plate has five food groups which are vegetables, fruits, grains, protein, and dairy.	Learning Activities Label and describe the learning activities. Example: Interactive poster presentation of My Plate. After explaining the poster and each food category, allow students to place pictures of foods on the correct spot on the My Plate. Also, have the class analyze what a child had for lunch by putting the names of foods on the poster and discussing what food group still needs to be eaten throughout the day.
1. The older adults will identify possible fall threats in their environment by the end of the presentation (Ganz & Latham, 2020).	1. Environmental fall threats are unstable walking surfaces, slippery floors, cluttered surfaces, floor holes, and poor lighting.	1. Interactive safety analysis. I would give the audience a checklist of major fall threats within the environment. In a group of four people, the older adults would walk in a simulated environment to determine threats and discuss possible techniques to combat them.

<p>2. The audience would identify various fall prevention techniques they could apply in their home environment by the end of the presentation.</p>	<p>2. Some of the major fall prevention techniques include vision examination, medication management, home modification, and physical exercises (Ganz & Latham, 2020).</p>	<p>2. Case study analysis. After explaining fall prevention methods, present the audience with case studies indicating diverse fall scenarios and ask them to discuss possible fall prevention approaches. A group discussion would be initiated where members would share their opinions and reasons for the suggested approaches (Ganz & Latham, 2020).</p>
<p>3. Older adults would showcase appropriate approaches for performing balance exercises by the end of the presentation.</p>	<p>3. Balance exercises include toe raises, heel-to-toe walks, and standing on one leg.</p>	<p>3. Video tutorials. After presenting the balance exercises, the audience would be shown video tutorials of several balance exercises, demonstrating crucial aspects for proper execution. Later, the audience would be asked to practice the balance exercises as shown in the videos (Ganz & Latham, 2020).</p>
<p>Effective Communication: Please discuss the following.</p> <ul style="list-style-type: none"> • Introduction: Describe how your introduction will capture the interest of your audience. • Conclusion: Explain how you will conclude your presentation. 		
<p>To obtain the interest of the audience, the introduction part of the presentation would start with captivating statistics about falls in the United States that involve older adults. For instance, I would start by saying “According to the CDC, approximately 36 million falls are reported every year among older people, causing over 32,000 deaths” (Ganz & Latham, 2020). By stating these astonishing statistics, I would effectively grab the attention of the audience. Furthermore, I would conclude my presentation by restating the important facts and statistics regarding falls and fall prevention among older adults. I would revisit the statistics I used during the introduction and remind the older population about the importance of fall prevention. I would then communicate my confidence in the population’s capability to implement effective fall-prevention techniques in their home environment.</p>		

Teaching Modalities:

- Identify and explain the teaching modalities you will apply to engage your learners.
- Describe how you will tailor your presentation for your audience.
- Develop a multimodal teaching approach to reach/educate your chosen community.

Some of the teaching modalities I will apply to engage the learners include interactive presentations that entail using multimedia, hands-on demonstrations, and role-playing, where the audience engages in diverse roles and imitates real-life situations. Also, I would tailor the presentation to meet the needs of the audience. Since the audience comprises older adults, the presentation would utilize plain and straightforward language that they would understand. Moreover, the language in the presentation would be inclusive and culturally sensitive to the diverse cultural backgrounds of the audience. Furthermore, I would integrate diverse multimodal teaching approaches to reach the target audience. One of these approaches is workshops, which entail hosting seminars that address different facets of fall prevention, including balance exercises. Another approach is planning community events that focus on the incidence of falls within the community and fall prevention techniques (Montero-Odasso et al., 2021). During these events, the audience would be educated on different facets of fall prevention through demonstrations and informational stalls.

Materials/Resources:

Please complete the following.

1. **Time:** Estimate how long the teaching will last.
2. **Location:** Provide the exact location of the teaching site.
3. **Supplies/Materials/Equipment:** List any supplies/materials/equipment that will be needed for the presentation.
4. **Cost of Presentation:** Explain the estimated cost of the presentation.

The teaching will last for one and a half hours. The first hour would be used for the presentation and the remaining 30 minutes to answer the audience's questions. The location of the teaching site would be at the Gathering Place of Berne, Indiana, 164 W Main St, Berne, Indiana. This venue provides a central location for the target audience residing in Berne, Indiana. Some of the supplies/equipment that would be needed for the presentation include multimedia presentation materials such as a laptop and a projector, handouts about fall prevention approaches, whiteboard and markers, snacks, and water for the audience (Montero-Odasso et al., 2021). The estimated cost of the presentation would be \$1,000, which will cover the venue fee and the purchase of the supplies and equipment.

Barriers:

- Identify and explain some potential barriers that may arise during teaching and how will those be handled.
- Describe access and equity implications of the proposed teaching plan.

One of the potential barriers that may arise during teaching is the sensory impairments of some audience members. Since the audience comprises older adults, some may have vision or hearing problems that may prevent them from easily understanding the information presented. This issue would be handled by offering accommodations for such groups, such as using large-font materials, verbally describing pictures and other visuals, and issuing assisted listening equipment. Another barrier that may arise during the presentation is the language barrier. Due to the diverse cultural backgrounds of the audience, some members may fail to understand the

English language well (Dickerson et al., 2020). This problem can be addressed by translating the materials into different languages.

By providing diverse teaching modalities and accommodating the different needs of the audience, the proposed teaching plan enhances diversity and inclusivity and guarantees that all audience members, regardless of their diversity, can equally access the information presented. Also, acknowledging the cultural diversity of the targeted population and modifying the teaching plan to respect the cultures of the audience promotes a safe learning atmosphere (Montero-Odasso et al., 2021).

Section 4: Teaching Outcomes Evaluation

Evaluate Behavioral Learning Objectives:

Describe how you will evaluate if the learning occurred for each of the behavioral learning objectives listed above.

1. To ensure that the audience understands the possible fall threats in their environment, I would administer a short quiz, asking the audience to identify and rank fall threats in their environment.

2. To determine whether or not the audience understood the fall prevention technique, at the end of the presentation, I would ask them open-ended questions to analyze their understanding of fall prevention methods (Ganz & Latham, 2020).

3. To ensure the audience understands appropriate approaches for performing balance exercises, I will present them with a simulation where they would be required to navigate hurdles by utilizing the recommended approaches.

Planned Evaluation of the Effectiveness of Teaching and Feedback:

Answer the following questions about the overall effectiveness of your teaching and participant feedback.

- 1. Overall Effectiveness:** Describe how you will evaluate the overall effectiveness of your presentation. Explain how you will know you met your teaching/learning outcome goal.
- 2. Participant Feedback:** Describe how you will obtain feedback from your participants about your presentation.

I would issue pre and post-assessment questionnaires to the audience members to assess changes in attitudes and knowledge regarding falls and fall prevention. If their knowledge about the topic had changed after the presentation, then it would mean that I had met the learning outcome goal. Regarding feedback, I would obtain feedback from the participants by issuing them surveys, where they would provide their feedback regarding the presentation. I would also interview a few members of the audience to examine their opinions and perspectives regarding the presentation (Ganz & Latham, 2020).

References: Cite a minimum of three sources in APA format to complete this assignment.

Sources must be:

- Published within the past five years
- Appropriate for the assignment criteria
- Relevant to nursing practice.

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