

Community Teaching Work Plan Proposal

Primary Prevention/Health Promotion

The importance of handwashing to help prevent the spread of infections and communicable diseases. The target aggregate is preschool children, ages 4 years to 5 years old.

Focus for Community Teaching

The focus of handwashing is to teach preschool-aged children how to wash their hands in order to reduce and prevent the spread of germs and infections. By educating them about proper handwashing at a young age, it will instill favorable habits throughout their lifetime and could help improve their development.

Epidemiological Rationale

It is essential to teach young children and their communities about how consistent handwashing can reduce the number of germs on hands and prevent many contagious infections.

The Centers for Disease Control and Prevention states that “approximately 1.8 million children under the age of 5 years old die each year from diarrheal diseases and pneumonia” (CDC, 2018). Some of these deaths could be prevented. Also, handwashing with soap and water can prevent 1 out of 5 respiratory infections and 1 out of 3 diarrheal infections in young children (CDC, 2018). Additionally, children may have fewer school absences every year due to a 29-57% decrease in gastrointestinal illnesses (CDC).

Nursing Diagnosis

A nursing diagnosis for these preschool children would be Risk for Infection. Children who frequently attend a community childcare center are at risk of being infected with many

microorganisms, such as colds, flu, streptococcus bacteria, gastrointestinal illness, and childhood diseases.

Readiness for Learning

Factors that would indicate the preschoolers' readiness to learn would be their voicing of enthusiasm of handwashing, eye contact with the nurse, smiling and conversation among the children about the topic of handwashing, raising of hands of the children and asking questions to the nurse, verbalizing an understanding of how to properly execute handwashing and when to do it, and evaluating the children's attitudes toward learning about handwashing. Emotional readiness, or willingness to learn would be the excitement and participation of each of the kids that make up the class. Their experiential readiness to learn would be evaluated to make sure the students are in the ideal classroom setting to learn -- Is it too cold in the room? Is the lighting too dim to see the visual aids well? Can voices be heard over the younger children talking in the next room? All of these can be assessed and evaluated by asking open-ended questions of the community of preschoolers and getting their response.

Learning Theory

The learner assessment is a process that includes "cultural needs and barriers the learner may possess" (Falkner, 2018). The preschool learner must show emotional and experiential readiness to learn before the process of learning can take place. Assessment of each of these involves the nurse asking a series of open-ended questions to evaluate the learner's attitudes and readiness toward the education process (Falkner).

HP2020 Objective, **Goal for Teaching.**

Educational and Community-Based Programs, ECBP-1.1

"(Developmental) Increase the proportion of preschool Early Head Start and Head Start programs that provide Health Education to prevent health problems in all priority areas" (ODPHP, 2019). I believe this objective goes hand-in-hand with community nurses providing

health education to preschool children to prevent health problems in all priority areas, such as prevention of infection. This is where the teaching of good handwashing hygiene comes into play. It is crucial that this is taught to children at a young age, so they can learn and shape their daily habits (like handwashing) into ongoing, lifelong health routines. If one child learns and consistently washes their hands, this will decrease the number of communicable infections and reduce the number of days absent from school for so many children, teachers, and classmates. *Alma Ata’s Health for All* global initiatives are similar to the goals of Healthy People 2020 in that as more people demand their “fundamental rights to health, which is universal and inter-dependent to several other basic rights, universal access to quality prevention, promotion, treatment, rehabilitation health care without financial hardship becomes a top priority public demand” (Global Health Now, 2018). Similarly, the goal for Healthy People 2020 is to “improve the health of all people, with the vision of a society where all people live long, healthy lives” (ODPHP).

Behavioral Objective and Domain	Content	Strategies/Methods
1. Preschool students will explain what they need to do (wash hands) in order to help prevent spreading germs to others, by the end of the presentation. (Cognitive Domain)	1. The book explains what germs are, how you get germs, how you spread germs, who your germs can spread to, how to prevent germs and germ spreading, shows how to wash your hands correctly, and important times to wash hands.	1. A colorful, illustrated book is read to the preschool class about how to prevent the spread of infectious disease, improve hand hygiene habits among students, and reduce related absenteeism.
2. Preschool students will be able to identify two times they should wash their hands, by the end of the presentation. (Cognitive Domain)	2. The poster shows how to wash your hands, when you should wash your hands, and bright and bold reminders to wash your hands throughout the day.	2. A colorful, poster presentation shows different times to wash your hands.

<p>3. At the end of the presentation, the preschool students will verbalize how long they are supposed to wash their hands (20 seconds). (Cognitive Domain)</p>	<p>3. The poster visually shows and the nurse explains that it is important to wash your hands for 20 seconds to make sure you are removing the germs through scrubbing hands with soap and water for 20 seconds.</p>	<p>3. Part of the poster presentation shows a picture of hands being washed, and the number “20” is shown to explain that it will take at least 20 seconds of hand washing to remove germs and prevent spreading germs to others.</p>
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Creativity

The nurse interviewed the preschool daycare center owner and asked about any disparities in the class. The nurse was informed of the ages of the children that would be attending the health education on handwashing (ages 4-years to 5-years-old) and that many, but not all, of the children can read short words. The nurse decided an illustrated book and visual poster would be the most appropriate and all-inclusive way for the students to learn and absorb the health-related material.

Planned Evaluation of Objectives

1. At the end of the presentation, the preschool students will explain how long they should wash their hands with soap and water in order to remove germs (20 seconds).
2. At the end of the presentation, the preschool students will explain three ways that germs can enter into their bodies and make them sick (eyes, nose, and mouth).
3. At the end of the presentation, the preschool students will explain what they should do in order to prevent the spread of germs and infections (wash their hands).
4. At the end of the presentation, the preschool students will show the correct way they should sneeze to avoid spreading their germs (sneeze into their arm or tissue, then wash hands).

Planned Evaluation of Goal:

The nurse plans to evaluate the overall effectiveness of the handwashing teaching plan at the beginning, middle, and at the end of the presentation. This will be accomplished by asking questions about handwashing at the beginning of the presentation, before any health teaching has occurred. Also, after each teaching item is presented, and at the very end, once all the health education has occurred. Questions will be asked to the class as a whole and learning evaluated at each of these points in the teaching process.

Planned Evaluation of Lesson and Teacher:

The community nurse, the content that was taught, and the ways the teaching was provided will be evaluated to help the nurse improve her teaching style (Falkner, 2018). The nurse will request feedback from the preschool students and the preschool instructor in order to gain insight into positive ways for improvement.

Barriers

Some potential barriers to teaching handwashing that may arise could be the unavailability of essential items to help prevent transmission of infections. Falkner states, “providing the basic living necessities is required before incorporation of health promotion education or information can be implemented” (2018). For example, there may not be any soap or paper towels available at the community daycare center. The nurse would talk with the owner or employees and make sure that each available sink has running water, hand soap, and paper towels prior to the community education.

Therapeutic Communication

The preschool presentation will begin with the community nurse reading an age-appropriate and colorful book about germs written by Bethany DuVarney called, “Jeremy Germ and the

Germinators” and illustrated by R. W. McBride. This particular storybook is part of the “Healthy Schools, Healthy People, It’s a SNAP!” program, and is a joint initiative with the CDC and the American Cleaning Institute to improve health by making hand cleaning an integral part of the school day (DuVarney, 2012). After reading the book, the nurse will ask questions of the students about handwashing. The nurse will find out if the students have any questions for her as well. Additionally, the nurse will have a colorful and age-appropriate poster presentation that shows the steps of correctly washing hands, how long to wash hands, when to wash hands, and how germs can enter your body. At the end of the presentation the nurse will hand out coloring pages and bookmarks about handwashing to each preschool child. The nurse will make eye contact, smile, and have an open and friendly demeanor when teaching and listening to the preschool students.

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