

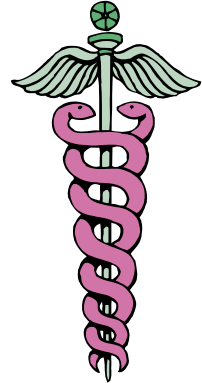


Topic: Creating a Teaching Plan for a New Diabetic

Grade: Community College

An integrated lesson plan covering 2 sessions of approximately 2 hours each.

Kathy Rousset



Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

Lesson Overview

This lesson acquaints pre-nursing students in an Internet drug calculations course with diabetes before they learn to calculate insulin doses. Students meet Lupe, who has recently been diagnosed as a diabetic. They visit Internet sites related to diabetes to gain a basic understanding of the disease. Then, working in small groups, they select a topic and prepare a lesson to teach Lupe something about her disease.

Lesson Objectives

Name of Project: Creating a Teaching Plan for a New Diabetic

Project Objectives: When students complete this project, they will be able to...

- Identify common symptoms of diabetes
- Access information about a medical condition on the Internet
- Write behavioral objectives for a lesson
- Prepare and present a 10-15 minute lesson
- Assess student learning for the lesson they presented
-

Integration of Other Functional/Academic Skills: (Critical thinking is required throughout the lesson.) Students will be able to...

- Explain the basic pathophysiology of diabetes
- Correlate information from the Internet with their textbook
- Use correct grammar and punctuation to write a lesson
- Work with a small group to select a topic and develop a project
- Present their project in a classroom or over the Internet

Websites

Required: <http://teton.pcc.ccoes.edu/nur151>

This hyperlink is only for students registered in the Pueblo Community College course NUR 151 Drug Calculations for Nurses

Support:

http://news.bbc.co.uk/hi/english/health/medical_notes/newsid_25300/253464.stm

[http://www.diabetes.org/main/application/commercewf?origin=*.jsp&event=link\(B\)](http://www.diabetes.org/main/application/commercewf?origin=*.jsp&event=link(B))

<http://health.yahoo.com/search/health?p=diabetes&R=disease>

Pre-requisites

- ACCUPLACER math score of 61 or completion of remedial course
- ENG 100 or ACCUPLACER score of 86

Required Materials

Projects selected by small groups will determine what materials are needed.

Handouts

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Mountain Plains Distance Learning Partnership 2002

The following material is posted on the class website or handed out in class:

Lupe's Story

Writing and Assessing Behavioral Objectives

Lupe's Lesson

Diabetes Lesson Rubric

Required Equipment/Technology

- Internet Access
- Word processing software

THE LESSON

Note: Students do not learn from what you do but from what you have them do.

Preparation

| Activity | Instructor Notes | ET |
|---|---|----|
| Review the lesson and visit the websites yourself. Customize the material (Lupe's story, rubric, etc) to meet your needs. | Each class situation is different. This lesson was developed to be used the Southwest United States. You may want to introduce another cultural group to make the lesson more relevant to your geographic location. | |

Presentation

| Activity | Instructor Notes | ET |
|--|--|----|
| <ol style="list-style-type: none"> 1) Have students read Lupe's Story 2) Have students access the recommended websites 3) Discuss Lupe's situation either in the classroom or on the discussion board of your class. 4) Assign students to groups and review the group assignment. | <p>The handouts may be given out as hard copy or they may be posted to a course website.</p> <p>Students may work individually or in groups as they access the Internet to learn about diabetes.</p> <p>Whether students choose the interview or the discussion posting, they will need access to word processing software to prepare their assignment. Alternatively, students could tape record the interview.</p> | |

Performance and Practice

| Instructions for students | Teacher notes | ET |
|---|---|----|
| <ol style="list-style-type: none"> 1) Be available in person or online to assist students as they develop their group lesson plan for Lupe. 2) Schedule students to present their lesson plan to the class, either live or via the Internet. 3) Both you and the students score each group according to the grading rubric. 4) Provide feedback to each group from the grading rubrics. | Again, the mode of delivery will dictate many aspects of delivery for this lesson. Adapt each portion to meet your needs. | |

Lesson Assessment Strategy (Formative – As the lesson progresses)

Preparation, Presentation and Overall Implementation (Instructor)

- Is this lesson meeting an objective for my course?
- Is the lesson culturally relevant to the students?
- Is the type of delivery I'm using enhancing students' learning or interfering with their learning?
- Is my method of dividing the students into groups working well for this class?
- Are the students able to work productively in their group.

Performance and Practice (Student)

- Do the students find the lesson interesting?
- Are the students making use of the available technology?
- Are the students participating in their group?

Technology

- Are the students able to access the websites?
- Do students know how to use the word processing software?
- Is technology available for students to present their lesson to the class?
- Are the students allowed to practice with the technology before their class presentation? Are they able to achieve a smooth presentation with the technology?

LUPE'S STORY

Lupe was born in Casa Grande, Arizona. She is second youngest of ten children. Her mother came from Mexico, and her father is of the Apache Indian Tribe. When the large family gathers to celebrate the birth of a child, or a wedding, or any happy event, they serve a large meal of Mexican and traditional foods. Being overweight is the family norm, so no one worries about what they eat. Everyone enjoys the lively talk and listens to the news of cousins, nephews, nieces and spouses.

Recently, Lupe found that preparing the meal for her granddaughter's Baptism was almost more than she could do. She was tired, forgetful, and feeling overwhelmed. When she spoke with her sister about her difficulties, she also mentioned that she was getting up several times each night to urinate. Perhaps her lack of sleep was what made her feel so weary.

Lupe's sister believed Lupe had a urinary tract infection, and insisted that she see the doctor. Her doctor ordered urine and blood tests, and said he would call her later in the day with the results.

ACTIVITY:

Visit these websites to learn about diabetes:

www.diabetes.org/main

www.laplaza.org

www.hsc.Arizona.edu/narc/narc.htm

DISCUSSION:

Choose one of the two activities below:

- 1) Using the Discussion area in WebCT, share the "clues" the physician would have used to suspect diabetes as the cause of Lupe's problems. Also share what other tests you expect the doctor to order to confirm the diagnosis.
- 2) If you know a diabetic, ask them how they were diagnosed and share their story with your classmates by posting it to the Discussion area.

Writing and Assessing Behavioral Objectives

Behavioral objectives are statements of something that the learner will be able to do. For example, “Lupe will be able to measure her blood glucose.” Instead of asking her questions for the assessment, you could have her demonstrate to you, on two occasions, the correct way of measuring her blood glucose. A related objective would be, “Lupe can explain how to record her blood glucose level in a log.” Again, she could demonstrate this to you rather than answer questions about it.

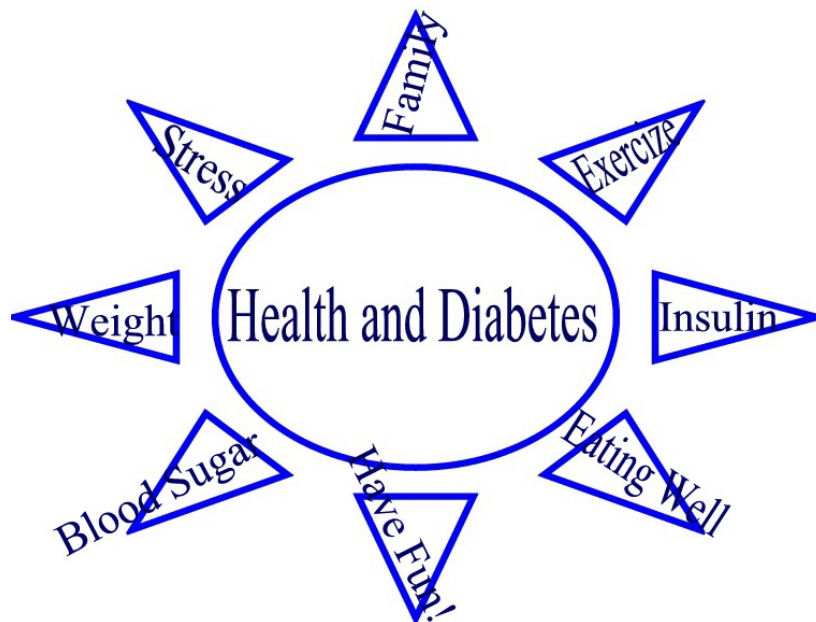
Another example of a behavioral objective would be, “Lupe will be able to calculate her calorie intake for a day.” Assessment questions could be, “Which foods do you include in your calorie count for the day?” and, “Do you include the calories from the mayonnaise on your sandwich?”

If you need help with your behavioral objectives, email me and I’ll help you decide if the

LUPE'S LESSON

The best way to know that you have learned something is to teach it to someone else. Instead of a drug calculations test, the assignment for this unit has you work with a small group, in person or over the Internet, to develop a short teaching plan for Lupe. You may address any aspect of health for diabetics. You can teach something from the chapter in our book (for example, that she should always draw up her regular insulin before adding her NPH insulin to the syringe) or something you learned about at one of the websites you visited (you could teach her to interpret her Glycosylated Hemoglobin A test results).

To find your small group, click on the Presentation icon under Communications. You will find your group number and the names of the other students in your group. You can communicate with one another in the Presentation area through email or chat. Your instructor is a member of your group as well, so he/she can assist you if you ask.



Each small group is to develop a lesson on an aspect of health maintenance for Lupe after her diagnosis as a diabetic. Some possible topics are shown in the diagram above. Any topic that would help Lupe deal with her newly diagnosed illness is acceptable. Remember to keep your lesson easy to understand.

Your lesson needs to contain four components:

- 1) Provide two behavioral objectives for Lupe upon completion of the lesson.
The rubric below provides instructions on writing behavioral objectives.
- 2) One visual aid to be used with the lesson
- 3) A written copy of the lesson itself (1-2 pages)
- 4) A way to check Lupe's understanding of the lesson after it is presented. Your classmates will take Lupe's "test" after they read your lesson. This assessment should be brief and focus on the main concepts in your lesson.

Activity Checklist

| | Activity Checklist |
|--|---|
| | I read the online lesson. |
| | I completed the tasks in the Technology Checklist. |
| | I posted my assignment to the discussion page of the website. |
| | I participated in my group's development of a lesson for Lupe. |

Technology Checklist

| | Technology Checklist |
|--|--|
| | I reviewed the assigned web pages. |
| | I posted a response to The Story of Lupe on the discussion page. |
| | I found my group members in the Project area. |
| | I participated in the group through discussion and completing a portion of our group's lesson for Lupe. |
| | My group shared our lesson with the class by posting it to the Discussion page. |

Lesson Rubric

| Requirement | Unacceptable 0 points | Acceptable 5 points | Good 7 points | Excellent 10 points |
|-----------------|--------------------------|---|---|--|
| Objectives | None given | 1 given, not written in behavioral terms | 2 given, one written in behavioral terms | 2 given, both written in behavioral terms |
| Visual Aid | None provided | Visual aid provided does not relate well to topic of lesson | Visual aid provided is appropriate for topic of lesson; not created by the student | Visual aid provided is appropriate for topic of lesson and is created by the student |
| Lesson | Not turned in | Turned in; less than required time or pages | Turned in; length meets requirements but is late or contains grammatical or punctuation errors. | Turned in on time; length meets requirements; grammar and punctuation are correct. |
| Assessment tool | None developed | Assessment tool does not measure a behavioral objective | Assessment tool measures one behavioral objective | Assessment tool measures both behavioral objectives. |

Your grade on this assignment will be based on the average of the points you earn on each requirement.

Excellent = A (36-40 pts)

Good = B (32-35 pts)

Acceptable = C (28-31 pts)

Unacceptable = failing (less than 28 pts)