

Teaching- Learning Process

Client Education

Client education has become one of the more important roles for nurses. With shorter hospital stays, increased demands on nurses time, and the need to give seriously ill clients technical information as soon as possible greater emphasis is given to the importance of quality client education.

Client Education Standards

- JACHO (1987)– cites two standards r/t client education:
 - ◆ Education and knowledge of self-care are given special consideration for patient and family in the nursing care plan.
 - ◆ Patients who leave the hospital still requiring nursing care should receive instructions and individual counseling prior to discharge.

Purposes of Client Teaching

- Maintenance of health and illness prevention
- Restoration of health
- Coping with impaired functioning

Domains of Learning

- Learning behaviors classified by Bloom (1956). Listed in an ordered hierarchy, simple to complex: 3 domains:
 - ◆ Cognitive
 - ◆ Affective Learning
 - ◆ Psychomotor Learning

Cognitive Domain

- 1. Acquiring knowledge
- 2. Comprehension
- 3. Analysis
- 4. Synthesis
- 5. Evaluation

Affective Learning

- 1. Receiving
- 2. Responding
- 3. Valuing
- 4. Organizing
- 5. Characterizing

Psychomotor Learning

- 1. Perception
- 2. Set
- 3. Guided Response
- 4. Mechanism
- 5. Complex Overt Response
- 6. Adaptation
- 7. Origination

Basic Learning Principles

- Learning depends upon three conditions:
 - ◆ The readiness to learn
 - ◆ The ability to learn
 - ◆ The learning environment

Readiness to Learn

- 1. Attentional set
- 2. Motivation
- 3. Psychosocial adaptation to illness
- 4. Active participation

Ability to Learn

- 1. Developmental capability
- 2. Age group
- 3. Physical capability

Learning Environment

- Environmental factors must be controlled for learning to take place including:
 - ◆ Privacy
 - ◆ Temperature
 - ◆ Noise
 - ◆ Lighting
 - ◆ Ventilation
 - ◆ Furniture

Basic Teaching Principles

- 1. Timing
- 2. Organizing teaching material
- 3. Speaking the client's language
- 4. Maintaining learner attention and participation
- 5. Building on existing knowledge
- 6. Reinforcing
- 7. Matching teaching methods with learner's needs

Teaching and the Nursing Process

- **Assess**
 - ♦ Learner's needs, readiness to learn, environment, resources
- **Diagnose**
 - ♦ Knowledge deficit r/t _____
- **Plan**
 - ♦ Priorities, learning objectives, timing, method of teaching
- **Implement**
 - ♦ Various ways to implement: lecture, demo, one-on-one, groups
 - ♦ Document
- **Evaluate**
 - ♦ Return demonstration, direct observation, question client