Chapter 25
Patient Education
Unit B

Standards for Patient Education
- The Joint Commission sets standards for patient and family education.
- Successful accomplishment of standards requires collaboration among health care professionals.
- All state Nurse Practice Acts recognize that patient teaching falls within the scope of nursing practice.

TJC Standards for Client Education
- Standard 1 - The client’s learning needs, abilities, preferences, and readiness to learn are assessed.
- Standard 2 - Client education is interactive
- Standard 3 - Instructions provided to an organization or individual responsible for continuity of care.
- Standard 4 - Hospital plans, supports & coordinates activities for client & family education.

Purposes of Patient Education
- To help individuals, families, or communities achieve optimal levels of health
- Patient education includes:
  - Maintenance and promotion of health and illness prevention
  - Restoration of health
  - Coping with impaired functioning

Teaching and Learning
- Teaching
  - The concept of imparting knowledge through a series of directed activities.
- Learning
  - The purposeful acquisition of new knowledge, attitudes, behaviors, and skills through an experience or external stimulus.

Role of the Nurse in Teaching and Learning

| Teach information that the patient and the family need to make informed decisions regarding their care. |
| Determine what patients need to know. |
| Identify when patients are ready to learn. |
| Collaborate and communicate with involved health professionals |
| Document evidence of teaching/learning in the medical record |
**TJC's Speak Up Tips**

- Speak up if you have questions or concerns
- Pay attention to the care you get
- Educate yourself about your illness
- Ask a trusted person to be your advocate
- Know which medicines you take and why
- Use health care settings that have been evaluated
- Participate in all decisions about your treatment

**Teaching as Communication**

- Closely parallels the communication process
- Depends partly on effective interpersonal communication
- The learning objective describes what the learner will be able to accomplish after instruction is given.
- Effective communication involves feedback

**Developing Learning Objectives**

- WHO - the patient
- DOES - will list
- WHAT - five signs of hyperglycemia
- HOW - accurately or by stating out loud
- WHEN - by discharge

“The patient will list five signs of hyperglycemia by time of discharge

**Domains of Learning**

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Includes all intellectual behaviors and requires thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective</td>
<td>Deals with expression of feelings and acceptance of attitudes, opinions, or values</td>
</tr>
<tr>
<td>Psychomotor</td>
<td>Involves acquiring skills that require coordination and integration of mental and physical movements</td>
</tr>
</tbody>
</table>

**Teaching Methods Based on Domains of Learning (Box 25-2)**

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Discussion (one on one or group)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Active participation, peer support, application/analysis</td>
</tr>
<tr>
<td></td>
<td>Lecture</td>
</tr>
<tr>
<td></td>
<td>More formal, educator controlled</td>
</tr>
<tr>
<td></td>
<td>Question and answer session</td>
</tr>
<tr>
<td></td>
<td>Helps patient apply/analyze new knowledge</td>
</tr>
<tr>
<td></td>
<td>Role play (discovery)</td>
</tr>
<tr>
<td></td>
<td>Active knowledge, problem solving, insight</td>
</tr>
<tr>
<td></td>
<td>Independent project (computer assisted, field experience)</td>
</tr>
<tr>
<td></td>
<td>Can acquire at own pace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Affective</th>
<th>Role play</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Allows expression of emotions (values, feelings, attitudes)</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td></td>
<td>Peer emotional support</td>
</tr>
<tr>
<td></td>
<td>Helps patient learn from another patient’s experience</td>
</tr>
<tr>
<td></td>
<td>Promotes responding, valuing, internalizing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Psychomotor</th>
<th>Demonstration of skill by expert</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practice involving repetition</td>
</tr>
<tr>
<td></td>
<td>Return demonstration with observation and feedback</td>
</tr>
<tr>
<td></td>
<td>Independent project (games)</td>
</tr>
</tbody>
</table>

**Quick Quiz!**

1. A patient newly diagnosed with diabetes needs to learn how to use a glucometer. Use of a glucometer constitutes
   A. Affective learning.
   B. Cognitive learning.
   C. Motivational learning.
   D. Psychomotor learning.
### Basic Learning Principles

<table>
<thead>
<tr>
<th>Motivation to learn</th>
<th>Address the patient’s desire or willingness to learn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to learn</td>
<td>Depends on physical and cognitive abilities, developmental level, physical wellness, thought processes</td>
</tr>
<tr>
<td>Learning environment</td>
<td>Allows a person to attend to instruction</td>
</tr>
</tbody>
</table>

### Motivation to Learn

- **Attentional set**: the mental state that allows the learner to focus on and comprehend a learning activity
- **Motivation**: a force that acts on or within a person (e.g., idea, emotion, physical need) to cause the person to behave in a particular way

### Motivation to Learn (continued)

- Use of theory to enhance motivation and learning
- Theories focus on how individuals learn
- Help guide instructional strategies
- **Self-efficacy**: refers to a person's perceived ability to successfully complete a task.

### Motivation to Learn (continued)

- Psychosocial adaptation to illness
  - Difficult for patients to accept
  - Need to grieve
  - Learning occurs in the acceptance stage
- Active participation
  - Learning occurs when the patient is actively involved in the educational session

### Cognitive Learning

- **Create**
- **Evaluate**
- **Analyze**
- **Apply**
- **Understand**
- **Remember**

### Affective Learning

- Receiving
- Responding
- Valuing
- Organizing
- Characterizing
Psychomotor Learning

- Perception
- Set
- Guided Response
- Mechanism
- Complex Overt Response
- Adaptation
- Origination

Critical Thinking

- 10 Mental habits (affective domain): confidence, contextual perspective, creativity, flexibility, inquisitiveness, intellectual integrity, intuition, open mindedness, perseverance and reflection
- Cognitive skills: analyzing, applying standards, discriminating, information seeking, logical

The Learning Pyramid*

<table>
<thead>
<tr>
<th>AverageRetention Rates</th>
<th>Passive Teaching Methods</th>
<th>Participatory Teaching Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>5% Lecture</td>
<td>10% Reading</td>
<td>20% Audio-Visual</td>
</tr>
<tr>
<td>10% Reading</td>
<td>20% Audio-Visual</td>
<td>30% Demonstration</td>
</tr>
<tr>
<td>20% Audio-Visual</td>
<td>30% Demonstration</td>
<td>50% Group Discussion</td>
</tr>
<tr>
<td>30% Demonstration</td>
<td>50% Group Discussion</td>
<td>75% Practice</td>
</tr>
<tr>
<td>50% Group Discussion</td>
<td>75% Practice</td>
<td>90% Teaching Others</td>
</tr>
</tbody>
</table>

*Adapted from National Training Laboratories, Bethel, Maine

Ability to Learn

- Developmental capability
- Cognitive development
- Prior knowledge
- Learning in children
- Developmental stage

Quick Quiz!

2. You are caring for a 5-year-old who is hospitalized for stabilization of asthma. To render age-specific care, an action you can take would be to

A. Allow the child to handle medical equipment.
B. Respond immediately to the child’s every need.
C. Tell the child to be good.
D. Rationalize the child’s complaint as part of the developmental stage.
Ability to Learn (continued)

- Adult learning
  - Self-directed
  - Patient-centered
- Physical capability
  - Level of personal development
  - Physical health
  - Fatigue

Learning Environment

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Well lit</td>
<td>Good ventilation</td>
</tr>
<tr>
<td>Appropriate furniture</td>
<td>Comfortable temperature</td>
</tr>
<tr>
<td>Quiet</td>
<td>Private</td>
</tr>
</tbody>
</table>

Integrating the Nursing and Teaching Processes

- The nursing process and the teaching process are not the same.
- The nursing process focuses on the patient’s total health care needs.
- The teaching process focuses on the patient’s learning needs and ability to learn.
- When education becomes part of the care plan, the teaching process begins.

Nursing Process: Assessment

- See through the patient’s eyes.
  - Teaching is patient-centered.
- Assess the patient’s learning needs.
  - Information or skills needed to perform self-care and to understand the implications of a health problem.
  - Patient experiences that influence the need to learn.
  - Information that family caregivers need to support patient needs.

Assessment (Continued)

- Motivation to learn
- Ability to learn
  - Physically, cognitively, affectively, developmentally
- Teaching environment
- Resources for learning

Case Study

- Latinka Drusko is a 55-year-old Bosnian immigrant. She is overweight and is concerned about her health. She has come for her yearly physical. Ashley is a 23-year-old nursing student assigned to care for Latinka.
- During their first visit, Latinka states, “I am interested in getting some information to help me become healthier and lose some weight.”
Assessment (Continued)

- **Health literacy**: the cognitive and social skills that determine the motivation and ability of individuals to gain access to, understand, and use information in ways that promote and maintain good health.

- Health literacy includes patients’ reading and mathematics skills, comprehension, and decision-making and functioning skills with regard to health care.

Nursing Process: Nursing Diagnosis

- Nursing diagnoses for patient education
  - Deficient knowledge (affective, cognitive, psychomotor)
  - Ineffective health maintenance
  - Impaired home maintenance
  - Ineffective family therapeutic regimen management
  - Ineffective self-health management
  - Noncompliance (with medications)

Nursing Diagnosis

- "Knowledge deficit (cognitive) regarding ……"
- "Knowledge deficit (psychomotor) regarding……"

Nursing Process: Planning

- Determine goals and expected outcomes that guide the choice of teaching strategies and approaches with a patient:
  - Set priorities.
  - Select timing to teach.
  - Organize the teaching materials.
  - Use teamwork and collaboration.

Nursing Process: Implementation

- Select appropriate instructional methods:
  - Group instruction
  - One-on-one discussion
  - Preparatory instruction
  - Demonstration
  - Analogy
  - Role playing
  - Simulation

Nursing Process: Implementation (continued)

- Maintain learning attention and participation.
- Build on existing knowledge.
- Select teaching approach.
- Incorporate teaching with nursing care.
Nursing Process: Implementation (continued)

- Illiteracy and other disabilities
- Cultural diversity
- Using different teaching tools
- Special needs of children and older adults

Quick Quiz!

2. During a teaching session, the nurse tells a patient with a recent neck injury that damage to the nerves is comparable to a water hose that has been pinched off. During this teaching session, the nurse is using the process of

A. Analogy.
B. Discovery.
C. Role playing.
D. Demonstration.

Case Study (continued)

- Before she meets with Latinka again, Ashley decides to read about the Bosnian culture. Among other things, she learns that Bosnians tend to have strong ties with their families and communities.
- When they speak again, Ashley asks about Latinka’s community and learns that she is very close to her children and neighbors.

Nursing Process: Evaluation

- See through the patient’s eyes.
  - Have the patient’s learning needs been met?
- Patient outcomes:
  - Legal responsibility
  - Documentation
- Evaluate a patient’s learning by observing performance of expected learning behaviors under desired conditions.
- Teach back (next slide)

Teach Back Method

- Let’s make sure I covered everything. Tell me what you are going to do?
- Tell me what you are going to do when you get home?
- When you get home, what will you tell your husband/wife?
- Example:
  - https://youtu.be/pCNCqASLqFo

Documentation of Client Teaching

- Assessment of learning needs
- Specific content
- Method of teaching
- Reinforced information
- Evaluation of learning
Assignment Due Next Week: In Class Teaching Exercise

- The health care provider has ordered teaching relaxation/stress reduction techniques to your patient twice daily.
- Research the potential negative effects of Stress on the body
- Research how relaxation techniques work in the body
- Find a Stress Management /Relaxation Technique to teach
  - Deep breathing
  - Guided Imagery
  - Mindfulness Meditation
  - Progressive muscle relaxation, etc.

Teaching Exercise (continued)

- Print out the Patient Teaching Documentation sheet
- You will fill out part of this form before class (learning objective, description of technique, etc.) and the rest in class.
- Develop 10-15 minute Teaching Exercise
- Must be something you can teach a patient in the hospital
- Be sure to teach:
  - the potential negative health effects of stress on the body
  - how relaxation techniques work in the body
  - the selected stress management/relaxation technique
- Bring your own music or other teaching items