

# Nurse as Educator

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College of Nursing and Allied Health  
N122: Professional Role  
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## On the Menu

- Legal & ethical responsibilities
- Social & cultural factors
- Generational differences
- Teaching plans
- Individual vs. group teaching



✦ *Teaching is an interactive & dynamic process that involves a change in a client's behavior in order to maintain or improve health*

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## Legal & Ethical Responsibilities

- Independent nursing function
1. American Hospital Association  
– *A patients bill of rights 1992*
  2. Joint Commission
  3. Medicare/Medical
- ⚙️ If you didn't document it...



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Mrs. M had back surgery 2 days ago. She has no desire to move. No one has explained to her about the danger of DVT.




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### Teaching goals



- Optimal health promotion
- Disease prevention
- Management of illness
- Appropriate selection and use of treatment options
- *“Every interaction with a client should be considered a teachable moment”*

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### Learning Domains

- ☞ **Cognitive** (thinking)
  - ☞ Rationale for insulin
- ☞ **Affective** (feeling)
  - ☞ Acceptance of chronic implications
  - ☞ Self esteem
- ☞ **Psychomotor** (skill)
  - ☞ Self inject insulin





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### ☠ Scare Tactics



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### Motivation & Readiness to learn

START WHERE YOU ARE.  
USE WHAT YOU HAVE.  
DO WHAT YOU CAN.  
- ARTHUR ASHE

- **Motivation**
  - Desire to learn
  - RN Role: Aid working through the problem & identifying need
- **Readiness**
  - Demonstration of behaviors that learner is motivated to learn at a specified time
  - RN role: Encourage development of readiness

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### It's not what you say...

- It's how you say it!



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### Low Health Literacy

- ✓ Multiple teaching methods
- ✓ Use simple terms
- ✓ Focus on key points
- ✓ Avoid acronyms
- ✓ Limit Information
- ✓ Use association
- ✓ Reinforce through repetition
- ✓ Patient involvement
- ✓ **“Teach back”**
- ✓ Avoid lengthy handouts in large groups

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### Social & Cultural Factors

- **Eastern cultures**
  - Avoid eye contact
  - Family spokesperson
  - Gender
- **Western cultures**
  - Eye contact at eye level
  - Nonverbal communication




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### Don't take it personal!




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### Cultural Values & Beliefs

➔ Diet, health, illness & lifestyle

- Joint Commission
- Treatment strategies
- Harmful?
- Decision maker?
- Congruent with medical plan?




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### Education & Language

- Translator vs. interpreter
  - Goal: To illicit the same response in the listener as the original message
- Keep all printed materials at 5<sup>th</sup> grade level




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### Communicating with limited English

1. Avoid slang, medical terminology & abbreviations
2. Use gestures & pictures/diagrams
3. Speak slowly in a normal tone
4. Validate understanding
  1. Smiling 🇺🇸 understanding




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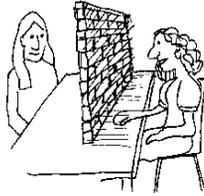
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### Barriers to Learning

- Acute illness
- Pain
- Emotion
- Age
- Culture
- Physical disability
- Mental disability
- Medication side effects



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### Learning Styles

1. Visual
2. Psychomotor
3. Reading
4. Groups
5. Cognitive
6. Affective
7.  How do you assess learning style?



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### Age Appropriate Teaching

- ☺ Shorter attention span & limited vocabulary
- ☺ Plan shorter & more active learning episodes



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### Preschool (3-5 years)

- Fear of pain
  - Offer reassurance
- Magical thinkers
- Role play
- Give praise



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### Middle & Late Childhood (6-11 years)

- Logical thinkers
- Prefer active learning
- Desire praise
- Industrious



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### Adolescent (12-19 years)

- Need for belonging
- Privacy is imperative
- Avoid embarrassment
- Near adult language skills
- Focus:
  - Teach why it is worth their while to do
  - Develop respectful & trusting relationship



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### Intergenerational Characteristics

#### ☞ Millenials (1981-2000)

- ☞ Multi-taskers, tech. savvy, short atten. span
- ☞ Internet websites, phone downloads

#### ☞ Generation X (1961-1980)

- ☞ Self-directed, group interaction
- ☞ Group teaching, support groups, web-based materials

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### Intergenerational Characteristics

#### ☞ Baby boomers (1945-1960)

- ☞ Knowledge from authoritative sources
- ☞ Lecture/discussion, printed materials

#### ☞ Veterans (<1945)

- ☞ Rote learning, memorization
- ☞ Lecture/discussion, pictures/printed materials

 Goal: Optimal health & functioning

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### Transtheoretical Model

1. **Precontemplation:** Not ready for change
2. **Contemplation:** Thinking about change
3. **Preparation:** Planning how to make change in behavior
4. **Action:** Begins to practice new behavior inconsistently
5. **Maintenance:** Practices new behavior regularly
6. **Termination:** Change is now lifestyle

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### Teaching Plan

- 1. Assessment of client's:
  - 1. Ability
  - 2. Need
  - 3. Readiness
- 2. Identify problems teaching can resolve
  - 1. Develop goals
  - 2. Deliver teaching interventions
  - 3. Evaluate effectiveness



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### 4 Letter Words

#### ∞ Educational Nursing Diagnoses

- 1. Deficient knowledge
- 2. Health seeking behaviors
- 3. Ineffective health maintenance
- 4. Readiness for enhanced self-health management
- 5. Readiness for enhanced knowledge

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### Evaluation Tips

- ✎ Observation
- ✎ Verbal & nonverbal cues
- ✎ Open-ended questions
- ✎ Caregiver questions
- ✎ Client's self evaluation of progress



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### Teaching Resources

- Time
- Physical setting
- Equipment
- Teaching materials
- Personnel availability



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### Instructional Aids

- Audiovisual
  - Printed
  - Videos, CDs or DVDs
  - Models
- Internet or web-based programs
  - LAC+USC Wi-fi → LACUSCGUEST
  - Ipad or laptop



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### Group vs. Individual Teaching

- Things to consider:
  1. Learning objectives
  2. Time constraints
  3. Scheduling
  4. Physical setting



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## Individual Teaching

### Advantages

1. Easier to evaluate achievement of goals
2. Easier to adapt & modify teaching to meet learner's individual needs
3. Less stressful for solitary learners

### Disadvantages

- Strenuous on staffing
- Learning from group stories/experience doesn't occur



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## Group Teaching

### Advantages

- Economical
- Learners may share & learn from one another
- Small groups permit discussion
- Learners may encourage, motivate & support each other

### Disadvantages

- Individual attention is lost
- Questions may be avoided
- One learner may dominate discussion



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## Informal Teaching

- Unplanned
- Often effective
  - Addresses immediate needs & concerns
  - Often leads to formal teaching



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### Formal Teaching

- Planned teaching to fulfill learner objectives




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### Group Activity: Teaching Plan

- 4 groups
  - Client scenario
  - Present plan

ADPIE




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*“Tell me and I’ll forget,  
 show me and I may remember;  
 involve me and I’ll understand”  
 -Chinese proverb*

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