

Part II

**The Nurse as
Caregiver**

Chapter 8

Client Teaching



Learning Objectives

By the end of this chapter, you should be able to:

1. Explain the role of the nurse as teacher.
2. List the principles of adult learning.
3. List factors that enhance learning.
4. List factors that interfere with learning.
5. Develop a client teaching plan.



Key Terms

- Andragogy
- Pedagogy
- Teach
- Teaching-learning



Chapter Scenario

LPN and RN collaborating on the discharge process

→ **Think about it!**

- Have you participated in client education as an LPN? Describe that experience.
- Have you collaborated with RNs on client education? How do the LPN and RN roles vary?
- At the facility where you work, what is the policy on client education? Who is responsible for final implementation of the teaching process?
- What do you think about this policy and the process? If you could change anything about it, what would that be and why?



Introduction

Because clients are quickly discharged from the hospital and often are expected to continue with complex care needs, client teaching is essential to maintain effective health care.



The Nurse as Teacher

Teaching stays with the client for a long time after the actual nursing care and facility discharge.

→ Remember the lasting implications of “the nurse as teacher.”

Teaching

- Informal versus formal teaching



Critical Thinking

1. Describe something you have been taught in your past and can still remember today. How long has it been since that lesson was taught to you?
2. Whom do nurses teach?
3. Identify two nurses who have served as your teaching role models. Why?



Principles of Adult Learning

Lawler's Nine Principles of Adult Learning

1. Adults learn best in an environment of mutual respect.
2. Adults like a collaborative style of learning.
3. Adults' educational knowledge builds on life experiences.
4. Adult education should encourage insightful critical thinking.
5. Adults learn from problem-solving situation scenarios.



Lawler's Nine Principles of Adult Learning (cont.)

6. Adults take pleasure in applying their learning in real-life situations.
7. Adults enjoy participating in the learning environment by identifying personal learning needs.
8. Adult learners are empowered through education.
9. Adult education provides and encourages self-directed and independent learning.



Principles of Adult Learning

Schuster's Four Principles of Adult Learning

1. Build on previous experiences.
2. Focus on immediate concerns first.
3. Adapt teaching to lifestyle.
4. Make [the client] an active participant.

(Schuster, 2000, pp. 214–216)



Teaching Concepts from Adult Learning Principles (Lawler & Schuster)

- Develop a climate of trust.
- Encourage participation.
- Build on past experiences.
- Address immediate concerns.
- Assist in lifestyle adjustments.
- Involve in the learning process.



Critical Thinking

1. Think of an experience in your life that has happened more than once and describe how it was different the second time.
2. As an LPN-RN student, do you think you will need to unlearn some nursing concepts previously taught?
3. How can you use your experience of learning to help your clients build on their past experiences?



Interfering Factors

- Emotional state
- Physiological state
- Defense mechanisms
- Cultural and value complexities

Client Teaching: Assessment, Diagnosis, Outcome Identification and Planning, Implementation, and Evaluation

Table 8-1 Comparison of Nursing Process and Teaching Process

	Nursing Process	Teaching Process
Assessment	Assess client physical, psychosocial, Spiritual, and cultural needs	Assess client knowledge base
Diagnosis	Identify actual and potential problems	Identify client teaching-learning needs
Outcome Identification and Planning	Set goals to achieve or maintain Optimum health	Set goals to achieve teaching-learning needs
Implementation	Complete nursing interventions to meet Clients needs	Develop teaching plan to meet client's learning needs
Evaluation	Evaluate attainment of client Goals/outcomes	Evaluate attainment of educational goals And learning objectives

Application: Develop a Teaching Plan

What does the client know about the disease condition?

What does the client know about treating the condition?

What does the client know about the prescribed medications?

Is a diet change required?

Does the client need special equipment?

Does the client know how to operate the equipment?

Box 8-2: Questions to Ask to Determine the Client's Teaching Needs

Application: Create Your Own
Teaching Plan



Chapter Summary

- Teaching is a vital part of health care.
- Awareness of adult learning principles and specific techniques improves client teaching-learning sessions.
- A specific, intentional teaching plan enhances the process for all involved.
- Observe as you transition from LPN to RN how this role grows and changes.



Chapter Reflections

1. After reading this chapter, how will you change your client teaching experiences?
2. Obviously not all the teaching you do will require a teaching plan as described in this chapter, but if you use a teaching plan, how will it affect your client teaching?
3. How did working through the teaching plan and teaching a client change your approach, attitude, or ideas about client teaching?