

# **Health Education**

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## **Education Process**

**Second Semester 2023-2024**

## **Intended Learning Outcomes:**

**On completion of this discussion, you will be able to:**

- 1. Recognize the nurse educator's role to enhance clients' capability to function as self-directed learners.**
- 2. Emphasize on the clients responsibility in the educational process**
- 3. Identify the components of assessing the client learning status.**

# Intended Learning Outcomes:

**On completion of this discussion, you will be able to:**

- 4. Explain the meaning of the learning needs.**
- 5. State types of readiness to learn (PEEK Model)**
- 6. Clarify the importance of assessing the client's style of learning.**
- 7. Outline the principles of learning style**
- 8. Determine the client's qualities that need to be assessed.**

# **The Roles of the Nurse Educator when educating adults**

**The Roles of the Nurse Educator can be guided by the educational process (EP).**

**Advantages of EP:**

- 1. Decrease the learners' dependency on the educator.**
- 2. Enhance the learners' capability to function as self-directed learners.**

**The First Role  
of the Nurse Educator is:  
Assessment**

## Assessment

Includes the Client's

Learning  
Needs

Readiness  
to Learn

Styles  
of Learning

Qualities

## 1. Assessing the Client's Learning Needs

- *Learning Needs* are defined as gaps in knowledge, attitudes, or skills that exist between a desired level of performance and the actual level of performance.
- The gap between what someone knows and what someone needs to know.

## 2. Assessing the Client's Readiness to Learn

- *Readiness to learn* is defined as the time when the learner demonstrates an interest in learning necessary type or degree of information.
- Readiness to learn occurs when the client is:
  1. Receptive to learning.
  2. Has willing to learn.
  3. Able to participate in the learning process.

# **Types of Readiness to Learn**

## **Use “PEEK Model” (Lichtenthal, 1990)**

**Before learning can begin, the nurse educator must understand the four type of readiness to learn:**

**P = Physical readiness**

**E = Emotional readiness**

**E = Experiential readiness**

**K = Knowledge readiness**

## **P = Physical Readiness**

- Measures the client's ability (such as physical; visual, auditory).**
- Complexity of the learning task (difficulty level of the task, does it need special abilities).**

## **P = Physical Readiness**

- Environmental effects on the client (noise, suitability of the environment for type of learning such as lab for psychomotor learning).**
- Gender of the client (women are more receptive to care, take less risk for health, women are the caregivers).**

## **E = Emotional Readiness**

- Anxiety level of the client.
- Support system for the client (they may attend some sessions to help a client at home)

**The client's Motivation (A need must exist)**

**The client's developmental stage (subject must be suitable for the learner's age; sex education in teenage).**

## **E = Experiential Readiness**

**(refers to client's past experience with learning)**

- Level of the client's aspiration (how much the client is driven to learn)**
- Past coping mechanisms of the client (are they effective for the new learning situation).**

## **E = Experiential Readiness**

- The client's cultural background (Avoid encounters with cultural beliefs; language, and interpreter).**
- The client's locus of control (is readiness is internal or external).**
- The client's level of orientation (less experience with life, closed-minded, conservative, less willing to learn).**

## **K = Knowledge Readiness**

- Present knowledge base of the client.**
- The client's cognitive ability.**
- The client's learning disabilities.**
- The client's Learning styles.**

### 3. Assessing the Client's Styles of Learning

- Learning style refers to “the ways individuals process information”.
- Each learner is unique and complex, with a distinct learning style preference that distinguishes one learner from another.

### 3. Assessing the Client's Styles of Learning

- Certain learning style are biological in origin, whereas others are sociologically developed as a result of environmental influences.

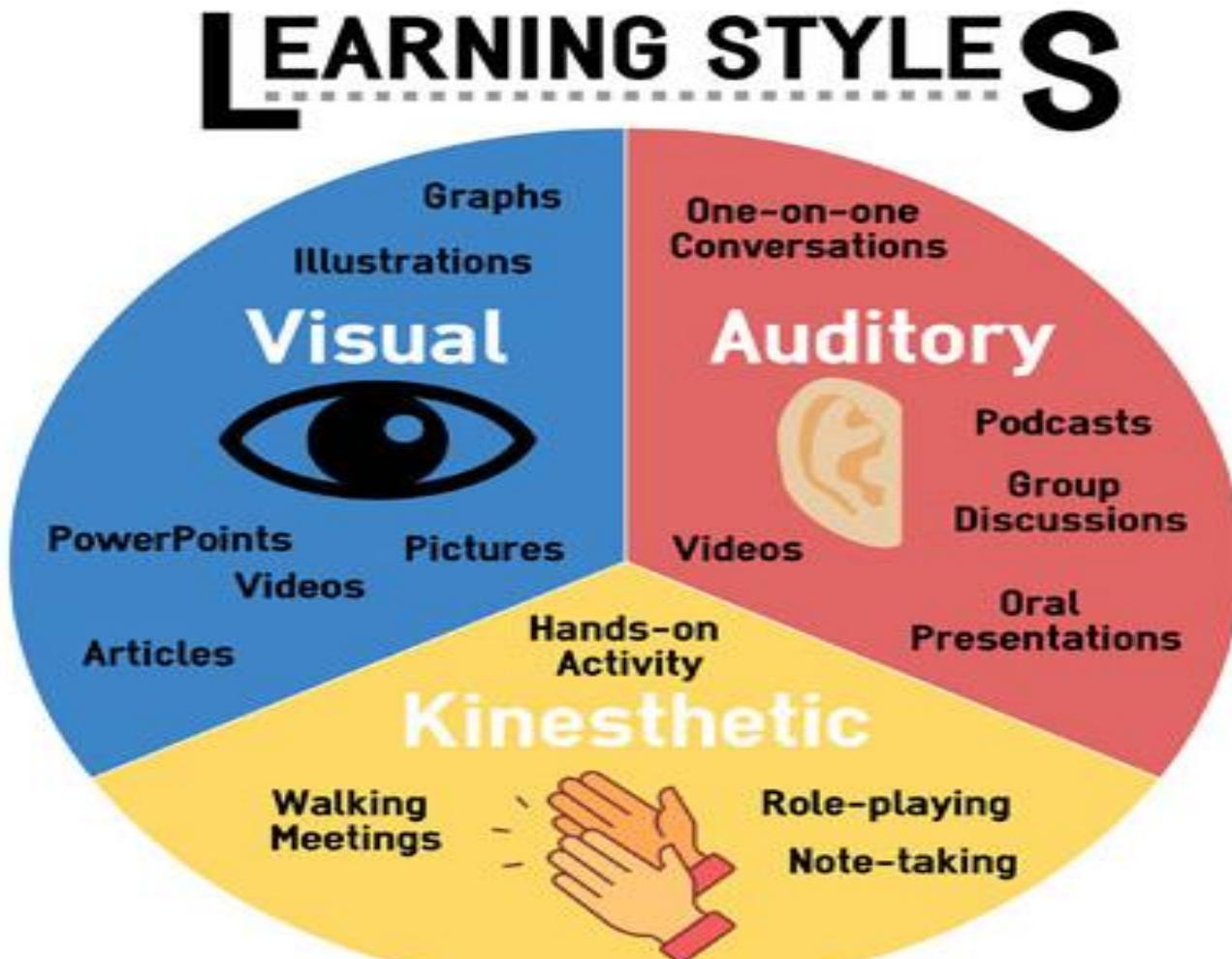
# LEARNING STYLES

Visual	Auditory	Physical
<p><b>Learn best through seeing, need to see the teacher's body language and facial expressions</b></p>	<p><b>Learn best through lectures &amp; discussions</b></p>	<p><b>Learn best through an active, hands-on approach</b></p>
<p><b>May prefer sitting at the front of the classroom in order to see more clearly</b></p>	<p><b>Interpret the underlying meanings of speech through listening to tone of voice, pitch, speed &amp; other nuances</b></p>	<p><b>Do well in classes with a lab component</b></p>

# LEARNING STYLES

Visual	Auditory	Physical
<p><b>Learn best from visual displays, diagrams, illustrations, overhead transparencies, videos.</b></p>	<p><b>Often benefit from reading aloud</b></p>	<p><b>May find it hard to sit still for long periods</b></p>
<p><b>Think in pictures</b></p>	<p><b>Written information may have little meaning until heard</b></p>	<p><b>May become distracted by need for activity &amp; exploration</b></p>

# The VAK Model: Three Types of Learning Styles



# The VARK Model: Four Types of Learning Styles



# **Visual**

**Learners learn by sight. Visual learners are better able to retain information when it's presented to them in a graphic depiction, such as arrows, charts, diagrams, symbols, and more.**

# Visual

These learners benefit from:

- Images and diagrams
- Graphics and visuals
- Charts
- Maps
- Mind-maps
- Flash cards

## **Auditory**

**Learners learn by hearing. Sometimes referred to as “aural” learners, auditory learners prefer listening to information that is presented to them vocally.**

**These learners work well in group settings where vocal collaboration is present and may enjoy reading aloud to themselves, too.**

# **Auditory**

**These learners benefit from:**

- Listening**
- Speaking**
- Group discussions**
- Verbal repetition**
- Sound recordings**
- Mnemonic devices**

## **Read/Write**

**Learners learn by reading and writing. Focusing on the written word, reading and writing learners succeed with written information on worksheets, presentations, and other text-heavy resources.**

**These learners are note-takers and perform strongly when they can reference written text.**

# **Read/Write**

**These learners benefit from:**

- Reading**
- Writing**
- Making detailed notes**
- Re-writing notes to revise**
- Viewing information in word form**

## **Kinaesthetic**

**Learners learn by touch. Taking a physically active role, kinesthetic learners are hands-on and thrive when engaging all of their senses during course work.**

# **Kinaesthetic**

**These learners benefit from:**

- Movement**
- Tactile representations**
- Models and materials**
- Physical interactions**
- Hands-on approaches**
- Experience and practice**

# **What are the benefits of knowing the client's learning style? Help to:**

- **Understand educational interests and needs for people with different learning styles.**
- **Create an atmosphere for learning that encourage each individual to reach potential.**
- **Matching the style with methods and strategies of Instruction.**
- **Making decisions about program development and instructional design.**

# **Learning Style Principles**

- Identify both the learner and the teacher learning style.
- Nurse educators must use the learner style.  
**(It is much easier for the educator to change the teaching approach for the learner than to adapt to the teacher's style).**
- Clients should be encouraged to diversify their style preferences.

## 4. Assessing the Client's Qualities

- **It's the learner's own experiences, knowledge, skills, and motivations related to the learning experience**
- **The ability to organize new knowledge and skills with what he already knows.**

## 4. Assessing the Client's Qualities (Cont.)

- The ability to recognize problems and use all available information to solve those problems.
- A sense of self-efficacy: the knowledge that he can solve those problems which face him