

# **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

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



# LEARNING STYLES

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

# 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**