

Health Education

Education Process 2

Second Semester 2023-2024

3/8/2024

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The Second Role of the Nurse Educator

Planning

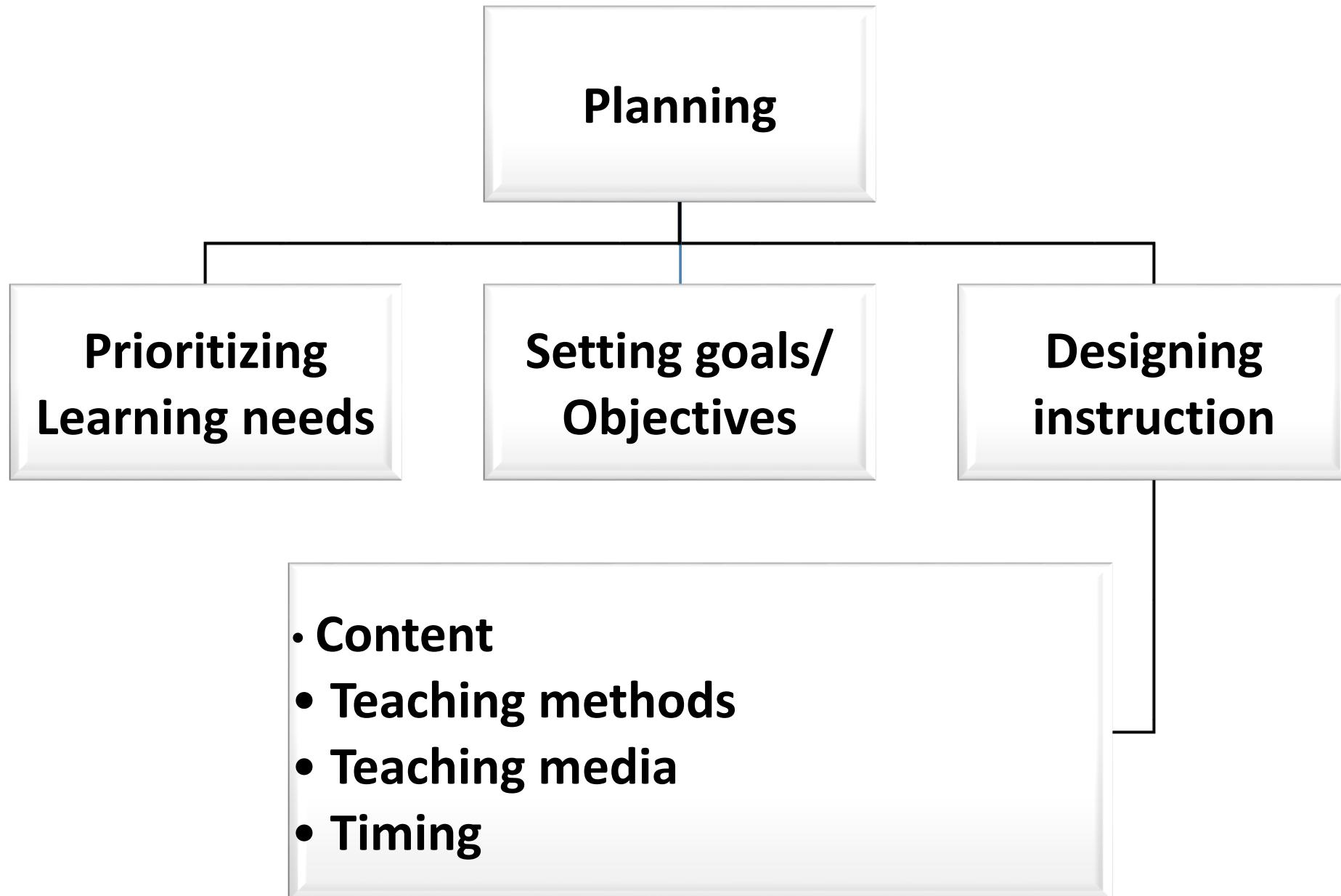
Intended Learning Outcomes

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

- 1. State steps involved in planning an educational program.**
- 2. Prioritize learning needs according to specific criteria.**
- 3. Differentiate between goals and learning objectives.**
- 4. Identify the characteristics of learning objectives.**
- 5. Determine criteria for designing instruction**

Intended Learning Outcomes

- 6. Clarify principles followed in implementing the educational program.**
- 7. Recognize goals and learning objectives as the base for evaluating any educational program.**
- 8. Explain a self-corrective reflexive approach**



Planning

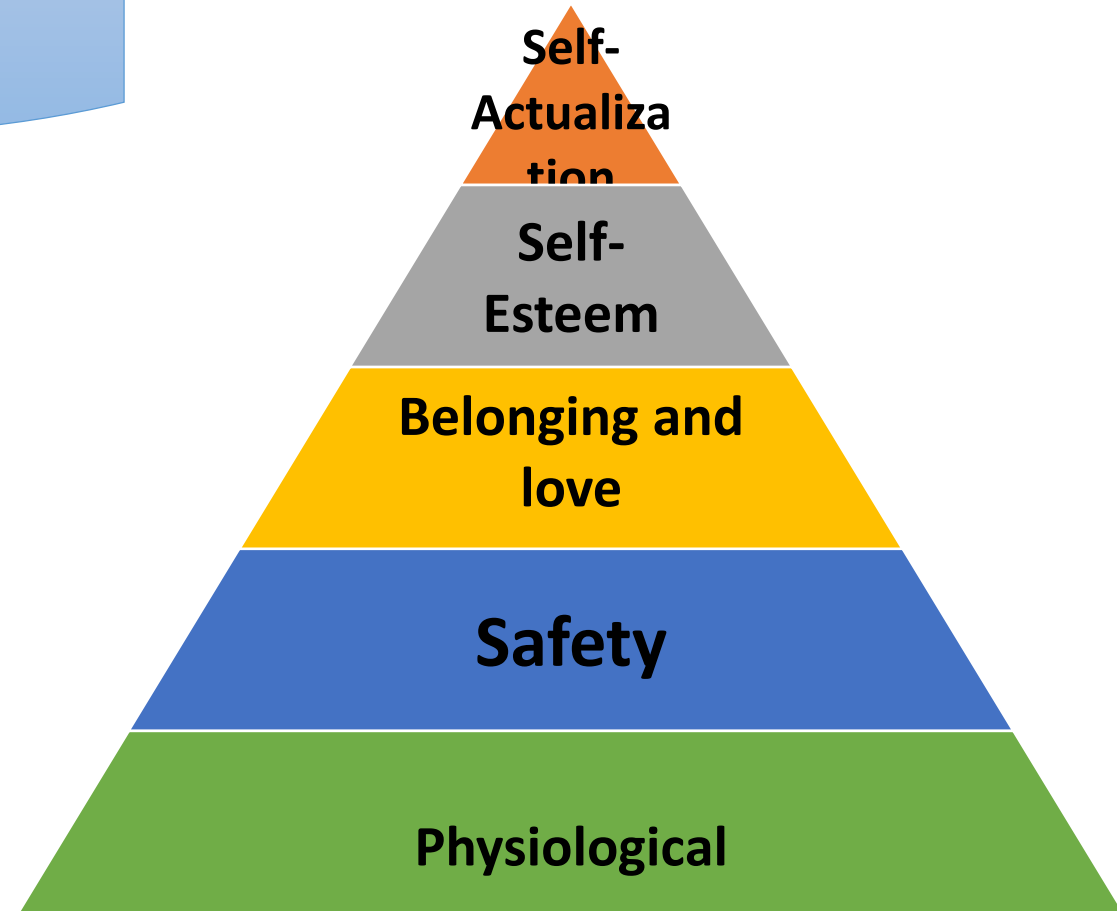
- **Planning will help the client to set realistic and achievable learning goals especially when faced with many learning needs in several areas.**

1- Prioritizing needs

It could be done by:

a. Prioritizing needs according to Maslow's hierarchy of human needs.

In this way, the nurse can help the client to meet the most basic needs first, and learning of other needs will be delayed.

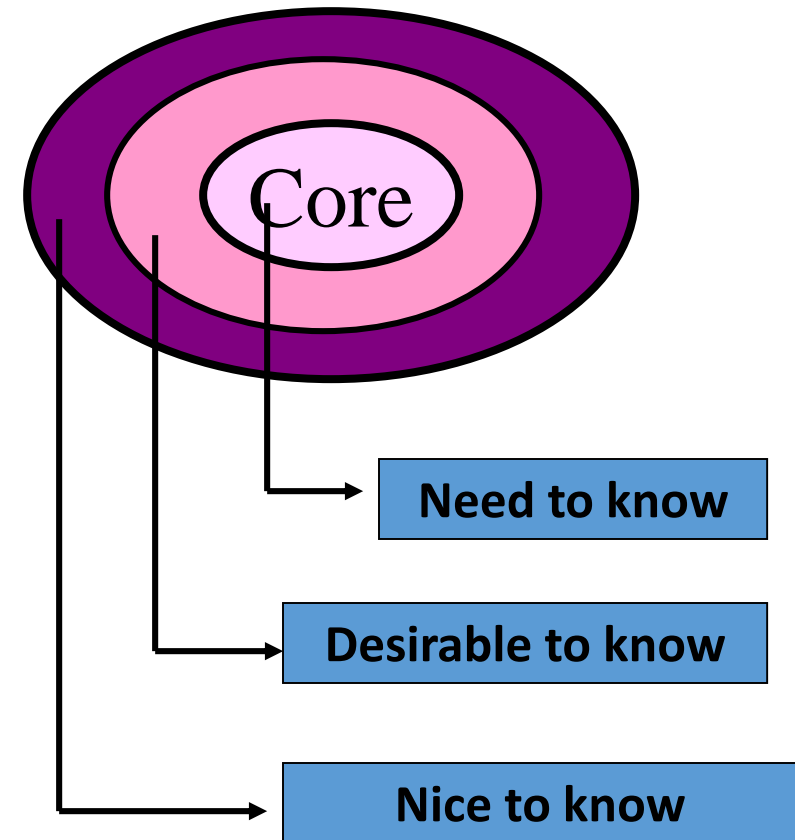


Maslow's Hierarchy

b. Prioritizing needs according to the importance of information to specific client.

This could be done by categorizing information according to the criteria of:

- “need to know”**
- “desirable to know”**
- “nice to**



Prioritizing needs according to the importance of information to specific client

Must know Need to know	Desirable to know	Nice to know
Needs must be learned for survival	Needs that are not life-dependent	Needs that are not essential

Prioritizing needs according to the importance of information to specific client

Must know Need to know	Desirable to know	Nice to know
The learner's life or safety is threatened Learning must be met immediately. Example: client who experienced heart attack recently, needs to know the S&S of another heart attack and how to get help	Needs are related to well being. Example: it is important for a patient who has cardiovascular disease to understand the effects of a high-fat diet on his condition	Needs are not essential or required to use in daily activities. Example: effect of living in mountains on CVD

2- Setting goals/Objectives

- **Goals (General objectives):**
 - They are open-ended statements derived from the learning needs of a learner.
 - They are used to identify the intended outcomes of the educational program or an aspect of a program.

Example: The client will be able to perform insulin injections independently according to treatment regimen.

- **Behavioral Objectives:**
 - They are close-ended statements which are derived from the goal.
 - Each statement represents a prescriptive and predictive outcome that has to be observable and measurable against given criteria.

Behavioral Objectives will reflect:

- **Behavior-** Specifically explains what task the learner should be able to do .
- **Condition-** Under what circumstances or *conditions* dluohs ksat eht mrofre renrael eht
- **Standard (criteria)** -To what level of proficiency should the learner perform the task.

Behavioral objectives denote to:

- 1. They are action- oriented rather than content oriented
(What the student should be able to do at the end of a learning period).**
- 2. They are learner-centered rather than teacher centered (What the student, not the teacher should be able to do).**

Example:

Following a 20 minutes teaching session, the client will be able to identify the five sites for insulin injection with 100% accuracy

3- Designing instructions

The Instruction content should fit:

a) the learner's personal needs

b) the client of learning

- The educator should:

a) Select the participative, and projective instructional methods.

b) Selecting the teaching materials.

c) Timing the learning/teaching activities

The Third Role of the Nurse Educator

Implementation

Implementation

The role of the nurse educator is to support learners in implementing their learning program through:

The Role of the Nurse Educator in implementation

- 1. Trying out the plan.**
- 2. Facilitate problem posing and problem solving.**
- 3. Provide accurate and helpful feedback**
- 4. Help the learners understand how to use learning resources relevant to their learning (the nurse educator, consulting professionals, and fellows books or articles).**

The Role of the Nurse Educator in implementation

5. Reinforce the self-concept of the learners by:

- * Providing progressive mastery of knowledge and skills.**
- * Experiencing encouragement and feedback.**

6. Foster learner decision making by expand the learner's range of options.

The Fourth Role of the Nurse Educator

Evaluation

The role of the nurse educator is to encourage the learner to evaluate their progress in the educational program by:

- 1. Use goals/ objectives as a base to evaluate the learning outcomes.**
- 2.Goals/ objectives are considered as criteria for judging their learning progress.**
- 3.More client's needs are to be learned may arise.**