CLIENT TEACHING

Client teaching involves helping patients become better informed about their condition, medical procedures, and choices they have regarding treatment.

Nurses typically have opportunities to educate patients during bedside conversations or by providing prepared pamphlets or handouts. Client teaching is important to enable individuals to better care for themselves and make informed decisions regarding medical care.

⇒**Reasons for Client Teaching:**

✓ Promotion of wellness

✓ Prevention of illness

✓ Restoration of health

✓ Facilitation of coping abilities

⇒**Benefits of Client Teaching:**

✓ Improved quality of care

✓ Shorter length of hospital stays

✓ Decreased chance of hospital readmission

✓ Greater compliance with prescribed treatment regimens

⇒**Formal Teaching**

Formal teaching takes place at a specific time, in a specific place, on a specific topic.

⇒**Informal Teaching**

Informal teaching takes place any time, any place, whenever a learning need is identified.

⇒**Basic Learning Principles:**

Relevance, Maturation, Reinforcement, Organization, Motivation, Readiness, Participation, and Repetition.

⇒**Learning Style:** The manner by which an individual incorporates new data.

⇒**Types of Learning Styles:**

Visual - processes best by seeing.

Auditory - processes best by hearing.

Kinesthetic - processes best by touching, feeling, or doing.

⇒**Learning Barriers:**

Environmental, Interruptions, Lack of privacy, Multiple stimuli

Sociocultural, Language, Value system, Educational background

Psychological, Fear, Anxiety, Anger, Depression, Inability to comprehend, Physiological, Pain, Fatigue, Sensory Deprivation, and Oxygen Deprivation.

⇒**Learning Domains:**

Cognitive domain - involves intellectual understanding.

Affective domain - involves attitudes, beliefs, and emotions.

Psychomotor domain - involves the performance of motor skills.

⇒**The Nursing Process and the Teaching-Learning Process:**

Both the teaching-learning process and the nursing process are interdependent and dynamic.

⇒**Identification of Learning Needs**

When lack of knowledge is the primary learning need, the diagnosis of *knowledge deficit* is applicable.

⇒Planning

- ✓ Measurable behavioral change
- ✓ Time frame
- ✓ Methods and intervals for evaluation
- ✓ Planning Considerations
    - Why teach?
    - What should be taught?
    - How should teaching be done?
    - Who should teach and who should be taught?
    - When should teaching occur?
    - Where should teaching occur?

⇒Implementation

- ✓ Get and keep the client's attention
- ✓ Stick to the basics
- ✓ Use time wisely
- ✓ Reinforce information

⇒Evaluation

- ✓ Determining what the learner has learned
- ✓ Assessing the nurse's teaching effectiveness
- ✓ Evaluation of learning
- ✓ Oral questioning
- ✓ Observation
- ✓ Return demonstration.
- ✓ Written follow-up (e.g. questionnaires)
- ✓ Evaluation of teaching
- ✓ Feedback from the learner
- ✓ Feedback from colleagues
- ✓ Situational feedback