LECTURE OBJECTIVES:

1. Recognize education for staff, as well as patients/clients and families, as a standard for professional nursing practice.

2. Discuss staff development concepts.

3. Discuss characteristics of adult learners.

4. Understand the three domains of learning.

5. Utilize the steps of the teaching-learning process to develop a staff teaching presentation.

6. Develop, implement, and evaluate a teaching presentation for staff.

ASSIGNMENT:

Yoder-Wise, Chapter 17
In groups of no more than five students will develop, implement and evaluate a Staff Teaching Presentation. See Guideline for Teaching Presentation.

LECTURE OUTLINE:

Introduction: Consumers of health care have a right to know and need to know how to care for their own health needs. Nurses are obligated to teach the consumer. Nurses also are obligated to teach other nurses and members of the health team delivering care to the consumer/customer. This lecture builds on Teaching/Learning theory and principles previously taught and focuses on assessing, planning, implementing and evaluating a learning need of nursing staff.

I. Teaching as a standard for professional nursing - teaching is fun, rewarding, and hard work. Education/learning empowers the team to provide the customer with the best of care that meets standards. The old ancient proverb says “If you give a man a fish you feed him for a day. But if you teach a man to fish, you feed him for a lifetime “. Knowledge is power and sharing knowledge is sharing power. And we all win.
A. Role of nurse leader/manager
1. Patients/families - In the leadership/management role, the nurse has responsibility to educate patients and staff members. Education of patients begins when the patient is admitted to service where the nurse is working and continues throughout hospitalization.
2. Education of staff members or staff development begins at the time of employment and continues throughout employment. Health teaching helps achieve the goals of health maintenance, promotion, and restoration. Staff development activities are designed to improve the staff’s knowledge, skills and attitude.

B. Guidelines for education
1. American Nurses Association (ANA)
   a. Code of Ethics - remember the 11 statements we discussed in Professionalism lecture? 6 of the 11 statements are related to the nurse’s responsibility to provide safe care to patients which is achieved through education. Remember writing your philosophy of nursing that we talked about practicing nursing means life long learning? We must keep up with changes and up to date information to provide the best care possible.
   b. ANA Standards of Care - standards of nursing practice that provide guidelines for determining quality nursing care.
2. Joint Commission on Accreditation of Healthcare Organizations (JCAHO)
   a. Guidelines - established standards of nursing care as a means to objectively evaluate and continuously monitor the institution’s overall performance.

Both these agencies have established guidelines for patient education and staff education. Education is a standard that must be met.

II. Staff development concepts
A. Goals of staff development are to:
   1. assist staff to improve performance
   2. acquire personal and professional abilities that can assist in career advancement

B. Competency - some agencies provide yearly skills checks. On hiring, new employees may be required to complete skills check off and to take examinations. For example, on hiring LPN’s and RN’s at BAPTIST HEALTH everyone must take and pass a pharmacology competency exam before giving medications. CPR must be updated every two years.
C. Certification - Yoder-Wise, page 462, “Board certification signifies those nurses who have met requirements for clinical or functional practice in specialized field, pursued education beyond basic nursing preparation and received endorsement of their peers”. “Re-certification is a process of continued recognition of competence within defined practice area”. *The Journal of Continuing Education in Nursing* reports yearly Jan.-Feb issue options for nurses to certify. The American Nurses Credentialing Center and nursing specialty organizations offers numerous certification for nurse.

D. Continuing Education - many states require continuing education (CEU’s) to maintain licensure. Professional nurses participate in continuing education to facilitate professional growth. Continuing education in Yoder-Wise page 461 is defined as “a systematic professional learning experiences designed to augment the knowledge, skill, and attitudes of nurses and therefore enrich the nurses’ contributions to quality health care and their pursuit of professional career goals” (ANA 2000, pp5). See box 26-6 page 462 of Yoder-Wise to consider in selecting any educational offering.

III. Adult learners

A. Definition - adult learners are mature, self-directed individuals who have learned from life experiences and are focused toward solving problems existing in the immediate environment.

B. Types of learners
   1. Goal oriented - obtain well defined learning objectives
   2. Activity oriented - enjoy the learning situation. Likes to participate
   3. Learning oriented - LOVE to learn. Believe (philosophy) learning is life long

C. Characteristics of adult learners - It is important for the nurse leader/manager to create a learning culture or learning environment. Is it not fun to work in an environment that loves to teach and learn and share so everyone grows?!

   1. Readiness to Learn or Relevance - adults like for the subject matter to relate directly to their NEED to know it. Similarities should exist between the training context and the job. A variety of different situations should be used so knowledge can be generalized. Identify important features or steps in a process.

   2. Motivation - motivating staff means knowing who they are and what’s important to them. Adults like to hear what they are doing well. Talk about what values they display everyday. Look for the GOLD. ASK what motivates and excites them. Ask what it is about patient care that keeps them on the job.
3. Active participation - adults like to participate and this increases motivation and retention of information. Allows self direction in decisions on what and how learning takes place.

4. Practice and review - helps adults learn. Adults have a need to apply learning immediately. Teach complex tasks in steps, teach in frequent short sessions, and teach repeatedly (repetition of the 3 R’s!) until the task is automatic.

5. Time and timing - adults require more time to learn. They like to proceed at own rate.

6. Learning environment - the nurse leader wants to create a climate of trust, respect, support. This type of atmosphere/climate conveys warmth, comfort and caring. When you plan to each staff remember the room you request to teach in needs to be free of distractions too.

IV. Domains of learning

A. Cognitive
   1. Knowledge - requires recall of information. The learner will name four chambers of the heart.
   2. Comprehension - Combines recall with understanding. The learner will explain how the blood flows through the heart chambers.
   3. Application - takes the new information and uses it in a different way. The learner will apply the nursing process by completing a problem list for the cardiac patient.
   4. Analysis - breaks down the communication into constituent parts to understand the parts and their relationship. The learner will analyze the organizational structure of the nursing department in terms of implications for nursing practice.
   5. Synthesis - builds on the previous four levels by putting the parts back together into a unified whole. The learner will propose a plan for optimizing the use of the pediatric nurse clinician in a community setting.
   6. Evaluation - judgement worth of a body of information for a given purpose. The learner will critique a research study in .............

B. Affective - deals with changes in interest, attitudes, values, and the development of appreciations: difficult to measure. A series of steps constitutes the affective domain, including the receiving of information, responding to what is being taught, valuing the information, conceptualizing it, and organizing the information.
C. Psychomotor - observable performance of skills that require some degree of neuromuscular coordination. 3 conditions must be met before psychomotor learning can take place:
1. Learner must have the necessary skill
2. Learner must have a sensory image of how to carry out the skill
3. Learner must have practice opportunities
Most behavior that arises from learning is a combination of all 3 domains

V. Teaching-learning process

A. Assessment - during the assessment the nurse determines the learning needs of the group. For example, does the group need information about a new policy? drug? What are the education needs of the group?

B. Determine objectives

1. The purpose of learning objectives is to:
   a. Describe intended results of instruction
   b. Guides selection of strategies and materials
   c. Helps evaluate progress of the learners

2. Writing objectives - these are written statements that define exactly what learners are able to do to show that they have mastered the content. They must be clear, and specific as possible. Objectives contain the following:
   a. Who is it that will perform the activity or acquire the desired behavior? For example: the learner will, the student will
   b. Behavior - the actual behavior that the learner will exhibit to demonstrate mastery of the objective - for example: list the symptoms of, will self administer insulin injection
   c. Conditions - under which the behavior is to be demonstrated (how and where the learner will perform). For example; by the end of the lecture, on completion of the post test
   d. Criteria- specific criteria that will be used to measure the learner’s success, such as time and degree of accuracy. For example; with 100% accuracy, using sterile technique

C. Determine teaching Strategies
After learning objectives are written, the teaching plan is developed. Teaching strategies are determined by 3 factors
1. Factors
   a. Learning style
   b. Subject matter
   c. Available facilities
2. Types of strategies
   a. Lecture
   b. Lecture-discussion
   c. Discussion
   d. Group teaching
   e. Demonstration / return demonstration
   f. Role-playing
   g. Role-modeling
   h. Audio-visual material - Posters are good to use. But be sure one purpose on each poster. Can have several posters. Also colors are important when developing. Be sure print is large enough to read. Bright posters catch the attention to make target points.
   i. Learner module (s)

D. Implementation - the actual presentation of learning material is the implementation. The nurse must have an attitude of interest, enthusiasm, respect, and belief in the learner’s ability to learn. Short learning sessions are more conducive to learning than long sessions. In implementing the teaching plan, the nurse must remember the basic concept for successful teaching:

1. Climate of openness and respect
2. Active participation
3. Involve learners in evaluation process
4. Experiential techniques work best with adults
5. Mistakes are opportunities for adult learning
6. If the value of the adult’s experience is rejected, the adult will feel rejected
7. Adult readiness to learn is greatest when they recognize that there is a need to know
8. Adults need the opportunity to apply what they have learned very quickly following the learning.
9. Assessment of need is imperative in adult learning.

E. Evaluation - The final step in the teaching-learning process is evaluation and it is a measure of the degree to which the learner has mastered the learning objectives. Questions to evaluate what the person has learned are generated from the learning objectives. If goals are not reached, or if new needs develop, the nurse may need to develop a new teaching plan.
1. Review Pre/Post tests
2. Staff evaluations tally?
3. Group and Self evaluation
4. Documentation - accurate records should be kept for follow up documentation. Accrediting agencies require documentation of continuing education of staff.

VI. Develop, implement and evaluate a staff teaching presentation.
   A. See Guideline
KEY CONCEPTS IN STAFF DEVELOPMENT

1. Managers and staff development have a shared education and training.

2. It is important duties, responsibility, and accountability for all staff development activities be well delineated and communicated to all concerned.

3. Theories of learning and principles of teaching must be considered if staff development activities are to be successful.

4. Complex tasks should be taught in steps, in short sessions, and repeated often.

5. Learners who do not have the necessary prerequisites lack the readiness to learn.

6. Educational programs for the adult learner should include consideration of the learners’ unique learning needs and the assets they bring to the learning process.

7. Learners will learn best from testing if knowledge of results is shared very soon after the testing occurs.

8. A needs assessment to determine deficits in knowledge and skills is necessary prior to beginning any training or education activity.

9. All staff development activities should be elevated retrospectively for quality and accountability.