

Beebe Healthcare
Margaret H. Rollins School of Nursing
Nursing 101 - Foundations of Nursing

Communication Day 1 Class Prep Worksheet

Review ATI's Engage Fundamentals – Foundational Concepts of Nursing Practice lesson on Client Education in order to answer the following questions.

1. What is the purpose of client education?

Client education is an ongoing, goal driven, interact process that provides clients with new information. Nurses provide education to clients and their families to improve or maintain the clients health status.

2. Describe each of the three learning domains and provide an example of how each can be used in client education.

Cognitive domain – known as the thinking domain. It involves knowledge, comprehension, application, analysis, synthesis, evaluation.

- Supplying the client with the knowledge about how to change the pouch, importance of changing it, and the skills to be able to change it correctly.

Affective domain – based on emotions and involves the client's feelings.

- The client with a new stoma may need to alter beliefs about daily routines, feelings on body image, or attitudes towards keeping compliance. Properly taking care of the stoma.

Psychomotor Domain – involves physical movement, skills, coordination, and use of senses.

- Patient will go through 5 stages, Guided response, mechanism, complex/precision, adaption, origination.

3. List at least two (2) factors that promote learning.

- Perceived benefit
- Enhanced health literacy
- Nonjudgmental support
- Quiet low stimulus environment
- Repetition

4. List at least two (2) factors that hinder learning.

- Fear, anxiety, depression
- Lack of motivation
- Environmental distractions
- Psychomotor deficits
- Physical discomfort (fatigue, pain)
- Timing

Beebe Healthcare
Margaret H. Rollins School of Nursing
Nursing 101 - Foundations of Nursing

5. Describe the evaluation method of teach-back. Provide an example of its use in patient education.

Teach back is a type of instruction in which the client is asked to explain the information to the nurse in their own words. This technique can be used to evaluate the clients level of understanding of the teaching and identify areas where further instruction is needed. An example could be explaining what to do at home to take care of a wound, and then asking the patient to repeat back the instructions in their own words.

6. What does the SMART framework stand for when creating patient teaching goals?

Specific - the outcome should be specific, this allows both the nurses and the client to know precisely what is expected.

Measurable - The outcome should be written in a way that allows anyone to determine the measure that will be used to identify whether that outcome has been met.

Achievable - The client should be able to achieve the outcome. This is determined during the assessment phase and is based on the clients' abilities.

Relevant - The outcome needs to be relevant in the sense that the outcome is completely geared towards the client and their situation. The nurse's assessment will help determine this aspect of the outcome.

Timed - The outcome should be measurable including a time frame by which the client should be accomplished the outcome of the teaching plan. This helps keep the nurse and client on track to achieve the outcome in a time frame that will benefit the client. Time frames can be either short or long term.