A black and white photograph of a flower bud, likely a lily, with several stamens visible. The flower is in the foreground, slightly out of focus, with a soft, blurred background. The lighting creates a bokeh effect with bright spots of light in the background.

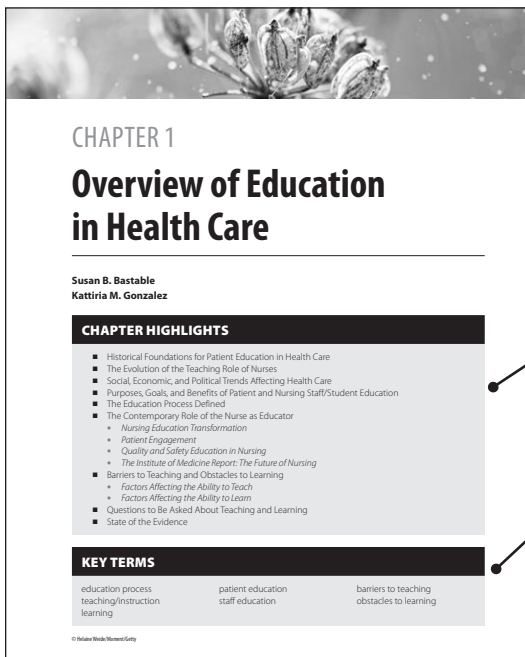
Nurse *as* Educator

*Principles of Teaching and
Learning for Nursing Practice*

FIFTH EDITION

The Pedagogy

Nurse as Educator: Principles of Teaching and Learning for Nursing Practice, Fifth Edition drives comprehension through various strategies that meet the learning needs of students, while also generating enthusiasm about the topic. This interactive approach addresses different learning styles, making this the ideal text to ensure mastery of key concepts. The pedagogical aids that appear in most chapters include the following:



Chapter Highlights Chapter highlights provide a quick-look overview of the content presented in each chapter.

Key Terms Found in a list at the beginning of each chapter, these terms will create an expanded vocabulary.

Objectives These learning objectives provide instructors and students with a snapshot of the key information they will encounter in each chapter. They serve as a checklist to help guide and focus study.

results. Process, content, and outcome evaluations also are more frequently conducted as research projects, however, underscoring the importance of evidence as a basis for making practice decisions. Sinclair, Kable, Levett-Jones, and Booth (2016) conducted a systematic review of randomized clinical trials to determine the effectiveness of e-learning programs on health professionals' behavior and patient outcomes. After screening articles initially identified for review, the authors found 12 process and outcome RCTs worthy of further appraisal and 7 articles worthy of inclusion in the final systematic review. This is just one example of the increase in level of rigor in evaluations of healthcare education.

► Summary

Conducting evaluations in healthcare education involves gathering, summarizing, interpreting, and using data to determine the extent to which an educational activity is efficient, effective, and useful for those who participate in that activity as learners, teachers, or sponsors. Five types of evaluation were discussed in this chapter: (1) process, (2) content, (3) outcome, (4) impact, and (5) program evaluations. Each of these types focuses on a specific purpose, scope, and questions to be asked of an educational activity or program to meet the needs of those who ask for the evaluation or who can benefit from its results. Each type of evaluation also requires some level of available resources for the evaluation to be conducted.

The number and variety of evaluation models, designs, methods, and instruments are growing exponentially as the importance of evaluation becomes widely accepted in today's healthcare environment. Many guidelines, rules of thumb, suggestions, and examples were included in this chapter's discussion of how a nurse educator might go about selecting the most appropriate model, design, methods, and instruments for a certain type of evaluation.

The importance of evaluation as internal evidence has gained even greater momentum with the movement toward EBP. Perhaps the most important point to remember is this: Each aspect of the evaluation process is important, but all these considerations are meaningless if the results of evaluation are not used to guide future action in planning and carrying out educational interventions.

Review Questions

1. How is the term *evaluation* defined?
2. How does the process of evaluation differ from the process of assessment?
3. How is evidence-based practice (EBP) related to evaluation?
4. How does internal evidence differ from external evidence?
5. What is the first and most important step in planning any evaluation?
6. What are the five basic components included in determining the focus of an evaluation?
7. How does formative evaluation differ from summative evaluation, and what is another name for each of these two types of evaluation?
8. What are the five basic types (levels) of evaluation, in order from simple to complex, as identified in Abruzzese's RSA evaluation model?
9. What is the purpose of each type (level) of evaluation as described by Abruzzese in her RSA evaluation model?
10. Which data collection methods can be used in conducting an evaluation of educational interventions?
11. What are the three major barriers to conducting an evaluation?
12. When and why should a pilot test be conducted prior to implementing a full evaluation?
13. What are three guidelines to follow in reporting the results of an evaluation?

KEY TERMS

evaluation evidence-based practice (EBP) external evidence internal evidence practice-based evidence	assessment process evaluation (formative evaluation) content evaluation outcome evaluation (summative evaluation)	impact evaluation total program evaluation evaluation research reflective practice
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OBJECTIVES

After completing this chapter, the reader will be able to

1. Define the term *evaluation*.
2. Discuss the relationships among evaluation, evidence-based practice, and practice-based evidence.
3. Describe the differences between the terms *evaluation* and *assessment*.
4. Identify the purposes of evaluation.
5. Distinguish between five basic types of evaluation: process, content, outcome, impact, and program.
6. Discuss characteristics of various models of evaluation.
7. Explain the similarities and differences between evaluation and research.
8. List the major barriers to evaluation.
9. Examine methods for conducting an evaluation.
10. Explain the variables that must be considered in selecting appropriate evaluation instruments for the collection of different types of data.
11. Identify guidelines for reporting the results of evaluation.
12. Describe the strength of the current evidence base for evaluation of patient and nursing staff education.

Evaluation is defined as a systematic process that judges the worth or value of something—in this case, teaching and learning. Evaluation can provide evidence that what nurses do as educators makes a value-added difference in the care they provide.

Early consideration of evaluation has never been more critical than in today's healthcare environment, which demands that "best" practice be based on evidence. Crucial decisions regarding learners rest on the outcomes of learning. Can the patient go home? Is the nurse providing competent care? If education is to be justified as a value-added activity, the process of education must be measurably efficient and must be measurably linked to education outcomes. The outcomes of education, both for

the learner and for the organization, must be measurably effective.

For example, the importance of evaluating patient education is essential (London, 2009). Patients must be educated about their health needs and how to manage their own care so that patient outcomes are improved and healthcare costs are decreased (Institute for Healthcare Improvement, 2012; Schaefer, Miller, Goldstein, & Simmons, 2009). Preparing patients for safe discharge from hospitals or from home care must be efficient so that the time patients are under the supervision of nurses is reduced, and it also must be effective in preventing unplanned readmissions (Stevens, 2015). Monitoring the hospital return rates of patients is not a new idea as a method to evaluate effectiveness of patient

Review Questions Review key concepts from your reading with these exercises at the end of each chapter.

Case Studies Case studies encourage active learning and promote critical thinking skills in learners. Students can read about real-life scenarios and then analyze the situation they are presented with.

CASE STUDY

Having recently completed her master's degree in nursing, Sharon has accepted a new role as clinical nurse educator for three adult medicine units in the medical center where she has been employed as a staff nurse for the past 6 years. Eager to put her education to practice in a manner that would benefit both patients and staff, Sharon meets with the nurse managers of the three units to learn what they view as priority issues on which she should focus. All three managers agree that their primary concern is teaching their staff how to better prepare patients with type 2 diabetes to care for themselves after they are discharged home. One manager comments, "Half of my nurses are new graduates. I'm not even certain that they know much about type 2 diabetes—how on earth can they teach the patients?" The other two managers nod, agreeing with the first, and chime in: "The patients aren't being taught what they need to know, they don't believe what they're hearing, or they don't understand what they're hearing. As a result, I'm being told by ambulatory service nurses that our discharged patients aren't taking their medications, aren't making any changes in diet or lifestyle, and seem unconcerned about their hyperglycemia."

You next meet with Eric, the certified diabetes educator at your hospital, and he reminds you that all nurses are mandated to annually review the patient and family education program for patients with type 2 diabetes and complete the cognitive posttest.

1. Which type of evaluation is being conducted every year when the nurses review the program and complete the cognitive test?
2. Which type(s) of evaluation would be most relevant to the nurse manager's concerns?
3. Putting yourself into Sharon's place, describe in detail an evaluation that you would conduct with the patients as a primary audience.
4. If evaluation is so crucial to healthcare education, what are some of the reasons why evaluation seems often an afterthought or is even overlooked entirely by the educator?

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In memory of my dear colleague and friend of 43 years, Dr. M. Louise Fitzpatrick, Dean of the College of Nursing at Villanova University for 4 decades. She was my advisor during my master's program and chair of my doctoral dissertation committee at Columbia University and a mentor throughout my professional career. Louise wrote the foreword for my first, second, and third editions of this text. She was the ultimate educator and her advice, guidance, support, and friendship will be dearly missed.

To nursing students and professional colleagues who over the years have shared their teaching experiences as well as their knowledge, skills, ideas, and reflections on the principles of teaching and learning.

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Foreword

Health care in the United States is being delivered during a time of great uncertainty, transformation, and consumerism. Patients and communities are demanding greater control and input into their healthcare decisions and how care should be provided. The positive impact of healthcare reform is improving access to care, but the need continues for a more integrated and equitable health system, driven by highly competent and compassionate caregivers who fully understand and embrace the needs of their patients and who collaborate with all members of the healthcare team. In addition, the future will require a relentless focus on quality, care coordination, innovation, and efficiency in an environment of ever scarcer resources and disruptive forces.

Nurse as Educator recognizes these sea changes and builds on the author's four successful editions of the book, which have given nurses invaluable strategies for partnering with patients and serving the community. Nurses are the most trusted members of the healthcare team and *Nurse as Educator* gives them all of the practical tools they need to provide effective and efficient patient/family education as well as to educate nursing colleagues and nursing students.

This book could not be more timely as nurses strive to enhance their patients' ability to manage their own care, educate family members to support the overwhelming complexity of clinical protocols, and understand the needs of learners who have highly variable levels of health literacy and diverse

social and cultural requirements. Nurses also play a vital role in teaching other members of the healthcare team and in educating the next generation of nurses.

The author and her chapter contributors have anticipated and explored all the dimensions of teaching and learning in this very important text. Although it includes the fundamentals of learning theories, teaching methods, and instructional materials, *Nurse as Educator* also focuses on critical issues such as readiness to learn, learning styles, motivation and compliance, and teaching people with disabilities, all based on the latest research and theoretical underpinnings.

Nurses will greatly benefit from the content and format of this comprehensive and well-organized book that prepares them to fully embrace the new challenges of an ever-changing healthcare environment. The knowledge, skills, and commitment of nurses in educating patients and families to manage their care independently and in teaching colleagues and students to practice competently for the delivery of high-quality, compassionate, and efficient care will drive the necessary improvements in the health system and will demonstrate their leadership in transforming health care.

Nancy Schlichting
Retired President and CEO
Henry Ford Health System
Former Chair, Commission on Care
Director, Walgreens Boots Alliance and
Hill-Rom Holdings, Inc.

Preface

This text has been written for staff nurses as caregivers and as staff educators for whom the role of teacher is a significant practice component of their daily activities, for undergraduate and graduate nursing students learning the knowledge and skills to become the professional nurses of tomorrow, as well as for faculty teaching in academic nursing programs to prepare future nurses at all levels of education. No matter their role or status, it is a legal, ethical, and moral responsibility of nurses practicing in any setting to teach others, whether their audience consists of patients and families, fellow colleagues, or prospective members of the profession. Mandates included in the nurse practice acts of all states and territories, expectations by the national and regional standards of nursing organizations and accrediting bodies, and the policies and procedures adopted by local healthcare institutions and agencies require that nurses function in the role of educators.

Teaching patients and their significant others has been the obligation of nurses since the profession began during the era of Florence Nightingale. Since then, the scope of nursing practice has significantly evolved and has grown to include nurses teaching members of their own discipline to render safe, high-quality care. Nevertheless, most nurses acknowledge that they have not had the formal preparation to successfully and securely carry out their educator role. Every nurse must have the knowledge and skills to competently and confidently teach learners with various needs in a variety of settings. Also, they must be able to do so with efficiency and effectiveness based on a solid mastery of the principles of teaching and learning.

However, nurses are not born with the innate ability to teach or to understand the ways in which people learn. The art and science of teaching takes special expertise about how to best communicate information and about how that information is most successfully acquired by the learner. Teaching patients, staff, and students is critical to the provision of high-quality nursing care, and nurses must capture this domain as an important and unique aspect of their holistic approach to professional practice.

This text is a timely resource that provides approaches essential to addressing many of today's pressing issues in the healthcare environment. The growing demand for nurses to deliver the highest quality of care possible, the critical shortage of faculty in nursing schools nationwide, the significant problem of consumer health literacy, the ongoing movement to guarantee access to care for all, the technological advances increasing the complexity of health care, the changing demographics of the population, the increasing emphasis on health promotion and disease prevention, and the rise in chronic illnesses are just a few of the many important trends. Not only is it recognized that patient education by nurses can significantly improve client health outcomes, but consumers today must be taught how to independently manage their own care. In turn, nurses must be adequately prepared as lifelong learners to participate in the constantly transformative and challenging system of health care.

The content of this text reflects a balance between theories and models associated with teaching and learning and their application to the real world of patient, staff, and student education.

This latest edition fully acknowledges the important role of the professional nurse as well as the changing role of the consumer of health care with respect to accountability and responsibility for teaching and learning. No longer should the nurse be the giver of information only but must function as the guide on the side and as the facilitator in partnership with the consumer, who must assume a much greater role in learning. The philosophy of the interdependence between the teacher and learner in the education process is emphasized throughout the chapters.

All chapters have been revised to include new content, such as information on nursing education transformation, patient engagement, quality and safety education in nursing, interprofessional education, patient portals, new findings in neuroscience on gender differences in learning, and third-party reimbursement for nurses doing patient teaching. Also, the most updated references have been added to every chapter, but classic works relevant to the field of education have been retained. Current statistics reflect changes in population trends, and new tables and figures have been added to visually summarize the information presented. In addition, the most recent websites are provided throughout the text as sources of further information on particular topics. And, by popular demand, case study scenarios have been retained at the end of each chapter for application of teaching and learning principles to nursing practice.

This text is comprehensive in scope, taking into consideration the basic foundations of the education process, the needs and characteristics of learners, the appropriate techniques and strategies for instruction, and the methods to evaluate the achievement of educational outcomes.

In essence, this text provides answers to questions that pertain to the teaching process—who, what, where, when, how, and why.

Thus, the focus of this text is on the contemporary role of the nurse as educator. Teaching patients, well or ill, to maintain optimal health and to prevent disease and disability assists them to become as independent as possible in self-care activities. Properly educating consumers has the potential to accomplish the economic goal of reducing the high costs of healthcare services. Teaching staff and students to competently, confidently, effectively, and efficiently practice in an interdisciplinary manner in any setting with individuals and groups from diverse backgrounds will ensure the delivery of high-quality care.

I sincerely hope that this text serves as an invaluable resource to its readers who are striving to become adept at delivering patient, staff, and/or student education based on the principles of how the nurse can best teach and how consumers can best learn. As nurses, we must never forget our solemn duty to make a positive difference in the lives of those we serve, and teaching is a major factor that influences the health, development, and well-being of our audience of learners.

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About the Author

Susan Bacorn Bastable earned her MED in community health nursing and her EdD in curriculum and instruction in nursing at Teachers College, Columbia University, in 1976 and 1979, respectively. She received her diploma in nursing from Hahnemann Hospital School of Nursing (now known as Drexel University of the Health Sciences) in Philadelphia in 1969 and her bachelor's degree in nursing from Syracuse University in 1972.

Dr. Bastable was professor and founding chair of the Department of Nursing at Le Moyne College in Syracuse, New York for 11 years. She retired in May 2015 and was honored with the title of professor emerita. She began her academic career in 1979 as assistant professor at Hunter College, Bellevue School of Nursing in New York City, where she remained on the faculty for 2 years. From 1987 to 1989, she was assistant professor in the College of Nursing at the University of Rhode Island. In 1990, she joined the faculty of the College of Nursing at the State University of New York (SUNY) at Upstate Medical University in Syracuse, where she was associate professor and chair of the undergraduate program for 14 years. In 2004, she assumed her leadership position at Le Moyne College and successfully established an RN-BS completion program; an innovative 4-year undergraduate dual-degree partnership in nursing (DDPN) supported by a Robert Wood Johnson Foundation grant in conjunction with the associate's degree program at St. Joseph's College of Nursing in Syracuse; a BS-MS bridge program; a postbaccalaureate RN-MS certificate



program; a master of science program and three post-MS certificate programs with tracks in nursing education, nursing administration, and informatics; and most recently a family nurse practitioner (FNP) program as well as a post-MS FNP option.

Dr. Bastable has taught undergraduate courses in nursing research, community health, and the role of the nurse as educator, and courses at the master's and postmaster's level in the academic faculty role, curriculum and program development, and educational assessment and evaluation. For 31 years she served as consultant and external faculty member for Excelsior College (formerly known as Regents College of the University of the State of New York). Her clinical practice includes experiences

in community health, oncology, rehabilitation and neurology, occupational health, and medical/surgical nursing.

Dr. Bastable received the President's Award for Excellence in Teaching at Upstate Medical University and the SUNY Chancellor's Award for Excellence in Teaching. Also, she was recognized for the Women in Leadership award from the Greater Syracuse Chamber of Commerce and was honored with the Distinguished Achievement Award in Nursing Education from Teacher's College, Columbia University.

In addition to authoring five editions of *Nurse as Educator*, she is the author of *Essentials of Patient Education* and is the main editor of the textbook *Health Professional as Educator*.

Currently, she actively serves in the role of a nursing education consultant for national and regional program accreditations and to assist colleges of nursing across New York and other states in replicating the unique 1+2+1 dual degree partnership model mentioned herein, the first of its kind in the country.

