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Internship Textbook for GNM

(As per Revised INC Syllabus 2015)

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Susamma Varghese

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Chapter 2

Teaching Learning Process

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INTRODUCTION

Teaching and learning are interdependent and interrelated activities. One cannot succeed without the support and success of the other. Teaching is the cause and learning is the effect. Teaching and learning are actions necessary to accomplish the goals of education.

Teaching learning process is an interaction with the teacher and learner which is aimed to bring about behavior modification in learners. It is the process of establishing harmonious relationship between the educator, educant and the curriculum or the subject matter.

TEACHING

The proverb '**To Teach Means To Learn Twice**' clearly explains the hard work involved in the teaching activity.

- Teaching is creating a situation or selecting life-like situation to enhance learning, showing, telling, giving instruction, making someone understand in order to learn, imparting knowledge and skills required to master a subject matter. Effective teaching is one that will bring about the intended learning outcome. '**You Cannot Give What You Do Not Have**'.
- Teaching is perceived as stimulating, directing, guiding the learner and evaluating the learning outcomes of teaching: A process that enables the learner to learn on his own.
- The teachers by their actions can influence learners to change their own thinking or desired behavior, thus teaching is a way of changing behavior through the intervention of the teacher.

Rabindranath Tagore: A teacher can never truly teach unless he is still learning himself. A lamp can never light another unless it continues to burn its own flame.

Elements of Teaching Learning Process (Fig. 2.1)

- Learner
- Teacher
- Subject matter
- Learning objectives
- Environment
- Materials and methods
- Assessment and evaluation.

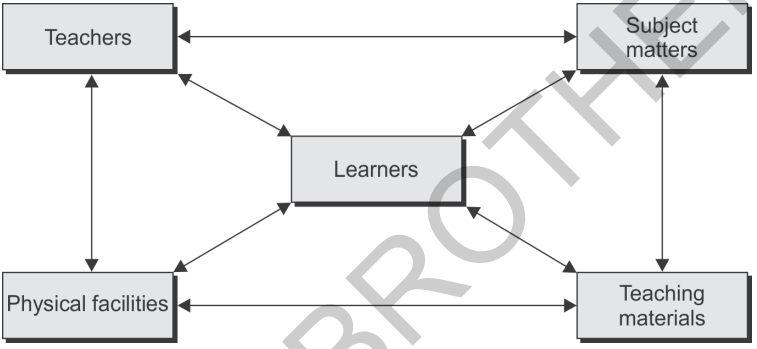

Fig. 2.1: Elements of a learning situation

Principles of Teaching

- **Principle of motivation:** The best teacher is one who inspires the student.
- **Principle of activity:** Teaching is an active process. Teacher must provide various types of activities such as assignments or projects to enhance the creativity and critical thinking of the students.
- **Principle of individual difference:** Respect the individuality of the student. Each student should be treated as a unique individual. Educational needs of individual student must be considered.
- **Proceed from known to the unknown:** The teacher has to start with what is already known to the students and then proceed to unknown.
- **Proceed from simple to complex:** The teacher has to teach simple lessons first before proceeding to complex procedures and disease conditions.
- **Principle of flexibility:** Teacher has to use a variety of teaching methods and should not stick on to any single method.

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- **Principle of correlation:** The function of teaching is to share knowledge , develop skills and a positive attitude. The knowledge should not be segregated but correlated with other branches of knowledge.
- **Principle of connecting with life:** Education and life are closely related. All teaching activities are connected with life. It helps the learner to adjust himself to his environment.

LEARNING

Learning is the process by which an individual acquires knowledge, attitudes and skills that are necessary to meet the demands of life.

Nature and Characteristics of Learning

- Learning is purposeful and goal directed
- Learning is the result of experience
- It is multifaceted
- It is an active process
- It involves a change in behavior
- It is a continuous process
- It prepares the individuals to adjust and adopt to situations.

Principles of Learning

- Learning should be based on the needs, interests and background of the students.
- Learning program should clearly state the expected outcomes (behavior modifications).
- The learning environment should be supportive and productive.
- Motivation of learners facilitates effective learning.
- It should provide opportunities for participation and practice. The more participation, the better will be the learning.
- It should provide for reinforcements and rewards. There should be provision for recognition of achievements.
- Effective learning requires a fair and credible evaluation system feedback and knowledge of results fosters learning.

TEACHING RESPONSIBILITIES OF A NURSE

Teaching is regarded as an essential responsibility of nurses. **Every nurse is a teacher of health**. Patient education is an integral part

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of quality patient care. According to Wagner, the role of the nurse as teacher is not just to be the 'giver of information', but to promote learning and provide for an environment conducive to learning.

The most important goal of patient education is to prepare patients and their families for independence. Effective teaching by the nurse helps to: (a) Improve quality of life, (b) prevent the occurrence of diseases related to unhealthy lifestyle, (c) ensure continuity of care, (d) decrease patient anxiety, (e) effectively reduce the complications of illness and incidence of disease, (f) promote adherence to treatment plans and (g) maximize independence in the performance of activities of daily living.

The nurse should act as a facilitator creating situations that motivate individuals to learn with their active participation. The assessment of learning needs, the planning and designing of teaching plan, the implementation of teaching methods and instructional materials and the evaluation of teaching and learning should include participation by both the nurse and the patient family.

In the process of patient education, nurses need to ensure co-operation of other health team members. Since medical team mainly focuses on 'treating' than 'patient education', it is the duty of the nurses to provide information for patients and family members to achieve the goal of optimal health. An 'instructional setting' is defined as any place where nurses engage in teaching for disease prevention, health promotion and health maintenance and rehabilitation.

Implementation of Patient Education

The success of nurse's efforts at teaching depends not on how much information has been imparted, but rather on how much the patient has learned. Patient education is a process of assisting people to learn health related behaviors so that they can incorporate those behaviors into everyday life. Patient education process involves the following steps: (a) Analyze learner, (b) State objectives, (c) Select teaching methods and instructional materials, (d) Use teaching methods and instructional materials, (e) Assess learner performance and (f) Evaluate the teaching plan and revise as necessary.

Principles of Patient Education

The following are some general principles that should be followed by nurses in their roles as teachers.

Objectives should be clearly defined and directions should be given in a straight forward, specific and easily understood manner.

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- Assess audience, their background and level of knowledge
- Give positive reinforcement
- Exhibit an attitude of acceptance and sensitivity
- Content should be logically organized
- Elicit and give feedback
- Judicious use of questions
- Use repetition and pacing
- Summarize important points.

PREPARATION OF TEACHING PLAN

A teaching plan is a written plan of action prepared by the nurse educator for the purpose of providing health talk to a group either in the hospital or in the community.

Steps involved in the preparation of a teaching plan.

Planning

This phase is concerned with selection and organization of content, formulating objectives, deciding methods of teaching, audio visual aids.

Introduction of Topic

Topic should be introduced by highlighting the significance of the topic in an interesting manner to capture the attention of the audience.

Presentation

Topic is presented in a systematic manner using adequate explanation, examples and illustrations to encourage participation of the audience. Give opportunities to ask questions and clarify the doubts.

Recapitulation

This step includes asking few questions to the group to assess the knowledge gained. Encourage the group to give a feedback about the talk.

Conclusion and Summary

The nurse educator summarizes the topic, distributes pamphlets or leaflets if any, concludes the session and thank the group for participation.

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Salient Features

- Based on revised GNM syllabus 2015
- The book divided into four sections
- Student-friendly, comprehensive and simple for the nursing students to understand
- Clearly written, precise and concise
- Covers all relevant topics related to latest trends in Nursing.



Kochuthresiamma Thomas is *Former* Principal and Emeritus Scientist at Government College of Nursing, Thiruvananthapuram, Kerala, India. She did her BSc (N) (1976) from University of Kerala, MSc (N) from SNDT Women's University (1984) and PhD from University of Kerala (2006). She was awarded by WHO Fellowship to study the recent trends in education and research in Thailand and Indonesia in 1991. She was deputed by Government of India as Health Consultant to Ministry of Health (MOH), Ethiopia to develop modular curriculum for health extension workers.

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