

## **Health promotion through Education**

- Teaching is a specialized communication process in which desired behavior changes are achieved.
- Learning is a process of assimilating new information that promote permanent change in behavior

### **Domains of learning**

- a. Cognitive domain
- b. Affective domain
- c. Psychomotor domain

### **a. Cognitive domain**

- Involve the mind and thinking processes.
- Deal with the recall or recognition of knowledge and the development of intellectual abilities and skills.

- Six major levels in cognitive domain:

1. Knowledge
2. Comprehension
3. Application
4. Analysis
5. Synthesis
6. evaluation

### **1. Knowledge**

- The lowest level of learning, involve recall. Remembering learned information.
- Other knowledge level verbs include: define, repeat, list and name.

### **2. Comprehension**

- the second level of cognitive learning
- combine remembering and understanding
- Other verbs: discuss, explain, identify, tell, and report.

### **3. Application**

- The third level of cognitive learning.
- The learner understand material and apply it to other new situation
- Teach client how to put knowledge in practice.
- Other verbs: apply, use, demonstrate, illustrate.

### **4. Analysis**

- The forth level, learner break down the material into parts, distinguish between elements and understand the relationships among the parts.
- A preliminary step for problem solving.
- Other verbs: differentiate, contrast, debate, question , and examine.

### **5. Synthesis**

- The fifth level of cognitive learning form elements into new whole.
- Combine all the earlier levels of cognitive learning to culminate in the production of a unique plan or solution.
- Other verb level: design, formulate, create, organize.

### **6. Evaluation**

- The highest level of cognitive learning.
- The learner judge the usefulness of new material compared with a stated purpose or specific criteria.
- Other verbs at this level: judge, rate, choose, estimate

### **How to measure cognitive learning**

- Identify client role which range from passive (at the knowledge level). To active (at the evaluation level).
- As the client become more active nurse role become less directive.

## **B. Affective domain**

- Learning occurs involves emotion, feeling, or affect. deal with changes in interest, attitudes, and values.
- Attitudes and values are learned gradually. ,
- A part of person difficult to change
- Affective learning occur at several levels as learner respond with varying degrees of involvement and commitment.

1. The first level: listen well, show awareness, e attentive

2. The second level: learner become active participant by responding to the information in some way.
  3. The third level learner attach value to the information.
  4. The final level: occur when learners internalize an idea or value. The value system control learner value.
- Affective learning is difficult to measure
  - Influence of affective learning take time.

### **C. Psychomotor domain**

- Include visible, demonstrable, performance skills that require some kind of neuromuscular coordination.
- Three conditions must be met for psychomotor learning:
  1. Learner must be capable to the skill
  2. Must have sensory image of how to perform skill.
  3. Learner must practice the skill.
- Psychomotor domain range from simple to complex level of functioning.

### **Learning theories**

- 1. Behavioral learning theories

- Stimulus – response or conditioning theory.
- 2. Cognitive learning theories
- 3. Social learning theories
- 4. Humanistic learning theories

- **health teaching model**

1. health belief model
2. health promotion model
3. PRECEDE and PROCEED model

**Teaching the three level of prevention**

- Teaching could be at the three levels: primary, secondary, tertiary.  
Table .....
- The nurse focuses teaching at the primary level.

## **Teaching learning principles**

- Basic principles of teaching learning process:

1. client readiness

2. client perceptions

3. educational environment

4. client participation

5. subject relevance to client

6. client satisfaction

7. client application

## **Teaching process**

- follow the steps:
  1. interaction
  2. assessment and diagnosis
  3. setting goals
  4. planning
  5. teaching
  6. evaluation

## **Teaching methods and materials**

1. lecture
2. discussion
3. demonstration
4. role playing



**Teaching materials:**

1. visual material

2. auditory

**Factors considered with all educational literature include:**

- material content
- complexity
- reading level