

Teaching Project Summary

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Nurses often come in contact with type 1 and type 2 diabetics. Understanding the difference in the care that needs to be provided is crucial for a full recovery of these clients. Some of the diabetics admitted to inpatient units are unaware of the complications associated with diabetes and how to properly manage their condition. Nurses are the main educators of these clients. I observed a lack of knowledge on diabetic treatment between type 1 and type 2 on the unit I worked, cardiac step down, and this prompted me to research more. Upon asking more questions, the nursing staff revealed that they were often contacting the diabetic educators within the hospital for help with care plans. Nurses should have a certain level of knowledge to care for these clients. The American Nurses Association (ANA) Scope and Standards of Practice (2010) is what I used to evaluate the need for education. The ANA standards of care include assessment, diagnosis, outcome identification, planning, and implementation (ANA, 2010). The concepts mentioned are all performed when providing nursing care. The lack of knowledge on the treatment and care for the different diabetic types directly affects these concepts above.

Needs Assessment

I conducted research from my unit on diabetic care and asked questions to the staff nurses on the unit. Although my unit is a cardiac step-down unit, we often have clients who have diabetes. I found that out of the 26 RN's, including associate and bachelor RN's, that I questioned 90% frequently called diabetic educators for advice on how to care for clients. Understanding that diabetic educators are a resource for both nursing staff and clients, I looked further. Alotaibi, Al-Ganmi, Gholizadeh, and Perry (2016) performed a systematic meta-analysis for studies pertaining to nurse knowledge and diabetes. This study revealed that this is not just on one unit or within one region that there is a lack in knowledge, but it is everywhere. In order to

evaluate the way each nurse learns I used a survey to analyze their learning style. About 90 % showed to be a tactile learner, 7 % were visual learners, and 3% were auditory learners. This allowed me to start putting together resources and formulating the teaching plan.

Teaching Plan

The topic of caring for different types of diabetics was broad and hard to educate about in such a short period of time. For this reason, the materials and information given would need to be concise. Including the most important information pertaining to the population and caliber of diabetic clients treated at my hospital. Since we have a rural population this would include a lot about how to educate each diabetic. Understanding the minimal amount of time that the nursing staff has, I came up with 3 options on how to educate them. For the tactile learners there would be online virtual simulations that included a type 1 diabetic, type 2 diabetic, and a newly diagnosed diabetic. Each would call for a different set of skills and attention to detail. For the visual learners a PowerPoint would be available that describes the differences in care with diagrams and pictures. For the auditory learners two options would exist, would be an online lecture and the second would be an in-person lecture from the diabetic educators at the facility.

Implementation

When researching different learning theories and nursing I found many articles but one stuck out. Aliakbari, Parvin, Heidari, and Haghani (2015) published an article on learning theories and education. This article explored the main theories and how they related to nursing (Aliakbari et al., 2015). The article discusses the roles that a nurse takes on throughout the shift. A combination of behavior learning theory and cognitive learning theory is what I chose. Behavior theory is used often with nursing in simulations, in order to gain a hands-on experience (Aliakbari et al., 2015). Cognitive theory is also used throughout nursing, this is by asking why

we do something to learn the reason behind the interventions being performed. I believe that both of these theories are incredibly useful when it comes to educating on the topic chosen. The staff being educated is from a variety of cultures and backgrounds. The best approach in cultural consideration is to limit slang word usage, explain symbolism between quotes, and be aware of cultural aversions.

Evaluation

Due to the current pandemic we are experiencing I did not have the opportunity to evaluate the education that was provided. I would have used surveys and before and after quizzes to evaluate the effectiveness that the teaching methods had on the staff.

Summary

This project has shown me that there are so many ways of educating staff and a lot of time and effort goes into formulating these educational opportunities. Throughout my project I ran into many obstacles. Finding the time and best way to evaluate the need of the education was difficult. Also, refining my topic to be more concise and not as broad. When implementing my project there was a major issue in delivery due to the current crisis we are experiencing. Often, being a staff nurse we see the mandatory educational meetings as a nuisance. Understanding the stress of being an educator and putting together all the pieces to offer such opportunities I will be more open to them in the future. I am grateful for this opportunity.

References

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American Nurses Association. (2010). *Nursing: Scope & standards of practice*. Silver Spring, MD: American Nurses Association.

Learning Styles in Nursing Education: Integrating Teaching Strategies into Staff Development, ©2009 HCPro, Inc. To find out more about the book or to purchase a copy, visit www.hcmarketplace.com/prod-7804/Learning-Styles-in-Nursing-Education.html.

Appendices

Learning Style Assessment Tool

Consider incorporating a learning style assessment tool into your education programs.

This tool is merely a starting point. Although it is not the product of scientific research, a tool such as this will give learners and educators an idea of the different types of learning styles present in the population who participates in continuing education.

You can recognize learners' learning styles and your own learning style and use this recognition to enhance educational offerings and your own studying. However, remember that although one learning style may dominate, most adults learn in a variety of ways.

1. When participating in leisure activities, I prefer to:

- a. Read
- b. Listen to music
- c. Take a walk

2. When I want to determine what someone else is thinking or feeling, I pay attention to:

- a. Their facial expressions
- b. The tone of their voice
- c. Their body language

3. When I attend an education program in a classroom setting, it is most important to me to be able to:

- a. See the instructor
- b. Hear the instructor
- c. Make sure that the instructor allows for frequent breaks

4. When I meet new people, I try to remember them by:

- a. Their appearance
- b. Their name or tone of voice
- c. The circumstances during which we met

5. When studying, I best absorb new knowledge by:

- a. Reading to myself
- b. Reading aloud
- c. Performing a physical task such as working with new equipment

6. My favorite way of acquiring continuing education is:

- a. Participating in a face-to-face classroom setting
- b. Listening to an audio conference
- c. Participating in a skills demonstration

7. When I am learning a new clinical procedure that requires the use of complex equipment, the first thing I do is:

- a. Seek professional journals that allow you to read about the procedure
- b. Ask someone who is familiar with the procedure to tell you about it
- c. Find the equipment and look it over

8. When I participate in computer-based learning, I:

- a. Like every screen to have illustrations or graphics
- b. Enjoy when there is an auditory component that accompanies the program
- c. Prefer to have some kind of skills lab accompany the computer program

9. If I were stranded on a deserted island, the thing I would most like to have with me is:

- a. A good book
- b. An iPod

c. A treadmill

10. When preparing for an activity such as cardiopulmonary resuscitation (CPR) certification, I like to:

- a. Read about any new or revised standards or requirements
- b. Have someone explain any changes to the certification process
- c. Immediately practice CPR

People who choose “a” as a response to the majority of questions are most likely a visual learner. A majority of “b” responses indicate an auditory learner, and a majority of “c” responses suggest a tactile learning preference. Again, no one is exclusively one type of learner, but a particular learning style will predominate. Consider adding your own questions to this tool. Use it and incorporate some fun into the learning process.