

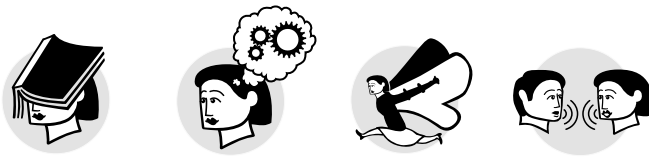


Long-Term Care Management Series

From Nurse to Educator:

**CREATING  
EFFECTIVE  
LEARNING  
EXPERIENCES  
FOR ADULTS**

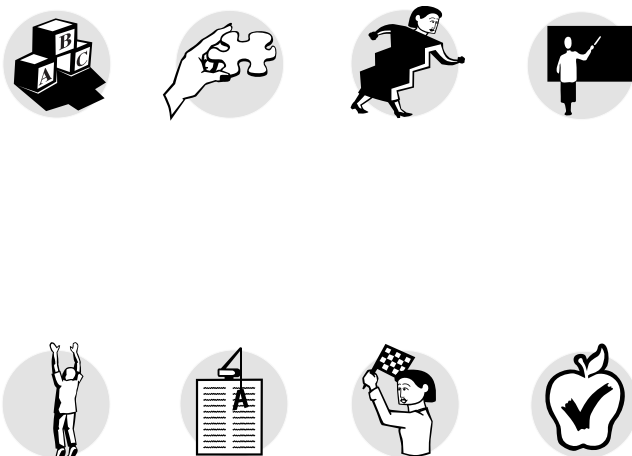
Lyla Berry, EdD, MA, RN



# From Nurse to Educator:

Creating Effective Learning Experiences for Adults

by Lyla Berry, EdD, MA, RN



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## From the author:

There are too many people who directly or indirectly contributed to this text to express my appreciation to them individually, including all of my past students. I wish to thank my parents for teaching me the invaluable lessons of caring and commitment. And my sincere appreciation to my daughter, T. Lynn Berry, an instructor herself, whose suggestions and editing assistance were priceless.













## Notice to the Reader

Although the guidelines contained in this text are based on consultations with healthcare professionals, they should not be considered absolute recommendations. The instructor and readers should follow employer, local, state, and federal guidelines concerning healthcare practices. These guidelines change, and it is the reader's responsibility to be aware of these changes and of the policies and procedures of his or her healthcare facility/agency.

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# Introduction

Teaching is an integral part of the nursing practice. Nursing professionals are involved on a daily basis teaching patient/client/residents, peers, or employees in a variety of healthcare settings.

I, like most nurses, arrived at my first nursing education position equipped only with experience and competent clinical skills. I thought teaching was telling.

I soon realized that the teaching profession and the nursing profession each possess a unique set of skills. The myth that “all nurses are teachers” is as absurd as stating that “all teachers are nurses.” Nursing professionals involved with teaching need to be provided with information concerning adult teaching and learning principles, as well as how to utilize and incorporate those principles in planning, implementing, and presenting effective adult-learning experiences.

Teaching involves *context* as well as *content*. This concept may be illustrated by a simple comparison in which teaching is likened to a cup of coffee. The coffee is the *content*. The content is the information to be presented. The cup is the *context*. Teaching without the context is like giving someone coffee without the cup. The *context provider* is the instructor, who gives the content structure, purpose, and meaning.

This is the wonderful challenge of teaching, trying



to meet the needs of each student, as in nursing one strives to meet the needs of each patient/client/resident.

This text was specifically developed to assist the licensed nursing professional directly involved in the role of adult teaching in all healthcare facility or nursing school setting.

Happy Teaching!

# 1 What is Adult Learning?



Learning has been described in various texts as a product, process, or function in which transformation occurs, leading to an internal process. This internal process, in turn, leads to a behavioral change through the altering of one's insights, problem-solving techniques, expectations, and/or thought patterns.

Learning is not simply the acquisition of knowledge, but it is the ability to *apply* that knowledge through the use of appropriate judgment and decision making. Learning is the changing of thoughts, ideas or attitudes, and behavior.

Learning has been defined as:

- a product: the acquisition and mastery of that which one already knows; an outcome of an experience.
- a process: the organized, intentional testing of ideas relevant to problems and a mechanism by which behavior is changed, shaped, or controlled.
- a function: an extension and clarification of the meanings of one's experience; a change that can motivate acquiring new information based on connections that relate to both the new and familiar.

To live is to learn. Learning continues throughout life whether intentional or unintentional, formal or