### NU300: Professional Leadership Transitions

### Case Study: A Day in the Life of a Patient-Education Nurse

### Introduction

While nurses educate a variety of individuals and groups within the healthcare continuum, the primary teaching role of the professional nurse is patient education (Blais & Hayes, 2016). Effective role performace requires that nurses understand the full cycle of health education as it relates to the nursing process (assessment, planning, diagnosis, implementation, and evaluation). Nurses must recognize numerous facets of the health education cycle to fully understand their indispensible role in patient education.

The following case study depicts the broad variety of health education facets that are routinely encountered by nurses who perform patient education.

Reference

Blais, K. K., & Hayes, J. S. (2016). *Professional nursing practice: Concepts and perspectives* (7th ed.) Pearson.

### Directions

Read the patient education scenarios below and answer the Part A and Part B case study questions directly on this document in the designated boxed areas. Your course text should serve as your primary resource.

### Patient Education Scenarios

Part A: Assessment, Diagnosis, and Planning Education

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| **Scenario #1: Community Health Nurse** |
| A community health nurse works for an organization whose primary focus is prevention of illegal drug use among children. Is the nurse working for a *health protection organization* or a *health promotion organization*? Explain your answer. |

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| **Scenario #2: College Campus Nurse** |
| A college campus nurse recommends offering a safe driving class following the death of a popular classmate who was killed by a drunk driver. The nurse senses that the students are 1) inspired and 2) incentivized to learn about controlling their own situation. Which *factor that facilitates learning* has the nurse identified? Explain your answer. |

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| **Scenario #3: Ostomy Education Nurse** |
| A ostomy education nurse encounters a patient with a new ostomy who will not attend scheduled education sessions. Which category of *Bloom’s affective domain* is reflected by a willingness to attend? |

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| **Scenario #4: School Nurse** |
| A school nurse is coordinating a series of influenza immunization clinics that will be provided free of cost to students. Which *level of prevention* is the nurse facilitating? Explain your answer. |

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| **Scenario #5: Faith Community Nurse** |
| A faith community nurse wants to use *Healthy People 2030* as part of the guiding framework for nursing practice. Which statement represents an appropriate rationale for this choice?  *The vision of Healthy People 2030 is a society in which all people can achieve their full potential and well-being across the lifespan. .*  <or>  *The vision of Healthy People 2030 is to encourage all people to change health behaviors.* |

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| **Scenario #6: Diabetic Nurse Educator** |
| The diabetic educator nurse is writing a learning objective for a teaching session. The nurse recognizes that the learning objective is the primary determinant of the content for the teaching session. Which of the following learning objectives meets all of the criteria for a complete and correctly written *learning objective*? Explain your answer.  *The client will understand how type-2 diabetes develops by the end of the second teaching session.*  <or>  *At the end of the teaching session the client will list three strategies for control of blood sugar.* |

Part B: Implementing and Evaluating Education

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| **Scenario #7: Public Health Nurse** |
| A public health nurse is leading a health-promotion group with a focus on increased physical activity for well-being. Is the nurse functioning as a *care provider* or a *facilitator*? What is the difference? |

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| **Scenario #8: Home Health Nurse** |
| A home health nurse demonstrates the procedure for self-injection of medication and then asks the patient to perform a return demonstration. Which category of *Bloom’s psychomotor domain* is represented by a return demonstration? |

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| **Scenario #9: Critical Care Nurse** |
| A critical care nurse is attempting to educate a family member concerning the recent intubation of their loved one. The family member is crying hysterically. Which *factor that inhibits learning* does the nurse recognize? |

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| **Scenario #10: Work-Site Nurse Educator** |
| A work-site nurse educator recognizes that they are facilitating the educational needs of people with varied, but *limited health literacy*. Based on Table 8-3 in Blais & Hayes (2016) name (2) two strategies that the nurse educator should employ. Explain your rationale for selections. |

**References**