Mary A. Miller, RN, PhD
Dean Emeritus
School of Nursing, Aurora University
Aurora, Illinois
Associate Dean Emeritus
School of Professional Studies
Metropolitan State College of Denver
Denver, Colorado

Pamella Rae Stoeckel, RN, PhD, CNE
Professor
Loretto Heights School of Nursing
Regis University
Denver, Colorado

Client Education
THEORY AND PRACTICE
THIRD EDITION

© Jones & Bartlett Learning, LLC. NOT FOR SALE OR DISTRIBUTION
World Headquarters
Jones & Bartlett Learning
5 Wall Street
Burlington, MA 01803
978-443-5000
info@jblearning.com
www.jblearning.com

Jones & Bartlett Learning books and products are available through most bookstores and online booksellers. To contact Jones & Bartlett Learning directly, call 800-852-0034, fax 978-443-8000, or visit our website, www.jblearning.com.

Substantial discounts on bulk quantities of Jones & Bartlett Learning publications are available to corporations, professional associations, and other qualified organizations. For details and specific discount information, contact the special sales department at Jones & Bartlett Learning via the above contact information or send an email to specialsales@jblearning.com.

Copyright © 2019 by Jones & Bartlett Learning, LLC, an Ascend Company
All rights reserved. No part of the material protected by this copyright may be reproduced or utilized in any form, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

The content, statements, views, and opinions herein are the sole expression of the respective authors and not that of Jones & Bartlett Learning, LLC. Reference herein to any specific commercial product, process, or service by trade name, trademark, manufacturer, or otherwise does not constitute or imply its endorsement or recommendation by Jones & Bartlett Learning, LLC and such reference shall not be used for advertising or product endorsement purposes. All trademarks displayed are the trademarks of the parties noted herein. Client Education: Theory and Practice, Third Edition is an independent publication and has not been authorized, sponsored, or otherwise approved by the owners of the trademarks or service marks referenced in this product.

There may be images in this book that feature models; these models do not necessarily endorse, represent, or participate in the activities represented in the images. Any screenshots in this product are for educational and instructive purposes only. Any individuals and scenarios featured in the case studies throughout this product may be real or fictitious, but are used for instructional purposes only.

The authors, editor, and publisher have made every effort to provide accurate information. However, they are not responsible for errors, omissions, or for any outcomes related to the use of the contents of this book and take no responsibility for the use of the products and procedures described. Treatments and side effects described in this book may not be applicable to all people; likewise, some people may require a dose or experience a side effect that is not described herein. Drugs and medical devices are discussed that may have limited availability controlled by the Food and Drug Administration (FDA) for use only in a research study or clinical trial. Research, clinical practice, and government regulations often change the accepted standard in this field. When consideration is being given to use of any drug in the clinical setting, the health care provider or reader is responsible for determining FDA status of the drug, reading the package insert, and reviewing prescribing information for the most up-to-date recommendations on dose, precautions, and contraindications, and determining the appropriate usage for the product. This is especially important in the case of drugs that are new or seldom used.

Production Credits
VP, Executive Publisher: David D. Celll
Executive Editor: Amanda Martin
Associate Acquisitions Editor: Rebecca Stephenson
Editorial Assistant: Christina Freitas
Senior Vendor Manager: Sara Kelly
Senior Marketing Manager: Jennifer Scherzy
Product Fulfillment Manager: Wendy Kilborn

Composition and Project Management: S4Carlisle
Publishing Services
Cover Design: Kristin E. Parker
Rights & Media Specialist: Wes DeShano
Media Development Editor: Troy Liston
Cover Image (Title Page): ©
Printing and Binding: Edwards Brothers Malloy
Cover Printing: Edwards Brothers Malloy

To order this product, use ISBN: 9781284142631

Library of Congress Cataloging-in-Publication Data
Names: Miller, Mary A. (Mary Alice), author. / Stoeckel, Pamella Rae, author.
Title: Client education : theory and practice / by Mary A. Miller, Pamella Rae Stoeckel.
Description: Third edition. | 1 Burlington, MA : Jones & Bartlett Learning, [2019] | Includes bibliographical references and index.
Subjects: | MESH: Patient Education as Topic | Nurse-Patient Relations | Models, Educational | Nurses' Instruction
Classification: LCC RT90 | NLM WA 590 | DDC 615.5071--dc23 LC record available at https://lccn.loc.gov/2017036562

Printed in the United States of America
21 20 19 18 17 10 9 8 7 6 5 4 3 2 1
DEDICATION

To Nurse Educators
and to
Our students,
Our clients,
Our colleagues:
Our teachers
# CONTENTS

## Preface

---

### Part I A Framework for Health Education

1. Overview of the Miller–Stoeckel Client Education Model
   - Introduction
   - Purposes and Goals of Health Education
   - The Miller–Stoeckel Client Education Model
   - Nurse as Educator
   - Client as Learner
   - Nurse–Client Relationship
   - Client Education Outcomes
   - Definitions
   - Context for Health Education
   - Summary

---

### Part II The Learning Process

2. Thinking and Learning
   - Introduction
   - Domains of Learning
   - Thinking
   - Ways of Thinking
   - Reflecting on Your Thinking
   - Promoting Thinking in Clients
   - Styles of Thinking and Learning
   - Summary

---
# Contents

## Part III: Assessment for Health Education

4 Learner and Setting Assessment

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>80</td>
</tr>
<tr>
<td>Psychological Factors</td>
<td>81</td>
</tr>
<tr>
<td>Biological Factors</td>
<td>87</td>
</tr>
<tr>
<td>Social Factors</td>
<td>91</td>
</tr>
<tr>
<td>Intellectual Factors</td>
<td>97</td>
</tr>
<tr>
<td>Environmental Factors</td>
<td>102</td>
</tr>
<tr>
<td>Summary</td>
<td>107</td>
</tr>
</tbody>
</table>

5 Child Learner

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>114</td>
</tr>
<tr>
<td>Biologic Characteristics, Psychosocial Stages, and Developmental Tasks</td>
<td>114</td>
</tr>
<tr>
<td>Implications for Health Education</td>
<td>125</td>
</tr>
<tr>
<td>Orientation to Learning</td>
<td>126</td>
</tr>
<tr>
<td>Pedagogy</td>
<td>136</td>
</tr>
<tr>
<td>Educating Clients with Disabilities</td>
<td>139</td>
</tr>
<tr>
<td>Educating Families</td>
<td>141</td>
</tr>
<tr>
<td>Educating Groups and Communities</td>
<td>141</td>
</tr>
<tr>
<td>Educating Health Team Members</td>
<td>142</td>
</tr>
<tr>
<td>Summary</td>
<td>143</td>
</tr>
</tbody>
</table>

6 Adult Learner

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>148</td>
</tr>
<tr>
<td>Biologic Characteristics, Psychosocial Stages, and Developmental Tasks</td>
<td>148</td>
</tr>
<tr>
<td>Implications for Health Education</td>
<td>150</td>
</tr>
<tr>
<td>Orientation to Learning</td>
<td>152</td>
</tr>
<tr>
<td>Andragogy</td>
<td>153</td>
</tr>
</tbody>
</table>
Contents

7 Older Learner 167
   Introduction 168
   Ageism 168
   Psychosocial Stages, Developmental Tasks, and Physiologic Changes of Late Adulthood 169
   Implications for Health Education 177
   Ethnic Elderly 181
   Educating Clients with Disabilities 183
   Educating Families 188
   Educating Groups and Communities 189
   Educating Health Team Members 189
   Summary 190

8 Culturally Diverse Learner 195
   Introduction 196
   Characteristics of Culturally Diverse Learners 197
   Cultural Competence and Cultural Humility 198
   Culturally Congruent Client Education 202
   Culturally Specific Client Assessments and Concerns 204
   Cross-Cultural Communication 215
   Linguistically and Culturally Appropriate Teaching Strategies and Instructional Materials 219
   Summary 220

9 Nurse Educator as Learner 225
   Introduction 226
   Overview of the Continuum of Learning 226
   Role of the Nurse as Educator 227
   Advanced Role of Nurse as Educator 228
   Nurse Educators in the Academic Environment 230
   Nurse Educators in the Practice Environment 233
   Becoming an Effective Nurse Educator 233

Experiential Learning 161
Educating Clients with Disabilities 162
Educating Families 163
Educating Groups and Communities 163
Educating Health Team Members 164
Summary 164

7 Older Learner 167

Introduction 168
Ageism 168
Psychosocial Stages, Developmental Tasks, and Physiologic Changes of Late Adulthood 169
Implications for Health Education 177
Ethnic Elderly 181
Educating Clients with Disabilities 183
Educating Families 188
Educating Groups and Communities 189
Educating Health Team Members 189
Summary 190

8 Culturally Diverse Learner 195

Introduction 196
Characteristics of Culturally Diverse Learners 197
Cultural Competence and Cultural Humility 198
Culturally Congruent Client Education 202
Culturally Specific Client Assessments and Concerns 204
Cross-Cultural Communication 215
Linguistically and Culturally Appropriate Teaching Strategies and Instructional Materials 219
Summary 220

9 Nurse Educator as Learner 225

Introduction 226
Overview of the Continuum of Learning 226
Role of the Nurse as Educator 227
Advanced Role of Nurse as Educator 228
Nurse Educators in the Academic Environment 230
Nurse Educators in the Practice Environment 233
Becoming an Effective Nurse Educator 233
Contents

Lifelong Learning
Summary

Part IV  Planning and Implementing Client Education

10 Client Education Plan
Introduction
Client Education Plan
Mission
Goals
Learning Outcomes
Learning Objectives
Selection of Content
Selection of Evaluation Methods
Case Example: Mrs. Rosa Lopez
Summary

11 Teaching Strategies
Introduction
Types of Teaching Strategies
Teacher-Directed Strategies
Teacher-Facilitated Strategies
Learner-Directed Strategies
Selecting the Right Teaching Strategy
Case Example: Mrs. Rosa Lopez
Summary

12 Instructional Materials
Introduction
Health Literacy
Types of Instructional Materials
Printed Materials
Multimedia
Internet and World Wide Web
Selecting Instructional Materials
Clients with Disabilities
Evaluating Effectiveness of Instructional Materials
Copyright Issues in Using Instructional Materials
Summary
Part V  Client Education Outcomes 321

13 Formative Evaluation 323
   Introduction 324
   Evaluation 324
   Formative Evaluation: Evaluation of the Client Education Plan 325
   Formative Evaluation: Evaluation of the Learning Environment 328
   Formative Evaluation: Evaluation of the Nurse–Client Interaction 329
   Case Example: Mrs. Rosa Lopez 330
   Summary 332

14 Summative Evaluation 335
   Introduction 336
   Summative Evaluation: Evaluation of Client Learning 337
   Summative Evaluation: Evaluation of Educational Effectiveness 349
   Summative Evaluation: Evaluation of Integration of Learning into Daily Living 352
   Case Example: Mrs. Rosa Lopez 359
   Summary 361

15 Application of the Miller–Stoeckel Client Education Model 367
   Introduction 367
   Overview of the Miller–Stoeckel Client Education Model 368
   Conceptual and Theoretical Support 368
   Definition of Major and Embedded Concepts in the Model 369
   Propositions of the Model 370
   Assumptions of the Model 370
   Application of the Model 370
   Summary 372

Appendix: Physical Changes Associated with Aging by System 373
   Index 377
We are pleased to present the 3rd edition of our book *Client Education: Theory and Practice*, written for practicing nurses, nurse educators, and baccalaureate and master’s degree nursing students. The Miller–Stoeckel Client Education Model continues to be the organizing framework for the text, with the Nurse–Client Relationship as central to the model. We believe this relationship to be paramount to the success of client education. The model is our unique contribution to the nursing profession.

The text has been carefully reviewed and augmented with updated statistics and information on current practices. Many additions were made based on information from our readers. Overall additions to each chapter include evidence-based nursing practice exercises and test questions for ease of use by instructors. PowerPoint presentations with audio are provided to enhance the text.

Specific changes to the text include the following changes by chapter. We strengthened the conceptual and theoretical underpinning of the Miller–Stoeckel Model in Chapter 1. Four embedded concepts were added that further enhance the model. These concepts are cultural caring, communication, negotiation, and collaboration.

Chapter 2: Thinking and Learning adds information on critical thinking. Chapter 3: Theories and Principles of Learning was rewritten for ease of understanding the theories. Chapter 4: Learner and Setting Assessment was reorganized around a more comprehensive approach using learner assessment factors.

Chapter 5: Child Learner, Chapter 6: Adult Learner, and Chapter 7: Older Learner all have new sections on educating clients with disabilities. Chapter 8: Culturally Diverse Learner includes information on cultural humility and social determinants of health that impact client education.

We are pleased to present a new chapter, Chapter 9: Nurse Educator as Learner. The need for this chapter became clear as we realized the importance of focusing on the nurse as learner. We describe the continuum of learning on the journey to becoming a nurse educator. Chapter 10: Client Education Plan was extensively revised to reflect current practice and changing terminology.

Chapter 11: Teaching Strategies includes an expanded sample of the client educational plan. Chapter 14: Summative Evaluation includes additional information on cost effectiveness supporting client education.

We conclude the text with a new chapter, Chapter 15: Application of the Miller–Stoeckel Client Education Model. This chapter summarizes the model and serves as a ready resource for those aspiring to apply the model.

We find joy in writing and bringing to our readers practical information and guidance in teaching clients. We encourage you to explore the chapters and find application to your practice.