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THE IMPACT OF TWO STRATEGIES:

**A SELF-LEARNING INSTRUCTION VERSUS LECTURING IN TEACHING
"NURSE-PATIENT COMMUNICATION"
IN THE FIELD OF PSYCHIATRIC NURSING**

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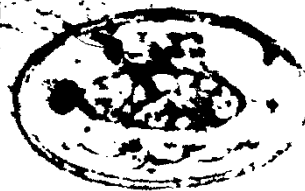
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The Candidate

Soraya



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**INTRODUCTION
AND
AIM OF THE STUDY**

INTRODUCTION

The goal of individualizing instruction has in recent years gained increased acceptance among educators in various fields. Reports appearing in educational and nursing journals have emphasized that personal learning and traditional teaching are being challenged for several reasons, amongst which is the growing awareness of individual differences in learning.

Through strategies for individualizing instruction, using a self-learning module which according to De Tornyay and Thompson (1982), is a self contained instructional unit that focuses on a single concept or topic with a few well defined objectives. Although other instructional formats may be incorporated, independent study is the center of the use of a learning module. In this kind of learning, the role of the student is one of an active, responsible participant in which the student should be required to participate, recall information, think through problems and use judgement and reasoning, i.e. the student is to be personally involved with the material set for teaching. According to Markle (1977), if one believes that learning is a life-time process and that nursing requires a practitioner who can think and make decisions independently, then active involvement is crucial in the educational preparation of the nurse.

AIM OF THE STUDY

This is an experimental study that aims at studying the impact of two strategies: A self-learning instruction versus lecturing in teaching "nurse-patient communication" in the field of psychiatric nursing on the students' theoretical knowledge, clinical performance as well as their acceptance to each method.

**REVIEW
OF
LITERATURE**

REVIEW OF LITERATURE

Definition of Terms

- **Cognitive function:** refers to individual differences in how an individual perceives, thinks, solves problems, learns, relates to others.

Witkin et al (1977)

- **Educational objectives:** what the students should be able to do at the end of a learning period that they could not do beforehand.

Guilbert (1981)

- **Evaluation:** a continuous process based upon criteria, cooperatively developed. This process is concerned with measurement of the performance of learners and the effectiveness of teachers as well as the quality of program.

Guilbert (1981)

- **Independent learning:** when the student is independent of the teacher during an activity, but this activity is not necessarily to be individualized.

Quinn (1980)

- **Individualized learning instruction:** requires active involvement of the learner that places the responsibilities for learning on the student.

Weisberger (1973)

- **Learning:** a process in which the chief goal of which is to bring about change in human behavior. An expected change in behavior of the student in the course of a given period is expected.

Guilbert (1981)

- **Lecture:** a method of instruction in which the teacher organizes the presentation of content to address each of objectives outlines in the class study guide. The communication is mainly unidirectional from teacher to student.

Ostrow (1986)

- **Motivation:** the conscious and unconscious forces that determine behavior (independently of any moral consideration.

Guilbert (1981)

- **Self directed learning:** a process whereby the student identifies his own needs, determines his learning objectives, formulates his criteria for evaluation, identifies learning resources and strategies and then evaluates his own learning.

Knowles (1975)

- **Self learning module:** a strategy for individualizing instruction, it is a self-contained instructional unit that focuses on a single concept or topic with a few well-defined objectives.

De Tornyay & Thompson (1982)

- **Self evaluation:** the student's capability to assess and analyze his/her performance in relation to a standard.

Abbott (1988)

- **Self pacing learning:** an educational method that recognizes that students learn at different rates and encourages the student to use the amount of time needed to reach stated objectives.

McBeath (1974)

- **Student centered learning:** the process in which the learners are encouraged to take increasing personal responsibility for achieving learning objectives through their own efforts and at their own pace.

Ewan & White (1984)

- **Student directed learning:** the student decides objectives, methods and assessments according to his own learning needs.

Ewan & White (1984)

- **Student initiated learning:** is an activity wherein the learner takes the initiative and responsibility for the learning process.

Milton (1975)

- **Teacher-directed learning:** the teacher decides objectives, methods and assessments of the learning process.

Ewan & White (1984)

INDEPENDENT STUDY AS A STRATEGY IN NURSING

"The teacher's primary function is to diagnose learning needs and problems, and together with the student, plan strategies that will result in success for the learner."

(Lewis 1978)

For many decades nursing leaders attempted with considerable success, to move nursing toward new standards of performance and to give nurses an inter-dependent role with other health care professionals. Attention is now focused on gaining legal and institutional support for raising the required level of educational credentials of professional nurses and for broadening the scope of nursing practice.

The Personalized System of Instruction, (PSI), was developed by Keller (1968) and implemented for the first time in a short-term laboratory course at Columbia University, Greise and Lawler (1968). This methodology is based on reinforcement theory, i.e. the student is often tested on small units of material and given immediate feed-back on his/her progress. It is distinguished from other instructional methodologies by the following characteristics, namely, mastery learning, self-pacing and use of proctors for testing and immediate feed-back. According to Rogers (1969), the goal of education is to facilitate the process in an individual so that she or he may function fully.

Maslow (1970), commented that education helps the individual become the best of what he or she can be. The learner and the learning process becomes the focus of education. Subject matter is secondary, serving as the vehicle to self-development.

Both McKeachie (1970) and Costin (1972) added that a great deal of time and energy are required to design instruction that is tailored to the individual needs of students. In the past, research results have not documented a superiority of one method over another.

Wilson and Tosti (1972) mentioned that although efforts are being made in nursing schools, it is clear that the methods used in nursing education are still highly traditional. There is a regular use of common lectures and assignments for groups of students. Rarely are students tested for the purpose of determining which teaching strategies would be best for them or what are their perceptual strengths and weaknesses. Rarely are different media so that the student can select the ones that are preferred. Some of the methods that have been instituted in an effort to provide some degree of individualized instruction have become traditional in the sense that the methods, such as independent study or learning modules, are required of all students. Whatever method is used, any situation that required all students to do the same thing at the same time or rate was considered to be responsive to the special needs of individual students.

Knowles (1973), said that self directed learning is an activity wherein the learner takes the initiative and responsibility for the learning process.

Both Forman and Richardson (1977) added that the feed-back and evaluation are integral parts of (I.I.) Individualized instruction is flexible, by providing the student considerable choice in selecting from alternative activities and multisensory resources, the sociological pattern to be used, and the pace which learning will take place.

In recent years there has been a growing awareness amongst teachers of the importance of the relationship between the individual differences of the students and their ability to learn. There is often great variation in aspects such as social and educational backgrounds, previous experience, motivation and ability, and rate and style of learning.

This awareness of individual differences has been reflected in nursing. Motivation to learn is considered to be a crucial factor in student learning, so the significance of tailoring material to the needs of the individual becomes obvious. Other factors, such as the rapid development of educational technology and the shortage of trained teachers, have been responsible for an upsurge of interest in method of individualizing instruction bearing these factors in mind. Quinn (1980) said that it appears that the traditional method of lecturing to large groups may well be inefficient, since it makes no distinction between the individual needs of the students. These factors which have shaped the development of individualized instruction in

general education have also their effect in schools of nursing. Learning resource centers are now commonly found in many schools, and some have the facilities to produce sophisticated programs for individualized instruction.

The following assumptions regarding the program content and the choice of self-directed learning as strategies for implementation were stated by Knowles (1980) as follows:

1. Learning takes place when the subject matter is relevant to one's purpose. The adult learner's readiness and motivation to learn is influenced by social roles, development tasks and pressures exerted from one's work.
2. The adult learner's experience serves as a rich resource for his own learning and that of others. Much significance is attached to active learning. Experience may also block learning, since fixed habits and attitudes are hard to unlearn and efforts to change these may be highly resisted.
3. The adult learner has a great need to be independent and self-directed. While new situations and lack of experience may render a learner temporarily dependent. Imposed dependence threatens one's self-concept and will be resisted. Learning is maximized when self-directed activities are encouraged.