

## Educator/Specialist Forum Presentation

March 29, 2012

### Learning Objectives

At the end of this presentation, the learner will be able to:

1. Identify the goal of teaching: a change in behavior
2. Differentiate between Bloom's domains of learning.
3. List 3 strategies for teaching in the cognitive domain.
4. List 3 strategies for teaching in the psychomotor domain.
5. Apply 2 strategies for teaching in the affective domain.

### Abstract

Title: Holistic Teaching in Nursing: Strategies for Influencing Behavior

#### Background and Significance:

Bloom's Taxonomy has long been a widely used tool for preparing instructional objectives and planning educational offerings. It explicates three domains in which human beings acquire knowledge. Information is gained in the cognitive domain; skills are acquired in the psychomotor domain. These two areas of learning are frequently addressed in nursing education. However, the affective domain, where nursing's professional values are passed on, is often neglected. Yet it is in this domain where behavior change is often achieved. Since the goal of education is a change in behavior, the affective domain of learning must be more fully utilized as today's young nurses are prepared to be the future leaders of the profession.

#### Methods:

This offering will present behavior change as the goal of teaching. Learner motivation, both intrinsic and extrinsic, will be explored. Bloom's cognitive and psychomotor domains of learning will be explicated, with examples of strategies for teaching appropriate to each of these. Teaching in the affective domain will be closely examined as a less familiar strategy. Case

study will be utilized as an example, and the audience will be involved using an interactive group exercise in reflective journaling.

Discussion:

A change in nurse behavior may result when a holistic approach to nursing education is undertaken. Teaching the mind (cognitive domain), body (psychomotor domain), and spirit (affective domain) involves the whole person in learning, and allows for the construction of balanced knowledge, enabling consistent application at the bedside. The ultimate beneficiary is the patient.