

2008 “Education” Study Guide

1. Explain the goals of client education.
2. Describe verbal and non-verbal communication in the educator-client relationship.
3. Describe models and theories commonly used in health education including:
 - a. The Health Belief Model
 - b. PRECEDE Model
 - c. Transtheoretical Models (stages and processes of behaviour change)
 - d. Social Cognitive Theory
 - e. Self-efficacy Theory.
4. Distinguish the general characteristics that may influence learning among:
 - a. Preschool children (3-4 years)
 - b. Young school-age children (5-8 years)
 - c. Older school-age children (9-12 years)
 - d. Adolescents (13-18 years)
 - e. Adults (19-65 years)
 - f. Seniors (>65 years).
5. Distinguish the learning styles of:
 - a. Preschool children (3-4 years)
 - b. Young school-age children (5-8 years)
 - c. Older school-age children (9-12 years)
 - d. Adolescents (13-18 years)
 - e. Adults (19-65 years)
 - f. Seniors (>65 years).
6. Explain predisposing, enabling and reinforcing factors that influence behaviour.
7. Differentiate among educational interventions to address predisposing, enabling and reinforcing factors.
8. Describe the group process in the context of providing group education.
9. Describe effective instructional practices for individuals and groups.
10. Differentiate the principles of health education.
11. Describe effective teaching strategies appropriate for:
 - a. Preschool children (3-4 years)
 - b. Young school-age children (5-8 years)
 - c. Older school-age children (9-12 years)
 - d. Adolescents (13-18 years)
 - e. Adults (19-65 years)
 - f. Seniors (>65 years)
 - g. Groups.
12. Explain how to educate clients who have special needs or difficulty with self-management.
13. Identify the factors that an educator would evaluate to determine if a client is able to manage her-his respiratory illness.
14. Use a comprehensive education process for individuals and groups using the following parameters:
 - a. Assess learning needs and factors that influence learning and behaviour change
 - b. Determine learning outcomes in collaboration with clients
 - c. Design a plan for an education intervention
 - d. Implement an education plan
 - e. Evaluate client learning outcomes (impact evaluation).
15. Evaluate health education resources available in the community.

16. Describe the educator's skill set.
17. Describe the education program in terms of process.
18. Illustrate professional conduct:
 - a. Maintain professional competency
 - b. Appraise the literature for relevance and credibility
 - c. Adhere to evidence-based practice or best practice guidelines
 - d. Observe professional boundaries
 - e. Accept accountability for one's own actions
 - f. Acknowledge one's personal and professional limitations
 - g. Maintain decorum.
19. Apply ethical principles when conducting client education including:
 - a. Beneficence
 - b. Non-maleficence
 - c. Respect for autonomy
 - d. Justice
 - e. Confidentiality
 - f. Respect for the values and beliefs of others
 - g. Respect for cultural differences.
20. Examine the team approach to respiratory illness management in terms of:
 - a. The goal
 - b. Benefits and barriers
 - c. Role and responsibilities of the educator
 - d. Role and responsibilities of other health care professionals
 - e. Role and responsibilities of clients
 - f. Effective strategies.