

## Teaching In Nursing A For Faculty 4th Edition

About: To prepare you for real world practice, this book will highlight content areas most relevant to the bedside and why they must be mastered and understood. To help visualize the professional development that is needed as you transition to the responsibilities of the professional nurse, I use the metaphor of building a house; not a static structure, but a unique, vibrant "living" house that is a reflection of how you choose to build and add to it over time. Nursing is a living and vibrant practice that requires your personal involvement and engagement to promote the well-being of those you care for. The components of this "living" home include: Foundation: A house must have a firm and stable foundation. The ethical comportment or the art of nursing is this foundation for every nurse. Caring behaviors, nurse engagement, and professionalism in practice must be present or your nursing practice could be on shaky ground before it even begins! Walls: The applied sciences of nursing: pharmacology, fluid and electrolytes, and anatomy and physiology. I contextualize these sciences to the bedside so the relevance of mastering this content becomes apparent. Roof: Critical thinking and clinical reasoning, which is the thinking that is required by the nurse that completes the house and ties everything together. Skeletons in the closet: Every house has closets and some have a few skeletons in them! Incivility and men in nursing will be explored in detail!

"This is a detailed yet practical guide to planning, developing, and evaluating nursing curricula and educational programs. It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions...This book provides readers with a comprehensive overview of curriculum development, redesign, and evaluation processes...92 - 4 Stars" --Doody's Book Reviews Reorganized and updated to deliver practical guidelines for evidence-based curricular change and development, the fourth edition of this classic text highlights current research in nursing education as a springboard for graduate students and faculty in their quest for research projects, theses, dissertations, and scholarly activities. It also focuses on the specific sciences of nursing education and program evaluation as they pertain to nursing educators. New chapters address the role of faculty regarding curriculum development and approval processes in changing educational environments; course development strategies for applying learning theories, educational taxonomies, and team-building; needs assessment and the frame factors model; ADN and BSN and pathways to higher degrees; and planning for doctoral education. The fourth edition continues to provide the detailed knowledge and practical applications necessary for new and experienced faculty to participate in essential components of the academic role—instruction, curriculum, and evaluation. At its core, the text discusses the importance of needs assessment and evidence as a basis for revising or developing new programs and highlights requisite resources and political support. With a focus on interdisciplinary collaboration, the book addresses the growth of simulation, how to help new faculty transition into the academic role, and use of curriculum in both practice and academic settings. Additionally, the book describes the history and evolution of current nursing curricula and presents the theories, concepts, and tools necessary for curriculum development. Chapters include objectives, discussion points, learning activities, references, and a glossary. New to the Fourth Edition: Reorganized and updated

to reflect recent evidence-based curricular changes and developments Highlights current research New chapter: Implementation of Curriculum – Course Development Strategies for the Application of Learning Theories, Educational Taxonomies, and Instruction Team-Building New chapter on Planning for Undergraduate Programs New content on Needs Assessment and the Frame Factors Model New content on Planning for Doctoral Education in Nursing New content on curriculum evaluation, financial support, budget management, and use of evidence Key Features: Supports new faculty as they transition to academe Addresses the need for preparing more faculty educators as defined by IOM report, the ACA, and the Consensus Model Describes the scope of academic curriculum models at every practice and academic level Threads the concept of interdisciplinary collaboration in education throughout Serves as a CNE Certification Review

The increase of online nursing education programs has furthered the need for nursing faculty to have specific preparation for online teaching. Drawing from the authors' extensive experience teaching online nursing education programs, *Online Nursing Education: A Collaborative Approach* is unlike any other text. It was written and designed for faculty teaching online post-licensure students in a nursing education degree program, post-master's certificate program, advanced practice program, or other advanced education-related degree program. This unique text takes a theoretical approach and includes practical examples as well as sample curriculum, course design, and policies. Topics covered include strategies for teaching online, learning through writing in an online classroom, experiential learning in online programs, generational differences in online learning, and more practical discussions backed by evaluation studies and qualitative research.

This book presents essential teaching skills and tools for nurse educators. It begins with a discussion of the trends in nursing education and the principles of teaching and learning. The book then explores topics such as classroom teaching, clinical experiences, teaching in the simulation laboratory, and online learning. Each chapter discusses the basics of teaching and learning in the specific environment, followed by scenarios that focus on the issues encountered by nursing faculty in these settings. The scenarios present the key issues under consideration, recommend actions that faculty members can institute to address the issues, and describe rationales and solutions based on best evidence. The book also includes specific tools designed to assist nurse educators in preparation for the teaching role, such as examples of course syllabi, program outcomes, clinical contracts, and action plans. *Nurse Educator's Guide to Best Teaching Practice* is a valuable resource for novice and experienced educators in managing the challenges inherent in nursing education.

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*Nurse as Educator: Principles of Teaching and Learning for Nursing Practice, Fourth Edition* prepares nurse educators, clinical nurse specialists, and nurse practitioners for their ever-increasing role in patient teaching, health education, health promotion, and nursing education. Important Notice: The digital edition of this book is missing some of the images or content found in the physical edition.

This book provides an in-depth insight into the Dedicated Education Units (DEU) clinical learning strategy. It shows how DEUs

work and explains the concept, philosophy, principles, practical implementation and first-hand experiences of this ground-breaking, global work-integrated learning strategy. It presents the benefits of DEUs and offers insight into how DEUs can provide real options for solving the increasingly complex dilemma of providing more students with more experiences of hands-on practice while reducing costs and ensuring greater numbers of work ready graduates. The book serves as a reference for nurse student education and is particularly salient for those setting up a DEU. It can be used as a springboard for work-integrated learning innovations for all practice-based disciplines. Dedicated Education Units (DEU) provide a flexible clinical learning strategy with a focus on founding principles and adaptation to different clinical contexts rather than a concrete model for clinical learning. DEUs are essentially clinical environments in which students develop a sense of security to explore learning opportunities, knowing there are people present who will ensure they do not make intractable errors; people who will guide and support them to achieve optimal learning. Whilst developed initially for nurse education, DEUs can be adapted to other professional learning settings.

Evidence-Based Teaching in Nursing: A Foundation for Educators, Second Edition focuses on providing potential and current nursing faculty with the tools and knowledge they need to achieve highly successful outcomes for teaching nursing students and staff. The Second Edition also concentrates on the full role of nursing faculty and not just the educational process. This robust text provides concrete examples of best practices within nursing education and has been crafted in a manner to excite faculty members to create a learning environment grounded in best practices and evidence. Today's healthcare environment demands that practice be based on evidence, so the educational process should also be based on best practice and evidence."

This book aims to assist clinical teachers in the practice of clinical teaching. It assumes that clinical teachers will bring to their task a background knowledge of educational principles, experience in a clinical nursing field, knowledge of substantive nursing content, a love of teaching and a desire to share with their students the joys, tears, challenge and wonder of learning in the clinical setting. The format is designed around a set of commonly encountered problems and encourages readers, whether on the threshold of a career as a clinical teacher or those who are experienced, to think through their responses to the problem situation before reading on to a disclosure of possible courses of action. In brief, the book is a companion to Teaching Nursing: A Self Instructional Handbook (Ewan and White, 1984). The authors' interest in clinical teaching can be traced through a number of years in a variety of teaching careers with multidisciplinary health professional groups, of whom nurses comprise the majority of practitioners. As senior lecturers in the School of Medical Education, the authors were involved in developing and teaching a Master of Health Personnel Education Degree course; the students (or Fellows) in that programme were all graduates from a broad range of health care disciplines - nursing, medicine, physiotherapy, occupational therapy, nutrition, dentistry, health education, health resources management, radiography, social work, community development, occupational safety and health.

Examines the complexities of teaching and learning nursing, explains the theoretical foundations of student-centered learning, describes various methods and models for student-centered learning in nursing, and explores the issues and challenges of constructing nursing curricula and implementing student-centered pedagogies.

Teaching in Nursing and Role of the Educator The Complete Guide to Best Practice in Teaching, Evaluation and Curriculum Development Springer Publishing Company

This highly anticipated, fully revised second edition revisits and augments the award-winning *Creating & Sustaining Civility in Nursing Education*. In this comprehensive new edition, author Cynthia Clark explores the problem of incivility within nursing academe and provides practical solutions that range from ready-to-use teaching tools to principles for broad-based institutional change. She further explores the costs and consequences of incivility, its link to stress, ways to identify the problem, and how to craft a vision for change – including bridging the gap between nursing education and practice. Rather than dwell on the negative, this book focuses on solutions, including role-modeling and mentoring, stress management, and positive learning environments. Nurse educators at all levels will appreciate the variety of evidence-based strategies that faculty – and students – can implement to promote and maintain civility and respect in the education setting, including online learning.

2007 AJN Book of the Year Award Winner *Nursing Education in the Clinical Setting* provides a practical approach to clinical nursing instruction. Although grounded in adult learning theory, this unique resource provides practical suggestions and addresses common questions and issues. The text incorporates illustrative scenarios, discussion questions, and reflection exercises designed to facilitate thoughtful application of the content. Addresses the role transition for a nurse with clinical expertise to that of clinical nursing instructor. Provides important tips for effectively appraising student performance such as student involvement in self-evaluation and goal setting, and suggestions for how evaluation and appraisal are shared with the student. Incorporates sample scenarios to illustrate concepts and allow the reader to apply them. Integrates discussion questions and exercises designed to facilitate thoughtful application and critical thinking skills. Addresses all aspects of learning, including "cognitive" (e.g., critical thinking), "affective" (e.g., caring), and "psychomotor" (e.g., technical skills). Provides actual examples of tools to be used for documenting student performance and approaches for stimulating student involvement and critical thinking. Includes a separate chapter on Clinical Faculty as Clinical Coach that discusses how learning is facilitated in the clinical setting with the guidance of an effective teacher. Features a Clinical Toolbox that contains a variety of supplemental resources, including sample approaches for teaching and evaluation, suggestions for preparing anecdotal notes, and relevant reference material. Incorporates issues related to computer access of patient data banks for students, and the federal regulations mandated by HIPAA and their clinical education implications.

A significant body of knowledge is the basis for a holistic, caring and scientific evidence-based nursing education in practice for professional development. Quality teaching leads to good learning and both aspects are two of the main issues of quality assurance in nursing education today. To begin with, not all nursing students have the same levels of motivation or learning abilities. It is with cognisance of providing quality care for patients that the role of the nurse educator has to be to enhance nursing students' learning using scientific evidence based teaching. Research around teaching and learning processes is an important part of the delivery of quality education, which in turn impacts on students' learning results and experiences, thereby, ensuring holistic

biopsychosocial care to patients. The main aim of teaching and learning in nursing, at all levels, is to enhance the nurses' contribution to assist the individuals, families and communities in promoting and preserving health, well-being and to efficiently respond to illnesses. We hope that this book can be used as a resource to increase the body of knowledge in teaching and learning in nursing, thereby enhancing the role and contribution of health care professionals to clinical practice.

The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

Designed to teach nurses about the development, motivational, and sociocultural differences that affect teaching and learning, this text combines theoretical and pragmatic content in a balanced, complete style. --from publisher description.

This complete faculty guide covers the four major components of the educator role - teaching, curriculum, information technology, and evaluation of students and programs - with comprehensive, contemporary guidelines to help you develop the educator competencies needed to ensure your success in today's complex health care and academic environments. This respected title is also one of the National League for Nursing's recommended resources for nurses preparing to take the Certified Nurse Educator examination. Nationally recognized contributing authors share their expertise to bring you the best and most comprehensive information available. Presents innovative models of clinical teaching that show you how to effectively teach in an interdisciplinary setting, how to evaluate students in the clinical setting, and how to adapt your teaching for community-based practice. Strategies to promote critical thinking and active learning, including evaluation techniques, lesson planning, and constructing examinations, help you ensure students can apply and synthesize nursing content to make clinical decisions. Web links with numerous resources related to each chapter topic, available through the Evolve website, provide even more learning opportunities. Managing the Learning Environment chapter addresses classroom management and control, motivating and engaging students, and handling disruptive or problem students. Multicultural Education chapter provides strategies for effectively teaching and communicating with a culturally diverse student population. An entire chapter on simulations presents the development, implementation, and evaluation of simulations so you can successfully integrate this teaching method into your course. Reflecting on the Evidence feature at the end of each chapter provides questions that are perfect for classroom and online discussion.

Although nursing education today offers copious amounts of information geared to test preparation, it does not adequately harness the emotional intelligence of individual students—a quality that can greatly enrich the nursing profession. This expert resource for understanding the importance of affective teaching—what it is and how to incorporate it into the classroom—provides a plentiful array of affective teaching pedagogy and references. Drawing from the emotional and social intelligence movement, the text offers both new and traditional insights into the importance of linking intellectual and emotional intelligence in knowledge acquisition. It provides helpful strategies for nurse educators to enrich their teaching with affective teaching strategies, methods, and skills in the classroom, and describes successful models for creating an affective teaching infrastructure that will endure. Designed for use in master's and doctoral programs in nursing and health care education, the book espouses a paradigm that is embraced by leaders in education and major institutions. It discusses the major themes of entrenched, traditional teaching methods, and contrasts them with the theory, research, and practice underlying affective teaching in nursing. The book follows the history of affective teaching from its inception in Bloom's Taxonomy to the present day. It addresses teaching infrastructure needs, affective teaching models, tools for measuring the results of affective teaching, the use of affective teaching in distance learning and at conferences, and international perspectives. The text also identifies the risks and advantages of affective teaching, and how they have been addressed by a variety of nursing educators and encourages reflective practices that help students gain inner awareness. It will be a valuable addition to the teaching arsenal of nurse educators who wish to go beyond the objective domain of teaching to explore the enriching possibilities of subjective knowing. Key Features: Provides the most authoritative information available on affective teaching in nursing Supports NLN's and AACN's nurse educator competencies to achieve desired outcomes in the cognitive, affective, and psychomotor areas of learning Clarifies affective pedagogy, how to discuss it, and what it implies for teaching success Addresses philosophy, taxonomy, teaching infrastructure needs, affective teaching models, and assessment tools Covers the use of affective pedagogy with distance learning and at conferences

Designated a 2013 "Core Title" and "Essential Purchase" by Doody's! This highly acclaimed text provides a comprehensive framework for planning, guiding, and evaluating learning activities for undergraduate and graduate nursing students in a wide variety of clinical settings. The fifth edition updates this unequalled source of essential information for all faculty members—full time, part time, adjunct, and preceptors—responsible for clinical teaching. It encompasses current trends in health care and nursing education with expanded content on ways to maximize the clinical learning experiences of nursing students, use new technologies in clinical teaching, teach and evaluate student performance, and address ethical and legal issues in clinical teaching. Included is new content on establishing and using dedicated education units, integrating simulation with clinical education, using new technologies for clinical learning, teaching and evaluating performance in distance education, promoting interprofessional education in clinical settings, integrating Quality and Safety Education for Nurses (QSEN) in clinical courses, using standardized patients, and developing partnerships with clinical sites. Special features include guidelines for developing clinical sites, planning learning activities and assignments, observing and evaluating students in clinical practice, and using preceptors. With an arsenal of practical and creative tools to help both experienced and novice nurse educators, the text is also a valuable resource for individuals preparing to take the clinical nurse educator (CNE) exam. New to the Fifth Edition: Updated with current trends in health care and nursing education New chapter on interprofessional education and clinical teaching from a noted expert Expanded content on maximizing the clinical learning experiences of nursing students Clinical teaching and evaluating students at a distance Use of social media and new technologies for clinical teaching Ethical and legal issues in clinical teaching New content on using dedicated education units

Developing partnerships with clinical staff and sites Challenges of student access to electronic health records and electronic documentation of care Strategies to promote student learning about QSEN Use of simulations and integration of simulation with clinical education Latest revisions of the CNE test plan Recommendations for service learning and international clinical learning sites Key Features: Delivers a scholarly, in-depth examination of current trends and issues in clinical education Provides evidence-based methods for clinical teaching in nursing education Includes practical exhibits illustrating best practices in clinical teaching and evaluation Highlights content in each chapter related to CNE exam blueprint Offers a vast toolkit for teaching and learning including Instructor's Manual and PowerPoint presentation Named a 2013 Doody's Core Title and Essential Purchase! Praise for the Third Edition: "I recommend this book as an introduction to new educators involved in clinical teaching." -Journal for Nurses in Staff Development The fourth edition of this highly acclaimed text continues to provide a comprehensive framework for planning, guiding, and evaluating learning activities for graduate and undergraduate nursing students in numerous clinical settings. A respected resource for clinical faculty, it addresses the distinct requirements of clinical learning as opposed to classroom learning and provides proven strategies to maximize clinical education. The revision features expanded content on teaching graduate students, regulatory issues affecting distance education, and the use of social media. It covers establishing and using dedicated education units (DEUs), the challenges of student access to electronic health records and documentation of care, and reducing the demands of clinical staff members when multiple students rotate through a particular setting. Additionally, this edition provides guidelines for using preceptors, evaluating multimedia, and observing students in practice; sample observation guidelines, learning assignments, and clinical learning activities; and sample policies for clinical evaluation and adherence to professional conduct standards. It includes the latest revisions of the NCLEX test plan and the AACN Essentials guidelines for nursing education. The instructor's manual, which includes learning activities for each chapter and teaching suggestions, and PowerPoint presentations accompany the text. New to the Fourth edition: Two completely new chapters: the first "Developing Clinical Learning Sites," and the second "Pedagogical Technologies for Clinical Education" Expanded approaches for meeting the clinical needs of graduate students Regulatory issues affecting distance education across state lines Using social media Discussion of benefits of DEUs and practical suggestions for developing them as clinical teaching sites Important content regarding the NLN CNETM Examination Detailed Test Blueprint Challenges of student access to electronic health records Guidelines for using preceptors, evaluating multimedia, and student observation Sample observation guidelines, learning assignments, and clinical learning activities and sample policies for clinical evaluation and professional conduct standards

Theory and Research for Academic Nurse Educators: Application to Practice is an essential guide to nursing education theory, research and its application in the classroom. Designed for the nurse educator, this comprehensive guide is focused around the National League for Nursing's eight core competencies for academic nurse educators. This textbook contains an overview of the academic nurse educator role, core competencies, strategies for applying theory and research-based knowledge to further professional development. This text is an ideal resource for nurses preparing for the Certified Nurse Educator Exam (CNE) and nursing education students.

Delivers specific guidelines for implementing human caring within teaching practices along with a wealth of examples Grounded in the belief that translating caring science within teaching practices will humanize nursing education, this important book emphasizes the ways in which teachers can translate Human Caring and Caritas in order to include strategies for establishing authentic caring pedagogical relationships with their students. It aims to strengthen Human Caring as the basis for humanitarian teaching and to infuse the learning environment with caring practices for both students and teachers. The work provides an antidote for the continuous dominant biomedical and behavioral

paradigm in nursing education. It includes specific guidelines for implementing Human Caring ethics, ontology, and epistemology throughout the teaching-learning community and describes how to translate caring values and assumptions into living Caritas as the nurse teachers' moral ideal and praxis of authentic caring pedagogical relationships. Pragmatic examples provided by administrators, teachers, and students illustrate the value of a humanitarian caring science paradigm for nursing education and caring praxis. Key Features: Delivers an internationally renowned scholars' perspective on teaching grounded in Human Caring Includes exemplars of educators' lived teaching experiences guided by their caring pedagogical praxis Provides examples of students' lived learning experiences within a caring- teaching environment Offers reflective practice exercises for nurse teachers to enhance their caring pedagogical relationships with students Provides guided caring artistic activities to promote ways of knowing, doing, being, and becoming in nursing education

This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. This student-friendly, easy-to-read text is the best resource for the nurse educator. Teaching Strategies for Nurse Educators, 3e , prepares graduate nursing students to be nurse educators in settings of staff development, patient education, or academia—covering commonalities of teaching that pertain to all three. Based on a strong foundation in educational theory and practical teaching strategies, constructive information and cutting-edge content emphasize the theories and strategies most likely to be used in the field of nursing and health education. References to the most current evidence-based research on effective teaching practices are imbedded throughout the text. This book guides the nurse educator through the entire teaching process, from planning learning to conducting classes, applying traditional teaching methods and innovative technology, both in the classroom and within the context of distance learning platforms. After studying this text, the new (or renewed) nurse educator will be able to teach with a sound understanding of basic learning theory and an excitement about the many approaches she or he can use to achieve desired learning outcomes. Teaching and Learning Experience This book offers a current look at teaching strategies for educators in the nursing and health fields. It provides: Overview of teaching and learning processes: Focuses on understanding the learning process and the many variables that affect learning Teaching strategies: Covers advantages and disadvantages, purposes and uses of the methods, and research on the strategies that are discussed Superior pedagogical features: Gives students the tools to master key concepts faster and more effectively

The Fourth Edition of this popular text expands on the third by taking an in-depth look at teaching strategies appropriate for educators working in all health related professions. Chapters present a broad range of strategies, as well as the learning environment to best use the strategies, detailed practical and theoretical information about the strategies, how to deal with problems that could occur, specific examples of the strategies as they have been used, and resources available for further information. Focusing on innovation, creativity, and evaluation, the strategies are developed for use in traditional classroom settings, technology-based settings, and clinical settings.

The book presents five significant areas of learning within professional programmes of preparation most applicable to student nurses and midwives in their pre-registration education but also with relevance to other learners on healthcare related disciplines. This volume has emerged from several sources: the editor's role as a Director for Learning and Teaching in Adult, Child Nursing and Midwifery and also from an EU funded project looking at quality benchmarks and assuring clinical learning environments (HEALINT). The Francis Report (Francis 2013) and the Shape of Caring Report (Willis 2015) highlighted challenges related to practice learning and mark a renewed focus in its overall significance (Morley et al 2017). In addition to discussions regarding models of support in practice, there is also a clear emphasis on the need for nurses to have the knowledge and skills to undertake more flexible roles and an increasing requirement for nurses to have higher order



knowledge and skills at the point of registration, according to the UK Nursing and Midwifery Council (NMC 2017). The book will meet these new educational needs especially for educators working in Nurse and midwife colleges. The new standards of proficiency for pre-registration nursing were published in 2018, with all higher education institutions (HEIs) approved to deliver the programme from September 2019. This creates a demand for a publication which explores the potential impact of a new education approach and issues with preparation (teaching and learning) for nurses and the breadth and dimensions of teaching and learning. NMC proposed roles of Practice Supervisor, Practice Assessor and Academic Assessor will not have a prescribed preparation programme and universities and practice partners will be seeking guidance and direction in developing local programmes of preparation.

It was a long-time desire of nursing fraternity to have a textbook on nursing education that has the content for all the units of the INC-prescribed syllabus. This book pointedly deals with all the contents specified by the INC curriculum. The book has been written keeping in mind the requirements of the modern Indian nurse educators—what they need to know and practice in the classroom. This book provides comprehensive study material and practice exercises on Nursing Education the way it is used in day-to-day conversations in the hospital environment.

- Comprehensive, exhaustive and well-structured coverage
- Lucid presentation with easy language for ease of comprehension
- Practical approach with relevant theoretical perspectives answering common questions and issues that arise while learning the subject
- Ample number of examples, tables and other learning aids
- All the essential elements of communication in modern-day nursing practice like nursing reports, records, etc., discussed, analysed and exemplified
- Examples from real-life health care communications provided
- Exhaustive end-of-chapter exercises
- Solutions for all objective type exercises given

“Competency-based education...provides an avenue to promote institutional accountability, address employer concerns, and assist with student transfer of knowledge and skills.” -Mary Ellen Smith Glasgow, PhD, RN, ANEF, FAAN Dean and Professor Duquesne University

The first book of its kind, this concise, step-by-step guide written for novice and experienced educators distills all the essentials every nursing instructor needs to know to implement a Competency-Based Education (CBE) curriculum, teach with competencies, and evaluate students' mastery. Grounded in a learner-centered paradigm, CBE focuses on outcomes and skills rather than relying on time-based training. It facilitates in-depth learning that encompasses all three learning domains — cognitive, skills, and attitudes — guided by the individual pace of each student. *Fast Facts about Competency-Based Education in Nursing* addresses the theory and practical knowledge needed to teach using CBE. Beginning with how to create competencies that align with student learning outcomes, subsequent chapters show how to integrate them into a new or existing nursing curricula. Next, this quick reference shows how to evaluate and assess students using CBE. Finally, it presents how to implement a system of quality improvement to continuously ensure the competencies produce safe, skilled nurses. Brimming with useful tips based on the authors' extensive experience and abundant practical examples, this is an incomparable reference for any educator seeking superior, more qualitative student assessment and outcomes. Key Features: Demonstrates in detail how to implement CBE and assess students using CBE Illustrates how to integrate CBE into curriculum using an organizing framework Shares expert teaching/learning tips through Evidence-Based Teaching Boxes Helps educators to develop teaching objectives and real-world application processes Describes specific competency-based education curricula Examines how different learning styles thrive in a CBE learning environment Offers separate chapters for using CBE with BSN, MSN, and DNP students

While vast numbers of nurses across the globe contribute in all areas of healthcare delivery from primary care to acute and long-term care in community settings, there are significant differences in how they are educated, as well as the precise nature of their practice. This

comprehensive handbook provides a research-informed and international perspective on the critical issues in contemporary nurse education. As an applied discipline, nursing is implemented differently depending on the social, political and cultural climate in any given context. These factors impact on education, as much as on practice, and are reflected in debates around the value of accredited programmes, and on-the-job training, apprenticeship, undergraduate and postgraduate pathways into nursing. Engaging with these debates amongst others, the authors collected here discuss how, through careful design and delivery of nursing curricula, nurses can be prepared to understand complex care processes, complex healthcare technologies, complex patient needs and responses to therapeutic interventions, and complex organizations. The book discusses historical perspectives on how nurses should be educated; contemporary issues facing educators; teaching and learning strategies; the politics of nurse education; education for advanced nursing practice; global approaches; and educating for the future. Bringing together leading authorities from across the world to reflect on past, present and future approaches to nurse education and nursing pedagogy, this handbook provides a cutting-edge overview for all educators, researchers and policy-makers concerned with nurse education.

Due to the growing nursing faculty shortage, clinicians are being recruited directly from the practice setting for clinical teaching without formal training in educational strategies. Handbook of Clinical Teaching in Nursing and Health Care serves as a quick-reference for support of clinical teaching for nurses. It allows a clinical instructor to identify a question about clinical teaching and quickly get ideas about how to effectively handle a situation or create the best learning environment within the clinical context.

Prepare for success as a nurse educator. Recommended by the National League for Nursing for comprehensive Certified Nurse Educator preparation, this resource is the only book of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks you through the day-to-day challenges of teaching, it provides guidance on such topics curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advancements in technology and information. This new edition adds updated information reflecting the latest trends and advances in both education and nursing.--Adapted from back cover.

Teaching and Learning in a Concept-Based Curriculum: A How-To Best Practice Approach provides specific, practical tools and strategies for teaching and evaluating students in the conceptbased curriculum model. Building on the theoretical underpinnings of concept-based curricula, this text expands into its application and practice. The text includes sample lesson plans and study guides to show how a concept is taught in the classroom, clinical teaching activities that connect classroom and clinical learning, and clinical evaluation tools to assess student competence in a concept-based curriculum.

The World Health Organization has developed these Nurse Educator Core Competencies to enable educators to effectively contribute to the attainment of high quality education, and the production of effective, efficient and skilled nurses who are able to respond to the health needs of the populations they serve. This will enable the attainment of objectives one and two of the Global strategy on human resources for health: Workforce 2030 and is also a priority in the updated Global strategic directions on nursing and midwifery 2016-2020. The aim of this publication is to provide a clear outline of Nurse Educator Core Competencies and performance expectations, which can form the basis for developing a competence-based curriculum encompassing the cognitive, affective and psychomotor skills and behaviors expected of nurse teachers. The competencies are intended to help guide the educational preparation of nurse teachers; ensure educational quality and accountability; and, ultimately, contribute to improving the provision of nursing care and outcomes of health services. Much effort has gone into the preparation of the Nurse Educator Core Competencies. It is the aim of the World Health Organization that they will facilitate nurse

educators to attain increased proficiency in assisting student nurses to acquire all the knowledge, skills and attitudes necessary to practice nursing effectively in the 21st century.

Giving Through Teaching presents compelling stories of nurse educators and their students who have given their time, talents, skills, and resources to make the world a better place. Sharing stories from more than 70 nurse educators, this unique book inspires nurses to continue the work of their peers and to tell their own stories. Highlighting the efforts of U.S. nurse educators both at home and abroad—from areas devastated by Hurricane Katrina to Iraq—the text showcases the diversity of the nursing profession itself. This collection of stories also examines how the knowledge and expertise of nurse educators can help to improve health care standards and achieve the United Nations (UN) Millennium Development Goals (MDGs), such as improving maternal health and combating HIV/AIDS, malaria, and other diseases. A must-have book for current and future generations of nurse educators, *Giving Through Teaching: Explores global- and U.S.-based education partnerships, with stories of nurses working to improve schools, hospitals, and communities around the world* Helps readers build interpersonal relationships with others Includes stories from nurse educators who have been honored by their peers, including Legends of the American Academy of Nursing and recipients of the International Council of Nurses International Achievement Award Will contribute funds raised from book sales to scholarships for future nursing students through the NLN Foundation (NLNF)

Kathleen B. Gaberson's name appears first in the previous edition.

*Curriculum Development in Nursing Education, Second Edition* continues its dedication to the advancement of nursing education, and in particular, to the ongoing development of relevant yet dynamic nursing education curricula. This Second Edition offers current, accessible, and comprehensive tips and tools and incorporates a balance of theoretical perspectives and practical applications. The Second Edition has been completely revised and updated and includes an expanded focus on developing a context-relevant curriculum. A major determinant in any nursing education curriculum is the context in which the curriculum is developed and offered. This context is the professional, societal, health care, and educational situations to which the curriculum must respond, and is what makes each school's curriculum unique. *Curriculum Development in Nursing Education* helps nurse educators create a program of study that will meet the contextual needs of their individual setting. What's New: Expanded focus on developing a context-relevant curriculum New sections on educational technologies, distributed learning, and curriculum evaluation. New chapters on preparing for external program review, building a curriculum, and evaluation of a curriculum.

All the information you need in one textbook! This all-inclusive text for Nurse Educators delivers comprehensive, evidence-based guidance on the essential components of teaching, including learning theories, teaching methods, new technologies for teaching, curriculum development, evaluation and testing, and accreditation. The text delivers the full scope of knowledge necessary for novice and experienced faculty to become competent teachers in nursing. This third edition features new content on the transition from clinician to educator. There is also a new chapter on nursing professional development and teaching in clinical settings and updated teaching strategies for active learning, clinical judgment, and online teaching. The text is designed to help educators

prepare for the certification exams. The text also addresses varied learning styles and how to accommodate them, new developments in simulation, standardized patients, OSCEs, clinical teaching, interprofessional education, and evidence-based teaching. New to the Third Edition: Chapter on the transition from clinician to educator, plus expanded content throughout on becoming a nurse educator Addresses inclusivity and developing an inclusive learning environment for people with different learning styles Strategies to promote active learning, clinical judgment, and higher level learning, and teaching online Updated content on simulations, the use of standardized patients, OSCEs, clinical teaching, and clinical evaluation Chapter on accreditation of nursing programs and developing a systematic program evaluation plan Chapter on nursing professional development and teaching in a clinical setting Key Features: Written by experts who seamlessly integrate evidence-based research and practical strategies Serves as a thorough study guide for nurse educator certification exams Covers practical teaching strategies, simulation, online education, technology, interprofessional education, clinical teaching and evaluation, and test construction Includes case examples and other examples to support content and “how-to” tips Includes a high quality online course ready for an instructor’s use: sample syllabus, PowerPoints, and a complete 20-module online course

A must read for nursing students, this book deals with essentials of nursing education, communication and educational technology. Considering the transnational acceptance of our profession, each chapter is written with an international perspective. It is earnestly hoped that the simple yet authentic explanations followed throughout this book with the help of suitable examples will make the subject of nursing education more palatable and interesting to the nursing community. Salient Features, First of its Kind, Meeting international standards, Simple yet authentic explanations, Enriched with suitable examples, Prepared as your lifelong companion, Well accepted by the nursing community. Book jacket.

Awarded second place in the 2013 AJN Book of the Year Awards in the Nursing Education/Continuing Education category This AJN award-winning text is the only book to teach evidence-based practice (EBP) content grounded in a tested philosophy of teaching and learning. It provides the tools, perspective and context for health educators and practitioners to implement evidence-based care practices and evaluate their efficacy. Reflecting four years of successful experiences in helping academic agencies understand and implement EBP, this new edition has been reorganized to include updated information and five new chapters. It stresses the importance of mentorship in creating EBP and illustrates how mentorship can be designed and implemented to promote EBP. The text clarifies three principal values: How to integrate EBP into academic curricula How to implement an EBP model in clinical settings (for graduate, second career, and CE students) How to address teaching and learning strategies for specific user groups Teaching Evidence-Based Practice in Nursing will be of value to clinical and academic educators, educational and clinical administrators, unit managers, students attending CE programs, and students in nursing education graduate programs. Key Features: Revises and expands upon AJN Book of the Year Award first edition Reflects knowledge gained from four years of successful experiences in teaching and learning EBP since publication of first edition Provides comprehensive and innovative strategies for mentoring and teaching EBP in education and practice scenarios Describes how to implement EBP at

undergraduate levels, for second career students, and in continuing education

Designated a Doody's Core Title! The second edition of the award winning Distance Education in Nursing continues to offer basic introductory information on distance teaching and learning and now brings the application of newly developed computer technology to this environment. Each chapter provides real-life distance education experiences of both teachers and students, and describes ways in which distance education has enhanced the quality of their nursing education. As a nurse educator, whether novice or expert, you will benefit from this book, written by such distinguished contributors as Diane Billings, Suzanne Hetzel Campbell, and Marilyn H. Oermann.

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