

CLINICAL TEACHING



Teaching And Learning In Clinical Settings

**Kathleen B. Gaberson, Marilyn H.
Oermann, Teresa Shellenbarger**



Teaching And Learning In Clinical Settings:

Teaching and Learning in Clinical Settings Richard Hays, 2006 This edition provides updated information and developments in support services and incorporates recent research on bereavement It also gives more prominence to the needs of grieving children and youngsters Facilitating Learning in Clinical Settings Lindy McAllister, Michelle Lincoln, Sharynne McLeod, 1997 Contains an overview of how adult learning theory relates to clinical education and practical strategies for implementation It discusses stages of student growth and development along the continuum towards interdependence case examples and cautions to using suggested strategies Pref p viii **Teaching and Learning in Clinical Settings** Richard Blaxland Hays, 2007 Comes in three parts which can be read in any order Part 1 provides information about being a clinical teacher Part 2 includes the practical experiential how to of clinical teaching Part 3 provides some theoretical background to curriculum development assessment and evaluation Author from James Cook University Clinical Teaching Made Easy Judy McKimm, Tim Swanwick, 2013-02-26 Increasingly nurses and other health professionals are required to teach doctors trainees and medical students This book also helps to contextualise learning and provide practical tips for teaching in the clinical context for all health professionals The book will be useful for clinical teachers at whichever stage of career as it covers all areas of health professions education in an easy to follow style It provides a theoretical basis to how clinical teaching and learning might be carried out and draws on the experience of well regarded clinical teachers to highlight practice points All aspects of clinical teaching and learning appraisal supervision and career development are included This book is written in an easy to follow format with short chapters sections diagrams and practice points The theory is always related to teaching practice in the clinical context *Practice Teaching in Healthcare* Neil Gopee, 2010-02-16 Practice Teaching in Healthcare is an essential textbook for anyone studying for the Practice Teacher qualification Encouraging a critical understanding of the knowledge and competence required to fulfil the practice teacher role the book examines and evaluates the concepts theories and frameworks underpinning the necessary skillset Structured largely around the Nursing and Midwifery Council's standards for Practice Teachers the book provides comprehensive coverage of the knowledge and skills required to supervise and assess the learning of qualified healthcare practitioners particularly those on post qualifying specialist or advanced practice programmes and therefore includes Managing inter professional relationships Specialist and advanced practice and knowledge Assessment and accountability Leadership in facilitation of learning and assessment of clinical skills Clinical practice development and evidence based practice and Issues and further developments in learning beyond registration With action points illustrations and case studies this is an ideal textbook for healthcare professionals who are students on practice teaching courses and all facilitators of learning beyond initial registration Clinical Teaching Strategies in Nursing, Fifth Edition Marilyn H. Oermann, Teresa Shellenbarger, Kathleen B. Gaberson, 2017-09-28 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

Clinical Teaching Strategies in Nursing, Fourth Edition Kathleen B. Gaberson, Marilyn H. Oermann, Teresa Shellenbarger, 2014-03-05 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 *Clinical Teaching Strategies in Nursing, Third Edition* Kathleen B. Gaberson, Marilyn H.

Oermann, 2010-03-28 Named a 2013 Doody s Essential Purchase I recommend this book as an introduction to new educators involved in clinical teaching Journal for Nurses in Staff Development This textbook presents a comprehensive framework for planning guiding and evaluating learning activities for undergraduate and graduate nursing students in clinical settings The book presents clinical teaching strategies that are effective and practical in a rapidly changing health care environment It describes a range of teaching strategies useful for courses in which the teacher is on site with students in courses using preceptors in simulation laboratories and in distance education environments This book represents the cutting edge of educational strategies examining innovative uses of virtual reality game based learning and nontraditional sites for clinical teaching Also discussed are culturally inclusive strategies methods incorporating current technologies and strategies for teaching students with disabilities Key Topics Choosing clinical learning assignments Self directed learning activities Case method case study and grand rounds Clinical Nurse Educator Examination Detailed Test Blueprint core competencies Evaluation strategies and grading for written assignments Ethical and legal issues in clinical teaching Recognizing that clinical settings require different approaches to teaching the contributors present all the tools necessary to help educators meet the challenges of this complex learning environment *Teaching Evidence-Based Practice in Nursing* Rona F.

Levin, Harriet R. Feldman, 2013 Print CourseSmart [Work-Based Learning in Clinical Settings](#) Viv Cook, Caroline Daly, Mark Newman, 2021-02-25 The importance of learning in the workplace has long been recognised in clinical education however the

twin demands of the explosion in clinical knowledge and the changing dynamics of the clinical workplace have exposed the shortcomings of existing clinical learning practices and understandings of clinical learning in the workplace There is a growing demand for conceptual and methodological tools that can help to develop understanding of the complex set of relationships involved in learning in professional healthcare contexts This ground breaking volume brings together the work of pioneering scholars of learning and is unique in providing a detailed account of socio cultural theory in relation to clinical education Work based Learning in Clinical Settings clearly illustrates the potential breadth of application and the strength and diversity of research in this field Each chapter engages with a distinct issue and follows a specific structure to present an extended case based presentation of the research that explains the architecture of the concept or theory application of the concept theory to clinical education methodological approaches used as well as the implications and limitations understanding of the workplace clinical learning that emerged as a result of the research It is ideal for professionals in clinical education healthcare policy makers and shapers and postgraduate students who will find the thorough innovative research enlightening

Clinical Instruction and Evaluation: A Teaching Resource Andrea B. O'Connor, 2006-04-14

ABC of Learning and Teaching in Medicine Peter Cantillon, Diana F. Wood, 2011-07-08 The ABC of Learning and Teaching in Medicine is a fully revised succinct resource for both novice and experienced medical teachers It is an excellent introductory text for doctors and other health professionals starting out in their careers as well as offering teaching tips and new perspectives for busy practitioners wishing to keep abreast of developments in medical education The ABC emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge It is designed to be practical and accessible and will support good teachers in becoming even better at what they do Each chapter seeks to explain how different aspects of learning and assessment work the theory as well as providing descriptions of educational approaches that work the practice This fully updated new edition features core medical education topics such as course design assessment learning in groups feedback and the creation of learning materials It also includes invaluable new chapters that address many of the challenges of medical education such as dealing with students in difficulty the teaching of professionalism in clinical settings and how to support the development of teachers Together these chapters represent an authoritative guide written by a team of educational experts of international renown and is suitable for all health professional educators

Handbook of Clinical Teaching in Nursing and Health Sciences Marcia Gardner, Patricia Dunphy Supplee, 2010-08-23 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

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Instruction and Evaluation A Teaching Resource Third Edition is designed to guide instructors through the learning process by providing clinical nurses with the theoretical background and practical tools necessary to succeed as a clinical nursing instructor The theory used to support the practice of clinical education is presented in a straightforward easy to understand manner This text offers approaches to structuring clinical experiences for students evaluating student performance and solving problems encountered in clinical settings The Third Edition has been completely revised and updated and now includes a larger focus on teaching people from other cultures and traditions as well as the critical issues around the nursing shortage The nursing shortage has increased the demand for nursing educators and as a result nursing programs are now turning to clinically expert nurses to play a role in the educational process Clinical Instruction and Evaluation helps the clinical nurse make a smooth transition to nurse instructor Key Features Emphasizes the clinical component of the faculty role Employs a practical approach to make the process of teaching in the complex clinical area accessible Chapters can be used independently allowing instructors to use content creatively without being bound by the organization of the text Unique focus on the interpersonal relationship between the instructor and student found in specific chapters 15 16 as well as throughout the text Provides concrete examples for instructors to leverage in the classroom to elicit critical thinking and clinical judgment responses from students

Clinical Education for the Health Professions Debra Nestel, Gabriel Reedy, Lisa McKenna, Suzanne Gough, 2023-07-19 This book compiles state of the art and science of health professions education into an international resource showcasing expertise in many and varied topics It aligns profession specific contributions with inter professional offerings and prompts readers to think deeply about their educational practices The book explores the contemporary context of health professions education its philosophical and theoretical underpinnings whole of curriculum considerations and its support of learning in clinical settings In specific topics it offers approaches to assessment evidence based educational methods governance quality improvement scholarship and leadership in health professions education and some forecasting of trends and practices This book is an invaluable resource for students educators academics and anyone interested in health professions education

Teaching and Learning in Nursing Gregor Stiglic, Majda Pajnkihar, Dominika Vrbnjak, 2017-05-17 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 *Teaching and Learning in a Concept-Based Nursing Curriculum* Donna Ignatavicius,2017-09-01 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 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 **How to Teach in Clinical Settings** Mary Seabrook,2013-11-14 How to Teach in Clinical Settings is a practical guide to support all doctors wishing to develop their skills in clinical teaching and supervision It provides hands on strategies to address common problems such as giving critical feedback effectively and teaching mixed level groups It gives guidance on the particular challenges of teaching in clinical settings including the need to manage teaching with service provision to engage patients motivate students and to judge the balance of support and independence appropriate for each trainee How to Teach in Clinical Settings is invaluable for all doctors involved in teaching and training at any stage of their career It is also useful and accessible to medical students who increasingly need to consider and develop their own teaching skills as part of their career progression **Work-Based Learning in Clinical Settings** Viv Cook,Caroline Daly,Mark Newman,2021-02-26 The importance of learning in the workplace has long been recognised in clinical education however the twin demands of the explosion in clinical knowledge and the changing dynamics of the clinical workplace have exposed the shortcomings of existing clinical learning practices and understandings of clinical learning in the workplace There is a growing demand for conceptual and methodological tools that can help to develop understanding of the complex set of relationships involved in learning in professional healthcare contexts This ground breaking volume brings together the work of pioneering scholars of learning and is unique in providing a detailed account of socio cultural theory in relation to clinical education Work based Learning in Clinical Settings clearly illustrates the potential breadth of application and the strength and diversity of research in this field Each chapter engages with a distinct issue and follows a specific structure to present an extended case based presentation of the research that explains the architecture of the concept or theory application of the concept theory to clinical education methodological approaches used as well as the implications and limitations understanding of the workplace clinical learning that emerged as a result of the research It is ideal for professionals in clinical education healthcare policy makers and shapers and postgraduate students who will find the thorough innovative research enlightening **Innovative Teaching Strategies in Nursing and Related Health Professions** Martha J. Bradshaw,Arlene Lowenstein,2013-09-13 Innovative Teaching Strategies in Nursing and Related Health Professions Sixth Edition is focused on providing in depth coverage around teaching learning and evaluation strategies for Nurse Educators

and health professionals The text addresses different styles of learning diversity in the classroom and critical thinking Creative and innovative strategies and techniques are woven throughout the text with an emphasis on the importance of simulation in the classroom The authors bring key concepts to life by including specific examples and suggestions for how to implement teaching strategies how to identify types of learners as well as how to predict potential issues or challenges with each strategy The Sixth Edition addresses specific teaching learning strategies for traditional classroom settings the clinical arena and through the use of technology for both web based and virtual simulation The new edition focuses on the strategy behind the use of technology to help the students understand how it helps to promote learning and engagement Innovative Teaching Strategies in Nursing and Related Health Professions Sixth Edition is appropriate for all graduate level courses for health professions educators A unique quality of this text is that it can be used in any health professions program other than nursing No other Health professions education text acknowledges fields other than nursing This text is widely used by students who practice and teach in a variety of health professions and is viewed as an integral resource for their professional development Key Features Provides specific examples and suggestions for how or when to use particular teaching strategies according to type of learner in the classroom Addresses trends in health care and education of health professionals Reference is made to the 2003 report from the Institute of Medicine on health professions education Examples throughout point to the changing nature of patient care and show how to prepare students to practice in diverse settings Discusses the use of Library Resources Includes coverage of the education of health professionals New to this Edition Clinical Reasoning Research and teaching the strategies of searching written by a Research Librarian Innovation of new teaching methods and technologies Emphasis on simulation Extensive revision of Concept Mapping chapter along with information on how to grade a student s map Teaching preparation and the use of resources Synchronous Learning

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