

Individualized Clinical Learning Plan Examples

Transforming Nursing Education Through Problem-based Learning Mastering Concept-Based Teaching and Competency Assessment - E-Book Learning and Teaching in Clinical Contexts Mastering Concept-Based Teaching Collaborative Clinical Education Textbook of Communication and Education Technology for Nurses Remediation in Medical Education Clinical Education The Nursing Profession Vocational Education Program Courses Standards Symposium on Clinical Experience in Medical and Surgical Nursing Designing the Learning Plan Critical Care Nursing of Infants and Children Current Developments in Self-directed Learning Teaching Nursing Care of Chronic Illness The Lancet Clinical Education and the Doctor of Tomorrow Clinical Education for the Allied Health Professions The Educational Process in Critical Care Nursing Resources in Education Elizabeth Rideout Jean Foret Giddens Clare Delany Jean Foret Giddens Jane Westberg, PhD KP Neeraja Adina Kalet American Physical Therapy Association Norma L. Chaska Catholic University of America. School of Nursing Education. Providence Division Joan S. Stark Martha A. Q. Curley Huey B. Long Pamela Minden Barbara Gastel Charles W. Ford JoAnn Alspach

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in Education *Elizabeth Rideout Jean Foret Giddens Clare Delany Jean Foret Giddens Jane Westberg, PhD KP Neeraja Adina Kalet American Physical Therapy Association Norma L. Chaska Catholic University of America. School of Nursing Education. Providence Division Joan S. Stark Martha A. Q. Curley Huey B. Long Pamela Minden Barbara Gastel Charles W. Ford JoAnn Alspach*

with the growing interest in problem based learning among nurse educators worldwide comes the need for a book that will be a comprehensive guide and resource for anyone considering its implementation in nursing education this book is that resource its strength is its integration of relevant theory research and practical information it is an invaluable resource for nursing faculty contemplating the use of the problem based learning model

selected for 2025 doody's core titles in education learn how to develop and implement a successful concept based curriculum and competency assessment written specifically for nursing faculty by thought leader jean giddens mastering concept based teaching and competency assessment 3rd edition provides the understanding and expertise you need to make the transition from traditional content focused instruction to a conceptual approach to teaching and learning and from knowledge assessment to competency assessment new to this edition is a new chapter on differentiating concept based and competency based approaches a perfect complement to giddens student oriented textbook concepts for nursing practice this book is ideal for both undergraduate and graduate faculty and also serves as a helpful study tool for faculty preparing for the certified nurse educator exam framework for a concept based curriculum cbc begins with an overview of the conceptual approach and then discusses the steps used in developing a cbc using concepts as the infrastructure for the curriculum strong foundation in how to teach within a cbc examines the nature of concepts their function in the process of learning and the importance of being consistent in the selection and implementation of concepts balanced teaching strategies engage students with an open environment and learning activities demonstrating the application of information to multiple situations success evaluation

criteria explain the importance of analyzing evaluation data to measure the achievement of student learning and for evaluating a cbc program misconceptions and clarifications boxes reflect the latest research in conceptual learning to help clarify important concepts new differentiating concept based and competency based approaches chapter explains the close interrelationship of concepts and competencies new updated content reflects the latest evidence and literature on the conceptual approach and the application of competencies within the conceptual approach new improved graphic design and layout makes the content more visually appealing and promotes understanding

featuring the perspectives of more than 40 leading international researchers theorists and practitioners in clinical education learning and teaching in clinical contexts a practical guide provides a bridge between the theoretical aspects of clinical education and the delivery of practical teaching strategies written by clare delany and elizabeth molloy each chapter weaves together education theory education strategies and illustrative learning and teaching case scenarios drawn from multidisciplinary clinical contexts the text supports clinicians and educators responsible for designing and delivering health professional education in clinical workplaces and clinicians undertaking continuing education in workplace teaching the book is divided into four sections each addressing a key aspect of the learner and educator experience section 1 considers the learner s needs as they make key transitions from classroom to workplace or recent graduate to competent clinician section 2 focuses on the influence of workplace contexts and how they can be used as positive catalysts to enhance learning section 3 highlights the role of workplace assessments as embedded processes to positively influence learning section 4 provides an overview of the changing roles of the clinical educator and processes and models of professional development to build educational expertise demonstrates the integrated nature of three key threads within the field of clinical education theory method and context highlights theoretical frameworks cognitive psychological sociocultural experiential and ethical traditions and how they inform teaching decisions incorporates case studies throughout to provide a context

to learning and teaching in clinical education includes practical tips from expert practitioners across different topics includes an ebook with print purchase on evolve

get all the strategies and guidance you need successfully implement conceptual learning with mastering concept based teaching 2nd edition written specifically for nursing faculty renowned educators dr jean foret giddens dr linda caputi and dr beth rodgers walk you through the background and benefits of using a concept based learning approach how to plan develop and deliver an effective concept based course and how to improve and evaluate student learning with concepts this new second edition also features two new chapters one on how to conduct concept based clinical experiences and another chapter on the future of concept based interprofessional learning you ll also find updated content and more of the highly helpful misconceptions and clarifications boxes so whether you re teaching in an lpn adn bsn or msn program this insightful book is here to ensure a smooth execution concept based teaching framework for developing a concept based curriculum provides guidance throughout the general steps associated with developing a cbc strong foundation in how to teach within a concept based curriculum dives into the nature of concepts their function in the process of learning and the importance of being consistent in the selection and implementation of concepts balanced teaching strategies illustrate ways to enhance the conceptual approach through engaging learning activities and an open environment success evaluation criteria explains the importance of analyzing evaluation data to determine the effectiveness of a new curriculum on meeting program learning outcomes new updated content reflects the latest research in the neuroscience of learning insightful illustrations and best practices in concept based curriculum design and instruction new expanded use of misconceptions and clarifications boxes also reflects the latest research in conceptual learning to help clarify important concepts new added color improves teaching and learning value unique new chapter on concept based clinical experiences includes simulation and lab experiences live clinical experiences and clinical learning activities for inpatient outpatient community and health systems level experiences unique new chapter on thinking conceptually and the

future of concept based interprofessional learning covers both the ways cbc is spreading beyond just nursing and how to encourage faculty to shift their thinking to develop reasoning and critical thinking skills in students versus rote learning of content

this book is intended for those who are now and those who intend to become clinical teachers in the health professions its primary focus is the teaching of medical students and residents but the principles discussed apply equally to teaching students in other health professions the main focus is on the process of teaching the strategies and tactics involved in helping others learn and the authors discuss the generic steps strategies and principles of effective teaching that apply in any clinical setting they do however draw numerous examples from clinical education in a variety of settings the authors specifically stress the notion of collaboration an issue closely related to the public s considerable dissatisfaction with the modern health care system to create a more effective responsive system they argue there is a need to change the ways that health care is provided and the way it is taught a collaborative approach is needed in both health care and medical education one that involves partnerships between clinicians and patients and between teachers and learners also prominent throughout the book is the idea that clinical education can be planned and conducted in far more systematic ways than is now common an overarching goal of the book is to provide readers with an enlarged set of options to consider using when faced with the inevitable multiplicity of decisions confronting clinical educators

on a daily basis health professions educators struggle to find effective and respectful ways of working with trainees who struggle to meet standards most of whom will become practicing clinicians society allows and expects the health professions to regulate ourselves and we must do so the first edition of this book concentrated on medical student learners mainly in the united states since then the literature has exploded offering a wider range of remediation practices for all levels of learners in all health professions throughout the world this new edition continues to offer evidence based theory informed and pragmatic approaches to identifying and remediating trainees who cannot yet perform to standards illustrative case studies frame practical

and programmatic advice from experienced front line educators all original chapters have been updated and there are 21 brand new chapters of the 73 chapter authors 52 are new to this edition broadening the book s relevance internationally and across the health professions this book is required reading for all those committed to ensuring health professionals are ready and able to serve the health of the public

the new second edition of this valuable resource was written for clinicians by experts in the field it addresses the increase of pediatric patients in adult icus and inpatient pediatric acuity two unique approaches are used the phenomena of concern section addresses nursing care issues common to all critically ill pediatric patients and final common pathways cover patient problems related to specific disorders this edition includes a new chapter on clinical pharmacology sccm admission guidelines have also been added to the practice guidelines section

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