THIRD EDITION

CLINICAL INSTRUCTION AND EVALUATION

A TEACHING RESOURCE

ANDREA B. O'CONNOR, EdD, JD, RN

Professor Emeritus of Nursing
Western Connecticut State University
Danbury, Connecticut

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PREFACE

Nursing education programs have always included a substantial, progressive clinical component through which students learn the art of nursing while applying theory to the realities of clinical practice. Despite frequent calls for transitional programs for graduate nurses, similar to the internships enjoyed by physicians and other professionals, the economics of healthcare delivery has prevented the widespread development of similar programs for nurses. It is incumbent, then, on the programs that prepare women and men for a career in nursing to provide opportunities for students to develop beginning skills that can serve as a foundation for a lifetime of practice.

Delivering effective clinical nursing education continues to be a challenge. Nursing education programs are unable to satisfy the demand for competent graduates due to a shrinking pool of qualified full-time educators, and the economics of nursing education prevents programs from maintaining a roster of full-time nurse educators versed in the many specialties to which students must be exposed. Consequently, nursing programs continue to turn to clinically expert nurses to participate in the educational process on a part-time basis, particularly in the clinical area.

This text has been written for the many readers who are clinical experts wishing to teach but lacking a theoretical and practical grounding in the work of clinical instruction, an assumption that is affirmed by trends in graduate nursing education that emphasize clinical practice and patient care management rather than functional role preparation in education and administration. Written in an easy-to-read style, this third edition of *Clinical Instruction and Evaluation: A Teaching Resource* is amply illustrated with examples that expand on content. It provides the perfect blend of theoretical grounding and practical guidelines for nurse educators preparing to teach or currently teaching in the clinical area. Content spans preparation for the clinical experience to evaluation of student performance to legal, ethical, and interpersonal issues that arise in the course of clinical education. Completely

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revised, this third edition has been expanded with content on the changing nature of the nursing student, the educational programs in which they are prepared for nursing careers, and healthcare delivery; technological advances that impact clinical practice and education; and evidence-based practice. Guidelines for preceptors also are included.

Healthcare delivery has increased in its complexity and in the variety of venues in which healthcare services are provided. The rapid expansion of knowledge coupled with this trend toward complexity means that preparation for nursing must emphasize the ability to think critically in analyzing and responding to clinical problems as well as the development of the skills of lifelong learning. The need for nurses whose clinical education experiences have enabled them to think as well as to do has never been greater. The contributions that clinically expert nurses can make to the education of future nurses are critical to the provision of effective healthcare delivery for the future.

New to This Edition

This third edition of *Clinical Instruction and Evaluation: A Teaching Resource* has been completely updated and revised to reflect the changing environment of clinical nursing education and advances in learning theory as well as to include content addressing evidence-based practice, cultural competence, development of the skills of self-directed learning, and clinical and educational technologies.

Three new chapters have been added to this third edition: "The Changing Environment of Clinical Nursing Education," which discusses changes in the nature of today's nursing student, the educational context for nursing education, patterns of healthcare delivery, the healthcare delivery system, and implications of each of these trends for clinical nursing education; "Technology in Clinical Nursing Education," which discusses the various technologies that pervade the clinical practice setting and the education setting and how the clinical instructor might approach teaching both about and with available technologies; and "Guidelines for Preceptors," which discusses the unique challenges of precepting nursing students and the development of a successful relationship with and experience for both preceptor and preceptee.

The content of some lengthy chapters in previous editions of this book has been split into two chapters to accommodate increased content,

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including "Helping Students to Prepare for Clinical Learning Experiences," "Strategies for Working with Special Student Situations," "Ethical Issues in Nursing Education," and "Legal Issues in Nursing Education."

The balance of theoretical and practical content that marked previous editions of the book remains the same. The scope has changed to incorporate changes in the healthcare and educational systems as well as technological and research advances affecting the delivery of clinical nursing education. While grounded in theory, this text uses a practical approach that makes the process of teaching in the complex clinical area accessible. Ample examples are used throughout to enable the reader to apply content to the practice of clinical nursing education. Specific and concrete examples demonstrate the ways in which the clinical instructor can elicit critical thinking and clinical judgment responses from students through questioning, a powerful tool for learning.

A Note on Style . . .

For ease in reading, nursing students and their clinical instructors are referred to with feminine pronouns throughout this text; to avoid confusion, patients are referred to with masculine pronouns. The term *patient* has been used, rather than the more inclusive term *client*, because this is the term most nurses use to describe the people for whom they provide care. The increasing use of physician assistants and advanced nurse practitioners for the delivery of health care, particularly in the hospital setting, is acknowledged; in this edition, they are referred to as "physician extenders."

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ABOUT THE AUTHOR

Andrea B. O'Connor holds a bachelor's degree in nursing from Cornell University–New York Hospital School of Nursing, a master's degree in biophysical pathology from New York University, a doctorate in education from Teachers College, Columbia University, and a Juris Doctorate degree from the University of Connecticut School of Law. Following practice as a coronary care nurse and medical supervisor at New York Hospital, she became an Associate Editor of the *American Journal of Nursing* and Assistant Director of Educational Services for the company. Upon earning her doctoral degree, Dr. O'Connor served as Associate Professor of Nursing Education at Teachers College, Columbia University and Director of the Center for Nursing Leadership Development. During those years, she was a consultant to the Nursing Department at the National Institutes of Health. After moving to Connecticut, she took the position of Professor and Director, Nursing Department, Western Connecticut State University, where she developed a highly successful master's program. She served for many years as a member of the Connecticut Board of Examiners for Nursing. Dr. O'Connor was one of several educators who forged an articulation plan that streamlines the process for graduates of associate degree and diploma nursing programs in Connecticut to earn a baccalaureate degree in nursing.

Following an early retirement from Western Connecticut State University, Dr. O'Connor established a solo practice in elder law and became involved in local politics. She was elected to four successive terms as the chief elected official of the town of Sherman, Connecticut, and currently serves on the Board of Selectmen. She is the author of three texts in the area of nursing education and staff development as well as numerous articles in peer-reviewed nursing journals.

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