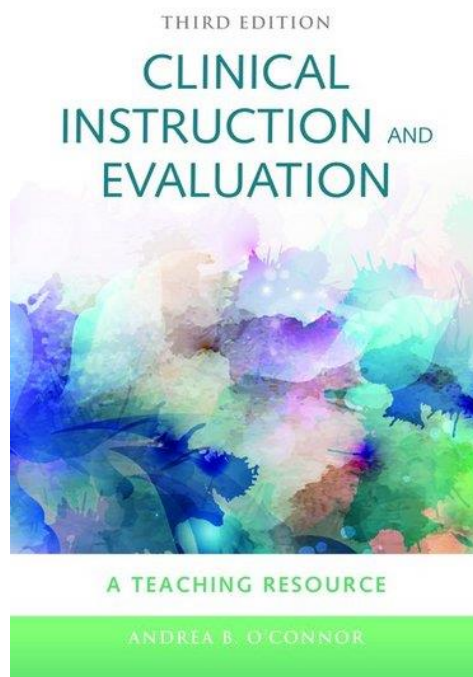




Clinical Instruction and Evaluation: A Teaching Resource, Third Edition



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ISBN-13: 918-0-7637-7224-6 · Paperback · 400 Pages · © 2015

FIND OUT WHAT'S NEW TO THE *Third* EDITION!

This Guide outlines many of the changes and new content found in the in the *Third Edition* and is intended to be used as a guide for or an easy transition to the new edition.

CHAPTER OUTLINES

Table of Contents Comparison to transition from the *Second Edition* to the *Third Edition*.

<i>Clinical Instruction and Evaluation: A Teaching Reference, Second Edition</i>	<i>Clinical Instruction and Evaluation: A Teaching Reference, Third Edition</i>
Chapter 1: Goals of Clinical Nursing Education	Chapter 1: Goals of Clinical Nursing Education
Chapter 2: Entering the Instructional Role	Chapter 2: The Changing Environment of Clinical Nursing Education
Chapter 3: Theoretical Approaches to Teaching and Learning in Clinical Nursing Education	Chapter 3: Entering the Instructional Role
Chapter 4: Getting Started	Chapter 4: Theoretical Approaches to Teaching and Learning in Clinical Nursing Education
Chapter 5: Teaching and Learning Strategies for the College Laboratory Setting	Chapter 5: Getting Started
Chapter 6: Organizing and Managing Instruction in the Clinical Practice Setting	Chapter 6: Technology in Clinical Nursing Education
Chapter 7: Teaching and Learning Strategies for the Clinical Practice Setting	Chapter 7: Teaching and Learning Strategies for the College Laboratory Setting
Chapter 8: Special Techniques for Special Settings	Chapter 8: Organizing and Managing Instruction in the Clinical Practice Setting
Chapter 9: Theoretical Approaches to	Chapter 9: Helping Students to Prepare

the Evaluation of Learning in the Laboratory and Clinical Practice	for Clinical Learning Experiences
Chapter 10: Evaluation Strategies for the Laboratory and Clinical Practice Settings	Chapter 10: Teaching and Learning Strategies for the Clinical Practice Setting
Chapter 11: Interpersonal Issues in Clinical Nursing Education	Chapter 11: Special Techniques for Special Settings
Chapter 12: Ethical and Legal Issues in Nursing Education	Chapter 12: Guidelines for Preceptors
	Chapter 13: Theoretical Approaches to the Evaluation of Learning in the Laboratory and Clinical Practice
	Chapter 14: Evaluation Strategies for the Laboratory and Clinical Practice Settings
	Chapter 15: Interpersonal Issues in Clinical Nursing Education
	Chapter 16: Strategies for Working with Special Student Situations
	Chapter 17: Ethical Issues in Nursing Education
	Chapter 18: Legal Issues in Nursing Education

SUMMARY

Clinical 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 to include 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