

SEVENTH EDITION

Innovative Teaching Strategies in Nursing

and Related Health Professions

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Foreword

There are only a few books in nursing education that have become classics, and *Innovative Teaching Strategies in Nursing*, now in its seventh edition, is one of them. In every edition of this book, the authors have added new content to keep health professions educators up to date with new teaching approaches based on evidence. This book will guide both novice and experienced educators in academic and clinical settings in selecting and using varied teaching methods.

Selecting teaching methods for a course is an important decision for educators. In choosing methods for teaching in the classroom, online environment, clinical setting, or laboratory, the teacher needs to consider—above all else—the specific learning outcomes to be achieved and the needs of the students. Although there are other factors that influence selection of teaching approaches, such as time for learning, resources, and student and teacher preferences, the learning outcomes and student needs must take priority. This book helps educators make good choices about teaching approaches that consider the learning outcomes, characteristics, and differences among students that can affect their learning, and the environment in which the learning takes place. To make those choices, one needs to understand learning processes and the potential impact of student characteristics on both learning and teaching, which are discussed in the first section of this book.

The use of technology in teaching has expanded at a rapid pace, and educators in the health professions need to understand how to integrate technology into their teaching. The goal is not to use the newest technology because it is available, but instead to assess if that technology will help students learn better and develop their skills and competencies more effectively. Many types of technology allow students to be actively involved in their own learning, and this is one of the reasons to read the chapters on multimedia, teaching in online environments, and using social media in this new edition of the book.

One of the goals of this book, and why I think it is a critical resource for both novice and experienced educators, is to describe varied teaching methods for use in the classroom, simulation and learning laboratories, and clinical settings. You will learn about many teaching strategies you can use when working with students face-to-face or online, or when teaching in other settings. The authors present evidence to support each teaching method and guidelines for implementing it with students.

Teaching is more than selecting and using various methods to guide learning. Health professions educators need to be continually evaluating whether students are learning and if changes are needed in teaching approaches. The book includes chapters to help readers understand the evaluation process, how to give good feedback to students, and other concepts of evaluation that are important when teaching in nursing and other health fields.

This book is intended to assist educators to select the best teaching methods and provide quality education across settings. With this reference, teachers in all types of health professions programs and those working with staff in clinical settings will have, under one cover, a resource to guide teaching. This is a “must read” book for all educators.

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Preface

This edition of *Innovative Teaching Strategies in Nursing and Related Health Professions* continues the theme of interdisciplinary collaboration in health professions education. The need to capitalize on the contributions of numerous healthcare professionals is increasingly important in light of the current, complex healthcare system. Education has a knowledge base that crosses over disciplinary lines, and we need to understand that base in order to be effective in our work. The strategies presented are timely, are used by seasoned educators, and consider both the teachers and the learners. Strategies presented are for use in structured (classroom or online) settings, clinical practice lab settings, or patient care clinical practice settings (unstructured).

This text incorporates educational principles and techniques to encourage and advance learning for students in all higher education settings, at both the graduate and undergraduate levels. Learning is the focus, and educators can choose strategies that best address the learning needs of students in their professions. The diversity of learners continues to increase at all levels of higher education, so strategies for recognizing and working with a diverse student population are included throughout this book.

As technology continues to rapidly grow and evolve, it is not possible to present all methods and versions that are available; instead, new and different ways to utilize technology to enhance learning are presented. Educators need to remember that technology is a means, not an end, to enhance teaching effectiveness. It is the individual teacher who makes decisions, based upon best educational principles, about which strategy or form of technology to use in order to meet learning goals of both educators and students. The educational setting also may determine which technologies are most effective. Faculty certainly have input regarding the purchase and development of technologies in their settings when they are aware of how these technologies can be used to increase learning. Some students grasp the use of technology quickly and can benefit from the incorporation of technology in their learning, but other students are not as comfortable and may need additional faculty support to promote a positive outcome. Additionally, whereas technology may enhance immediate learning, educators need to continually assess retention of valuable information and skills.

Evaluation of learning is addressed in the chapters on concept mapping and the clinical pathway, and this edition contains a new chapter on how to

give evaluation feedback. Other chapters provide information and strategies to use in relation to programmatic evaluation, as well as finding and evaluating resources for use in planning and teaching.

It is our intent that this book will be a useful resource for current and future educators in all health professions, so that they may become aware of and utilize strategies that encourage students to enhance and deepen their learning.

Martha J. Bradshaw

Beth L. Hultquist

The editors wish to acknowledge our wonderful chapter authors. These contributors have developed scholarly, timely, and helpful strategies that any health professions faculty can implement in their own classrooms. Throughout the process of preparing this edition, our chapter authors have been prompt, cooperative, and dedicated to producing excellent work. We hope our readers will see evidence of their caring and valuable contributions to educational practices.

I would like to personally thank my family for their continued support, especially my parents, Jim and Wanda Cantrell, for always believing in me. My students deserve a large portion of gratitude. Thank you for allowing me to be part of your path.

Beth L. Hultquist

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