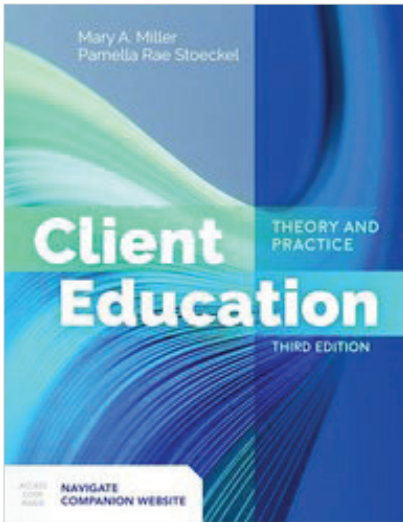# TRANSITION GUIDE

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This transition guide serves to outline the updates and new content found in *Client Education: Theory and Practice, Third Edition.*

LIST OF OUTSTANDING FEATURES:

- The Miller-Stoeckel Client Education Model continues to be the organizing framework for the text with the Nurse-Client relationship at its core. This relationship is paramount to the success of client education and the model remains a unique contribution to the nursing profession.
- Evidence-based nursing practice exercises and test questions have been added for ease of use by instructors.

REVISION UPDATES:

- Addition of four embedded concepts (cultural caring, communication, negotiation and collaboration) to help strengthen the conceptual and theoretical underpinning of the Miller-Stoeckel Client Education Model
- Added content on educating clients with disabilities, cultural humility and social determinants of health that have an impact on client education
- Updated statistics and more information on current practices based on feedback and advice from readers
- This edition also features two new chapters. The Nurse Educator as Learner describes the continuum of learning on the path towards becoming a nurse educator, and Application of the Miller-Stoeckel Client Education Model serves as a ready resource for those aspiring to apply the model to their practice.

APPLICABLE COURSES:

- ADN and BSN courses in health promotion, community health, and health assessment.
- RN-BSN and MSN courses in health promotion, health assessment, and clinical teaching for faculty.
- The text could also be used for nurses providing continuing education in the clinical setting.

INSTRUCTOR RESOURCES:

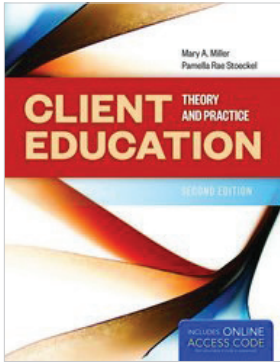- Test Bank
- PPTs

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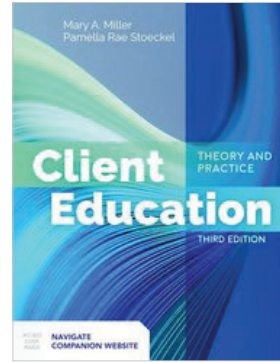Twitter:
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CHAPTER OUTLINE

This chapter outline comparison has been created to help you easily transition to the *Third Edition*. Note that chapter content from the *Second Edition* may now be found in a different chapter in the *Third Edition*. Also note that chapter numbers and titles may have been updated.

Client Education: Theory and Practice, Second Edition

by Mary A. Miller and Pamella Rae Stoeckel

Client Education: Theory and Practice, Third Edition

by Mary A. Miller and Pamella Rae Stoeckel

Part I: A Framework for Health Education		Part I: A Framework for Health Education
Chapter 1: Overview of the Miller-Stoeckel Client Education Model		Chapter 1: Overview of the Miller-Stoeckel Client Education Model
Part II: The Learning Process		Part II: The Learning Process
Chapter 2: Thinking and Learning		Chapter 2: Thinking and Learning
Chapter 3: Theories and Principles of Learning		Chapter 3: Theories and Principles of Learning
Part III: Assessment for Health Education		Part III: Assessment for Health Education
Chapter 4: Learner and Setting Assessment		Chapter 4: Learner and Setting Assessment
Chapter 5: The Child Learner		Chapter 5: Child Learner
Chapter 6: The Adult Learner		Chapter 6: Adult Learner
Chapter 7: The Older Learner		Chapter 7: Older Learner
Chapter 8: The Culturally Diverse Learner		Chapter 8: Culturally Diverse Learner
		Chapter 9: Nurse Educator as Learner
Part IV: Planning and Implementing Client Education		Part IV: Planning and Implementing Client Education
Chapter 9: Learning Objectives		Chapter 10: Client Education Plan
Chapter 10: Teaching Strategies		Chapter 11: Teaching Strategies
Chapter 11: Instructional Materials		Chapter 12: Instructional Materials
Part V: Client Education Outcomes		Part V: Client Education Outcomes
Chapter 12: Formative Evaluation		Chapter 13: Formative Evaluation
Chapter 13: Summative Evaluation		Chapter 14: Summative Evaluation
		Chapter 15: Application of the Miller-Stoeckel Client Education Model
Appendix A: Psychosocial Vital Signs (PVS)		Appendix A: Physical Changes Associated with Aging by System
Appendix B: Physical Changes Associated with Aging by System		