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DEDICATION

*To Nurse Educators
and to
Our students,
Our clients,
Our colleagues:
Our teachers*



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PREFACE

We are pleased to present the 3rd edition of our book *Client Education: Theory and Practice*, written for practicing nurses, nurse educators, and baccalaureate and master's degree nursing students. The Miller–Stoeckel Client Education Model continues to be the organizing framework for the text, with the Nurse–Client Relationship as central to the model. We believe this relationship to be paramount to the success of client education. The model is our unique contribution to the nursing profession.

The text has been carefully reviewed and augmented with updated statistics and information on current practices. Many additions were made based on information from our readers. Overall additions to each chapter include evidence-based nursing practice exercises and test questions for ease of use by instructors. PowerPoint presentations with audio are provided to enhance the text.

Specific changes to the text include the following changes by chapter. We strengthened the conceptual and theoretical underpinning of the Miller–Stoeckel Model in Chapter 1. Four embedded concepts were added that further enhance the model. These concepts are cultural caring, communication, negotiation, and collaboration.

Chapter 2: Thinking and Learning adds information on critical thinking. Chapter 3: Theories and Principles of Learning was rewritten for ease of understanding the theories. Chapter 4: Learner and Setting Assessment was reorganized around a more comprehensive approach using learner assessment factors.

Chapter 5: Child Learner, Chapter 6: Adult Learner, and Chapter 7: Older Learner all have new sections on educating clients with disabilities. Chapter 8: Culturally Diverse Learner includes information on cultural humility and social determinants of health that impact client education.

We are pleased to present a new chapter, Chapter 9: Nurse Educator as Learner. The need for this chapter became clear as we realized the importance of focusing on the nurse as learner. We describe the continuum of learning on the journey to becoming a nurse educator. Chapter 10: Client Education Plan was extensively revised to reflect current practice and changing terminology.

Chapter 11: Teaching Strategies includes an expanded sample of the client educational plan. Chapter 14: Summative Evaluation includes additional information on cost effectiveness supporting client education.

We conclude the text with a new chapter, Chapter 15: Application of the Miller–Stoeckel Client Education Model. This chapter summarizes the model and serves as a ready resource for those aspiring to apply the model.

We find joy in writing and bringing to our readers practical information and guidance in teaching clients. We encourage you to explore the chapters and find application to your practice.

