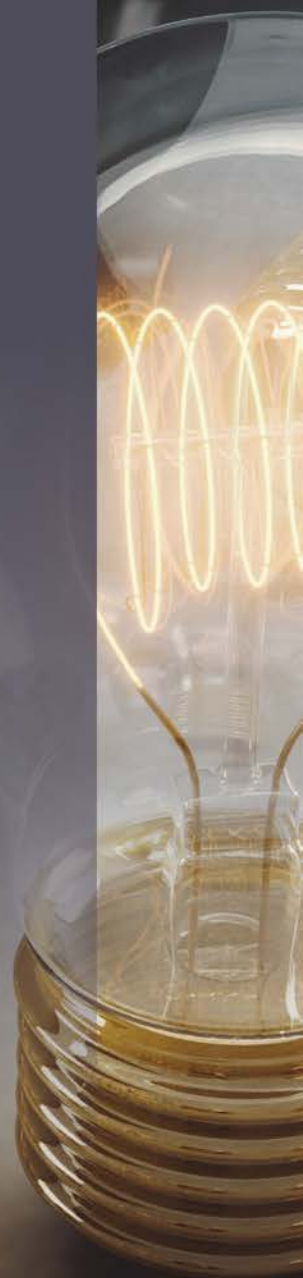


Emerson E. Ea
Celeste M. Alfes

Innovative Strategies in **TEACHING NURSING**

Exemplars of Optimal
Learning Outcomes



INNOVATIVE STRATEGIES IN TEACHING NURSING

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Exemplars of Optimal Learning Outcomes

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Springer Publishing Company, LLC
11 West 42nd Street, New York, NY 10036
www.springerpub.com
connect.springerpub.com

Acquisitions Editor: Joseph Morita
Compositor: Exeter Premedia Services Private Ltd.

ISBN: 978-0-8261-6109-3
ebook ISBN: 978-0-8261-6121-5
Instructor's Manual ISBN: 978-0-8261-5236-7
DOI: 10.1891/9780826161215

Qualified instructors may request supplements by emailing textbook@springerpub.com.

20 21 22 23 / 5 4 3 2 1

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Library of Congress Cataloging-in-Publication Data

Names: Ea, Emerson E., editor. | Alfes, Celeste M., editor.
Title: Innovative strategies in teaching nursing : exemplars of optimal learning outcomes / Emerson E. Ea, Celeste M. Alfes, editors.
Description: New York, NY : Springer Publishing Company, LLC, [2021] | Includes bibliographical references and index.
Identifiers: LCCN 2020000601 (print) | LCCN 2020000602 (ebook) | ISBN 9780826161093 (paperback) | ISBN 9780826161215 (ebook)
Subjects: MESH: Teaching | Education, Nursing | Diffusion of Innovation | Evidence-Based Nursing
Classification: LCC RT71 (print) | LCC RT71 (ebook) | NLM WY 105 | DDC 610.73071--dc23
LC record available at <https://lcn.loc.gov/2020000601>
LC ebook record available at <https://lcn.loc.gov/2020000602>

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Publisher's Note: New and used products purchased from third-party sellers are not guaranteed for quality, authenticity, or access to any included digital components.

Printed in the United States of America.

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- e-Chapter 45.** Medication Safety Simulation Day
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<https://connect.springerpub.com/content/book/978-0-8261-6121-5/part/part02/chapter/ch45>

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Foreword

Nursing education is currently facing several challenges. As healthcare continues to change at an accelerating rate, nursing education must keep pace with the speed and content of change. In this book, Drs. Ea and Alfes have both collected best practices in innovative nursing education and charted the course for future innovative strategies. All nurse educators will be indebted to them for shining the light on what possibilities for innovation currently exist for both mainstreaming and changing the status quo. In addition, they have collected cutting-edge examples of nursing education innovations that will propel our work into the future. Overall, this collection of works spans several key elements of necessary change for the future of nursing education.

Examples of the innovations that sparked my attention in this collection include the programs detailed in several chapters. Particularly important is the integration of the art and science of nursing within our educational programs. Several chapters include this focus, specifically in the use of reflection and journaling as modalities within the teaching–learning process and the explicit use of the humanities and art for understanding the human experiences of life, including suffering, and living and dying. Importantly, in this collection of innovative strategies there also is an emphasis on the specific applications of technological innovations in nursing education. Technology is advancing more rapidly than many nurse educators have imagined, so this focus is extremely important to prepare not only current educators but also those of the future, many of whom will be even better prepared to embrace the necessary changes.

Importantly, while the editors have collected a number of innovations that have been recently introduced, they also have introduced innovations within important dimensions of nursing education that form the core of our practice. Noteworthy are the chapters on techniques of communication and assessment, both hallmarks of our educational programs over time.

Indeed, today nurse educators find themselves at several crossroads in efforts to prepare the next generation of expert nurses, while at the same time enhancing the preparation of nurses and APRNs functioning within the rapidly changing healthcare environments. The rate of change in healthcare is fast and tumultuous, yet the demands for quality and safety in care delivery have never been so great. This change is compounded by the call for interprofessional education and collaboration, a challenge for all professions within the changing environments of care.

Collectively nurse educators have much to do to change the pedagogy and the practicalities of our work. These examples of nursing education innovation will challenge the discipline and will spark additional innovations. The next steps will be to systematically integrate these innovations into best practices in nursing education, following of course thorough evaluation of the impact across student cohorts and educational sites and programs. The need for systematic nursing education research has never been greater as the demand for programs has substantially increased. We want to ensure that we are preparing a stellar workforce for the decades ahead. Our society demands and deserves no less.

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Preface

Teaching nursing is both a science and an art. As a science, the scholarship of teaching is focused on describing, explaining, implementing, evaluating, and disseminating evidence-based teaching-learning strategies to prepare graduates who will contribute to improving patient and health-care outcomes. As an art, teaching nursing demands creativity and innovation from both the learner and the educator. Learning is a shared responsibility—educators must make every attempt to design teaching and learning activities to reach every type of learner and create meaningful and engaging interactions where learning takes place, whether it be in the classroom, clinical setting, virtually, or in a blended learning environment. Learners are expected to demonstrate willingness to participate in the learning activity, be present in the moment, and cultivate an attitude of self-reflection after each learning opportunity.

This book showcases exemplars of teaching strategies and innovation from national and international leaders in academia that advance and elevate the science and art of teaching both at the undergraduate and graduate level. Behind every strategy described in this book is an educator who has taken great care to develop learning opportunities with the aim to make concepts come alive in the classroom, in clinical or in virtual learning environments, to make learning a rewarding experience. Similarly, educators who have gained tremendous insight from their students, who continue to challenge and motivate them, have constructed and refined the innovative strategies described in this book. We the authors recognize this educator–learner dynamic as a major force that propels nursing and healthcare education forward in the United States and globally.

We the authors of this book affirm that nursing education is a specialty area of practice and an advanced practice role within the discipline of nursing. As a specialty area, nurse educators need to possess the requisite knowledge, skills, training, and competencies to effectively practice in this role. We hope that this book would support educators to meet these expectations by providing evidence-based teaching strategies that have influenced both undergraduate and graduate student nursing learning outcomes positively.

Further, the teaching strategies described in this book exemplify nursing education as a dynamic and symbiotic process that draws its energy from the meaningful interactions between the learners and its facilitators. This book attempts to capture that energy that educators can use to inspire and motivate learners, and further fuel their drive for excellence in teaching. Each book entry is organized in a consistent format to facilitate ease in adopting the teaching strategy. The outcomes-focused teaching strategies also include a discussion of the evidence base that supports the teaching strategy, a description and implementation process of the teaching strategy, the methods or proposed methods to measure its effectiveness, and how they are linked with student-centered competencies and nursing education accreditation standards. In addition, there are sample educational materials that are ready to use or can be customized to fit the needs of various learners.

If you are a seasoned or beginning nurse educator in academia, the strategies described in this book provide you with wealth of options to invigorate that class lecture, generate lively discussions, provide ideas on how to communicate difficult concepts, address challenges to engage a large class, enhance course evaluation, meet student learning outcomes, and initiate interprofessional collaborative activities. You may use these strategies in any learning environment with undergraduate or graduate nursing students.

If you are responsible for clinical instruction in the laboratory, simulation, or off-campus setting, use the examples in this book to effect deep learning for your clinical group by applying the concepts and theories learned in the classroom into clinical practice.

If you are a nurse educator in the clinical setting, you may use the exemplars found in this book to design continuing education courses, skills and in-service training, and professional development workshops.

If you are a nursing education student, discover how nurse and health educators have designed learning experiences to meet learner, program, and curricular outcomes and accreditation standards.

If you are a nursing education researcher, we hope that the exemplars in this book will provide you with ideas on how to design educational research studies to measure learner outcomes. There is a great need to generate evidence to support education and learning practices and demonstrate how these innovations in teaching nursing translate to effective learning.

If you are contemplating a role in nursing education, let the creativity described in these teaching strategies motivate you to pursue that goal to help mold the next generation of nurses, nurse leaders, and nurse innovators. Teaching is such a rewarding profession that we feel will reward you in countless ways.

If you are an educator in other professions, you may customize these teaching strategies to fit the needs and requirements of your discipline. Also, know that nursing and nursing education are further strengthened by your collaboration.

We invite you to discover more than 40 innovations that are changing nursing and nursing education in classrooms, simulation, and clinical settings in virtual, face-to-face, and blended learning environments locally and globally. We the authors hope that these teaching strategies further spark more innovations and creativity in teaching nursing.

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textbook@springerpub.com.**

Acknowledgments

Emerson E. Ea and Celeste M. Alfes wish to acknowledge the authors for their outstanding contributions and nurse educators around the world for preparing the next generation of clinicians, educators, leaders, innovators, researchers, and policy makers. Special thanks to Dr. Joyce Fitzpatrick for writing the foreword of this book and for her leadership and mentorship to nurse educators around the world. Thanks to our family and loved ones—we could not have done this without their love and support. Thank you.