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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Table of Contents; 7.6 Learning through assessment of theory and practice; Preface; Acknowledgements; 1 Introducing Professional Learning in Nursing; 1.1 Nurse education 1971-1989; 1.2 Reforming nurse education; 1.3 Organisation of the book; References; 2 Researching Nurses' Professional Learning; 2.1 The context of the research; 2.2 The curriculum; 2.3 The research design; 2.4 The research participants; 2.5 Data collection; 2.6 Analysing the data; 2.7 Quality assurance activities; References; 3 Case Studies of Professional Development; 3.1 Helen; 3.2 Marie; 3.3 Nicola; 3.4 Jack; 3.5 Grace 3.6 RuthReferences; 4 Being a Nurse; 4.1 Images of being a nurse; 4.2 Caring and intimacy; References; 5 Feeling Like a Nurse; 5.1 The nature of socialisation; 5.2 Disconfirmation; 5.3 Confusion; 5.4 Impression management; 5.5 Equilibrium; 5.6 Feeling and acting like a nurse; References; 6 Learning to be a Professional; 6.1 Learning to relate to patients and their carers; 6.2 Developing technical knowledge; 6.3

Learning to bundle nursing activities together; 6.4 Developing professional craft knowledge; 6.5 Learning to manage feelings and emotions; 6.6 Learning to cope with ethical dilemmas  
6.7 Developing the essence of nursing and therapeutic action  
6.8 Developing interprofessional relationships; 6.9 Developing professional knowledge; References; 7 Supporting Professional Development; 7.1 Breaking through; 7.2 Mentorship; 7.3 Explaining good mentorship; 7.4 Learning by flying solo; 7.5 Learning through story-telling; 7.7 Students' professional development; References; 8 Enhancing Nurses' Professional Learning; 8.1 Conceptualising nurse education; 8.2 Researching nurses' professional learning; 8.3 Curriculum issues; 8.4 Conceptualising mentorship in nurse education  
8.5 Research and the future professional development of nurses  
References; Index

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## Sommario/riassunto

The way nurses are taught is constantly evolving and changing. Workplace learning is seen as key to developing practitioners. In this book Jenny Spouse discusses how students learn in a range of different clinical settings and how best to facilitate this process. How do students learn to become nurses? What knowledge and understanding do they need to acquire? How do their preconceptions, beliefs about the learning process, and social needs affect their development? What do they find helpful and unhelpful? What makes clinical settings good for learning? Is it helpful for students to document

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