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   Livello bibliografico Monografia

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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Introduction and concept definitions -- Part I - Clinical learning environment - theoretical and practical principles -- 1. The main elements of clinical learning in healthcare education -- 2. Methodological issues and development process of the CLES scales -- 3. Country validation of the CLES-scale; linguistic and cultural perspectives -- 4. The CLES scale as a national quality tool for clinical learning and teaching -- Part II – Ensuring the high quality of a clinical learning environment -- 5. A good clinical learning environment as an organisational challenge -- 6. Empowering the professionalization of nurses trough mentorship: implementation of the CLES framework in an international project -- 7. Cooperation between the clinical staff and the clinical teacher -- Part III – The CLES framework - New perspectives and areas for development -- 8. How can patient relationships and patient experiences be better utilised in student's clinical learning? -- 9. New ways and environments of using the CLES framework -- 10. Possibilities of e-learning and new information technologies in clinical teaching.
Sommario/riassunto	This contributed book is the first to focus on the Clinical Learning Environment and Supervision (CLES) framework. The origin instrument version of the CLES-scale has been published in Finland in 2002, and has generated wide European and International interest. The CLES network has pursued Europe-wide research. This book brings a unique perspective of students' clinical practicum in healthcare education and discusses how the national quality system can be used in the continual development of student supervisory systems. The book first presents the theoretical and practical principles of clinical learning, then defines the challenges of clinical learning for mentorship, clinical staff and nurse teachers. This volume also offers examples of the benefits and future perspectives of the CLES framework in healthcare education. It is aimed at researchers and clinical professionals who contribute to students' clinical learning at universities and healthcare organisations. It is especially suitable as a learning tool for clinical staff mentorship training courses and master's level healthcare education studies. .