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| Altri autori (Persone)  | McAllisterMargaret, RN.  |
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| Livello bibliografico   | Monografia   |
| Note generali           | Description based upon print version of record.<br>A new model of global education: Collaborative Online International Learning  |
| Nota di bibliografia    | Includes bibliographical references and index.   |
| Nota di contenuto       | Cover; Half Title; Title Page; Copyright Page; Table of Contents; List of figures; List of tables; List of boxes; Acknowledgements; List of contributors; Foreword; SECTION 1: Global perspectives on nurse education Foreword: Margaret McAllister; 1. A history of nurse education and the clinical nurse educator; Introduction; History; A return to apprenticeship; Continuing professional development; Concerns about competence; Making a difference and fitness for practice; Conclusion; References; 2. Nursing education in Australia; About Australia; Nursing in Australia<br>Accreditation, regulation and registration<br>Nursing education in Australia; Contemporary issues in Australian nursing education; Conclusion; References; 3. History of nursing education in the United States; Introduction; The modern nursing movement in the United States; Nightingale-influenced training schools; Nursing organizations; Teachers College, Columbia University; Collegiate schools of nursing |

open; Racism in nursing education; Black institutions of higher learning; Independent studies that identified priorities for the nursing profession in the United States

Post World War II and the movement of nurse training into the system of higher educationThe associate degree model for the education of nurses; The experiment: the Cooperative Research Project; Closing of hospital-based diploma programs; Master's degrees and higher education; Conclusions; Notes; References; 4. The development and current challenges of nursing education in Hong Kong; Introduction; Development and progress of nursing education in Hong Kong; Emerging teaching and learning methods; Current challenges of nursing education in Hong Kong; Conclusion; References

5. A history of nurse education in the Bailiwick of GuernseyIntroduction; Nurse education in Guernsey -- a transformational journey; The challenges of providing nurse education in the Bailiwick; Plans for the future; References; 6. Historical development of nursing education in Africa; Background; Nursing education in Botswana; Nursing education in Nigeria; Nursing education in Ghana; The Africanization of nurse education in Ghana; Conclusion; References; 7. Crossing borders in education: a conceptual and contextual approach; Introduction; A global perspective Challenges in contextualizing curriculum development and implementationPrinciples informing integrated care; The perspective of the educator; The perspective of the learner; The curriculum designer's perspectives; For the professional bodies and institutions; Environment: societal influences; Implications for education and practice; Conclusion; References; 8. Collaborative Online International Learning (COIL): a new model of global education; Introduction; The need for nurses to have a global perspective; Traditional global education often fails to promote development of a global perspective

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## Sommario/riassunto

While vast numbers of nurses across the globe contribute in all areas of healthcare delivery from primary care to acute and long-term care in community settings, there are significant differences in how they are educated, as well as the precise nature of their practice. This comprehensive handbook provides a research-informed and international perspective on the critical issues in contemporary nurse education. As an applied discipline, nursing is implemented differently depending on the social, political and cultural climate in any given context. These factors impact on education, as much as on practice, and are reflected in debates around the value of accredited programmes, and on-the-job training, apprenticeship, undergraduate and postgraduate pathways into nursing. Engaging with these debates amongst others, the authors collected here discuss how, through careful design and delivery of nursing curricula, nurses can be prepared to understand complex care processes, complex healthcare technologies, complex patient needs and responses to therapeutic interventions, and complex organizations. The book discusses historical perspectives on how nurses should be educated; contemporary issues facing educators; teaching and learning strategies; the politics of nurse education; education for advanced nursing practice; global approaches; and educating for the future. Bringing together leading authorities from across the world to reflect on past, present and future approaches to nurse education and nursing pedagogy, this handbook provides a cutting-edge overview for all educators, researchers and policy-makers concerned with nurse education.

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