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Case study 4.1 Identifying specialist practice competencies; Adult learning: andragogy  
Case study 4.2 Enabling the development of leadership; The humanistic approach; Case study 4.3 Utilising educational approaches to facilitate learning; The behavioural approach; The cognitive approach; The learning environment: organising opportunities for learning; Case study 4.4 Using learning opportunities; Students' learning styles; Theory-practice integration; The application of educational theory; Summary; 5 Reflective Practice; Introduction; Reflection; What is critical incident analysis?; Case study 5.1 Critical incident: dysfunctional multi-disciplinary team work; Reflection on process  
6 Clinical Supervision for the Specialist Practitioner Student; Introduction; Educational clinical supervision; Prerequisites to clinical supervision; Power; Assessment and supervision; Training; The supervisory relationship; Case study 6.1 Counter-transference in clinical supervision; Turning lived experience into learning experience; A reflective model for educational supervision; Supervision for the mentor; Envoi; 7 The English National Board Higher Award: A Strategy for Change; Introduction; What is the ENB Higher Award?; The process; Issues for consideration  
8 Assessment of Specialist Community Practice; Introduction; Standards of assessment; Purpose of assessment; Types of assessment for specialist practice; Case study 8.1 Continuous assessment: a means of enabling development; Methods of assessment; Case study 8.2 Diagnostic assessment: a starting point; Case study 8.3 Observation as an assessment tool; Case study 8.4 A learning contract as a learning and assessment tool; Reliability and validity; Identifying the academic level of practice assessment; Practice assessment; Portfolio development (Joanne Bennett); Comment; Summary; Part 3: Practice: Opportunities and Challenges

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## Sommario/riassunto

The importance of the community practice teacher is increasing with the expansion in primary care. Universities around the country have developed courses for practice educators to provide definitive training for that role - there are currently few texts that support these courses directly. This book aims to redress this by covering eight specialist areas of community practice: district nursing, health visiting, school nursing, children's community health nursing, community nursing mental health, community nursing learning disability, general practice nursing and occupational health nursing.

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