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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

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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
