

EIGHTH EDITION

Innovative Teaching Strategies in Nursing and Related Health Professions

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Foreword

Some of us in education were fortunate enough to become academically prepared to teach, design learning experiences and curricula, and evaluate learners' achievements and programmatic effectiveness. We are in the minority. Many people, even today, enter into an educator role armed with great experiences, a degree in a specialty field (such as nursing, medicine, pharmacy, or physical therapy), and a desire to help others learn. The proverbial "toolkit" to teach has relatively few tools in it. As a result, some of us struggle through by the familiar, all-too-common, and unnecessary approach of trial and error. Some of us are fortunate enough to be paired with master teachers who vest their knowledge and abilities in us so that we can learn a new role. Or, we find a reference (or several) that helps us figure out what this new field of endeavor is.

Along comes the latest edition of *Innovative Teaching Strategies in Nursing and Related Health Professions*. The eighth edition, as those before it, is packed with information that is useful to two diverse audiences:

1. The new-to-education people (described previously), and
2. The seasoned educators (who want/need validation, a handy reference, or a review of what is new).

The first group obviously benefits from such a book. For example, if we had never really taught before (providing a presentation occasionally at a continuing education event is helpful, but those learners are typically very different from those seeking formal degrees), wouldn't we want to know if the people we are serving (our learners) were learning effectively? Understanding how students learn helps us figure out quickly that the lecture format, while useful, cannot be our primary strategy to help others learn, especially in practice-based disciplines.

When learners were homogenous (mostly men in medicine and women in nursing, as an example; almost always white and young), we didn't seem to worry so much about cultural considerations. Then we realized that if we wanted to be effective as providers of health care, we needed to understand how people different from us view the world and health care. And that idea carried over to the desire to incorporate an array of people known as physicians, nurses, pharmacists, therapists, and so forth. Once we committed (or remain in the phase of committing) to a broader perspective of who could be a healthcare provider, we had to look at what and how we were teaching them about their profession and how to care for people who were different from them. Those are just some of the examples of what new-to-education people are grappling with.

Although we might think the second group needs little help, we know that is incorrect because knowledge and strategies are changing all the time. So, even though some of us are seasoned, we can hardly keep up with the numerous changes

that affect what we teach and how we teach it, let alone emerging frameworks for learning and evaluation. Moving from the idea of critical thinking to one of clinical thinking or reasoning is one such example. Seasoned faculty have had the majority of their experience in teaching in a formal classroom setting, so when online education emerged, we had a lot of people scrambling to learn how best to take on this new approach, whether it was the solo modality or part of a hybrid approach. And no matter how quickly we adapted, the advent of social media presented a major challenge. What was once one or two approaches to learn has mushroomed to the point that we have to determine which of the many options we will incorporate to communicate with learners and engage them as active learners. I personally love that the book addresses humor in the classroom because a lot of people have gotten that all wrong!

Because developing skills remains such a critical part of many roles, finding chapters on what to do with the skills of teaching is useful. Whether those skills are a part of a basic skills lab or a part of high-fidelity simulation, they take knowledge and practice to be effective. Then, we have the all-important actual clinical experiences. No aspect of teaching seems to be omitted in this book, which is a good thing based on the flexibility we must embrace to create memorable and sustainable learning opportunities.

Two more recent foci of educational changes have been the need to think globally (or, my favorite version of it—glocally) and to be engaged in interprofessional learning to enhance interprofessional practice. These two concepts are also addressed.

From learning to understand the students to learning to understand what students learned, this book takes us through the various aspects so that we can either learn the information we don't have or enhance the information we do have. Being able to find information in one place that enhances our ability to work with learners is a gift. Enjoy the present.

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Preface

This edition of *Innovative Teaching Strategies in Nursing and Related Health Professions* continues the theme of interdisciplinary collaboration in health professions education. The need to capitalize on the contributions of numerous healthcare professionals is increasingly important in light of the current, complex healthcare system. Education has a knowledge base that crosses over disciplinary lines and is one we need to understand in order to be effective in our work. The strategies presented are timely, used by seasoned educators, and consider both teachers and learners. You can use these strategies in structured (classroom or online) settings, clinical practice lab settings, and patient care clinical practice settings (unstructured).

This text incorporates educational principles and techniques to encourage and advance learning for students in all higher education settings, at the graduate and undergraduate levels. Learning is the focus, and educators can choose strategies that best address the learning needs of students in their professions. This book also includes strategies for recognizing and working with a diverse student population.

It is not possible to present all methods and versions of technology that are available, but we present effective ways to utilize current and future technology to enhance learning. Technology is a means, not an end, to enhance teaching effectiveness. It is the individual teacher who uses evidence and best practices to make decisions about which strategy or form of technology to use to meet learning goals.

This edition contains a new chapter addressing essential behaviors, which all students entering the health professions need to know and apply. Underlying values and principles are presented and methods are provided to socialize students and teach them professional behaviors in face-to-face, online, and clinical settings.

Where interprofessional education (IPE) often began as a novelty experience tacked on to health professions programs, it has become a key thread in most health professional curricula. Chapters on the clinical skills lab and educational simulation reflect the increasing integration of IPE into health professions programs.

It is our intent that this book will be a useful resource for current and future educators in all health professions to utilize strategies which encourage students to enhance and deepen their learning.

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The editors wish to acknowledge our wonderful chapter authors. These contributors have so generously shared their knowledge and expertise as a lasting gift to their fellow educators, students, and future patients.

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