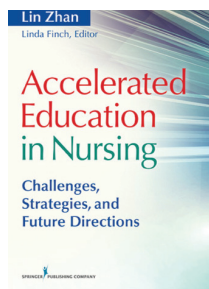


BOOKS

**Accelerated Education in Nursing: Challenges, Strategies, and Future Directions.**

Lin Zhan and Linda Finch (Ed.). New York, NY: Springer, 2012, softcover, 250 pages, \$55.



*Accelerated Education in Nursing: Challenges, Strategies, and Future Directions* defines and describes the development of the newest nursing curriculum available, which helps nursing

students at various levels receive credit for prior academic experience as they complete their nursing coursework in an expeditious manner from nurse aide licensure to a doctoral degree. The goal of the streamlined nursing program curricula is to preserve the accomplishments of the students while maintaining the quality of the program's requirements and rigor. Given the constant change occurring in the field of health care, that is not an easy accomplishment. The changes in bedside technology, electronic medical records, and quality improvement requirements present challenges for new graduates at every level. Zhan and Finch use established researchers to explain the varying positives and negatives of accelerated nursing education.

The accelerated curriculum was created as a response to the demand for increased advanced-practice nurses. The basic premise of the book is the argument that a safety risk exists for the public if the quality of graduates from any portion of the streamlined programs is less than perfect. In light of that issue, the authors explain the dilemma faced by educators in our field; the requirements of a college or university mission must be interwoven in the core focus of nursing education. The authors suggest that a continuous quality improvement model is needed to ensure that required changes are actually accomplished.

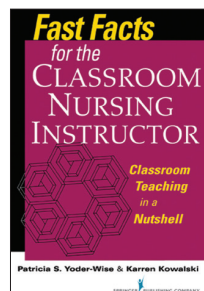
Data are lacking regarding how accelerated programs are performing over time, and *Accelerated Education in*

*Nursing* demonstrates the strengths and weaknesses faced by healthcare employers and educators in nursing today. If the data presented in the book and corresponding literature are correct, an estimated 500,000 nurses are needed by 2018. Zhan and Finch present all of the related issues in a concise and strong dialogue, bringing awareness to this alternative form of nursing curriculum.

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**Fast Facts for the Classroom Nursing Instructor: Classroom Teaching in a Nutshell.**

Patricia S. Yoder-Wise and Karen Kowalski. New York, NY: Springer, 2012, softcover, 200 pages, \$36.



With the actual and projected nursing faculty shortage, the need for well-developed teaching resources has never been greater. Clinicians are being recruited directly from the practice setting for nursing faculty positions without formal training in educational strategies. Novice nursing faculty members are in need of a tool kit as they begin their new role as educators. *Fast Facts for the Classroom Nursing Instructor: Classroom Teaching in a Nutshell* serves as a quick reference for support of classroom teaching strategies for novice faculty. It allows a faculty member to identify real issues that arise in the classroom and quickly get ideas about how to proactively and effectively manage the situation and create the best learning environment.

The authors are seasoned nurse educators who share their many years of teaching experience and practical wisdom with the reader. Section 1 introduces the "Nurse as Educator," and emphasizes the importance of faculty role modeling. Section 2 focuses on "Setting the Environment and Expectations," and section 3 provides "Core Classroom Strategies." Those chapters provide practical advice and strategies to assist faculty in class preparation, creating

and using learning agreements, setting the learning environment, engaging learners, and telling stories. Section 4 presents "Dialogue Toward Improvement," which addresses the need to create standard communication and other advice with respect to providing student feedback. Lastly, section 5 focuses on "Synthesis, Integrating the Whole," so that novice faculty members can set realistic expectations, reflect on learner interactions, and improve as a result of self-feedback. Respect and honor of the learner as an example of how to treat others is a theme and important message to novice faculty who are preparing the next generation of professional nurses. The "Fast Facts in a Nutshell" provide the reader with a quick synopsis of critical points to consider at the end of each section.

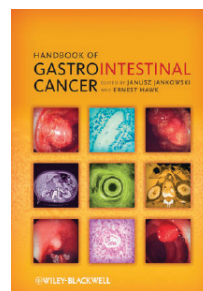
*Fast Facts for the Classroom Nursing Instructor: Classroom Teaching in a Nutshell* is an excellent guide for new faculty, although any experienced faculty will find it helpful. Importantly, it also provides real case examples and describes how to use "self as educator" to influence positive learning.

Mary Ellen Smith Glasgow, PhD, RN, ACNS-BC, is a dean and professor in the School of Nursing at Duquesne University in Pittsburgh, PA.

NEW RELEASES

**Handbook of Gastrointestinal Cancer.**

Janusz Jankowski and Ernest Hawk (Eds.). West Sussex, England: Wiley-Blackwell, 2013, softcover, 288 pages, \$79.95.



Residents, trainees, and specialists in gastroenterology, oncology, and surgery, as well as gastrointestinal (GI) cancer nurses and other health professionals, will welcome this guide.

The *Handbook of Gastrointestinal Cancer* provides clear, practical guidance to