Integrating Community Service Into Nursing Education A Guide To Service Learning

Integrating Community Service into Nursing Education - Patricia A. Bailey, EdD, RN, CS 2004-01-01 Service-learning has many definitions based on how a service program is structured in a particular institution. For this book, it is defined as a structured learning experience that combines community service with student preparation and reflection—a connecting link being established between academics and service. The central focus of this textbook is the integration of service-learning into the nursing curriculum. The contributors address the components of service-learning and its central relationship to education and curriculum and discuss issues related to service-learning by incorporating narrative comments from some from some 300 students who have participated in various service-learning programs.

From Roll to Role - April Joy M. Gascon 2011 Service learning has been adopted and adapted by many academic institutions mostly in the United States for the past two decades. It has been recognized as a valuable tool to student learning and also to awaken their community service ideals. Most of the studies on service learning focused on how service learning activities were implemented and its impact on the students and the community. There are also some reports about barriers that hinder its application as well as limitations. Although it has positive outcomes to students, faculty, institutions and the community, some view it to be burdensome and time consuming. It has also made a notion that it stresses the difference between those who have and those who do not have. Integrating studies from various university programs, the studies on service has been documented in business, management, education and in high school curriculum. In nursing, questions are still raised if it has to subscribe to service learning as claims that it has always been in nursing persists. Few nursing institutions that ascribe to service learning made researches that dwelt on student experiences. Additionally, most available researches on service learning were descriptive in nature, done quantitatively using surveys; some were qualitative using interviews and case studies. Service learning may have been perceived to be more advantageous that not, but only a small number of studies were done in the Philippines and none was done yet relative to service learning in nursing. Service as a feature of nursing cannot be questioned, but with the changes and challenges arising from globalization, service in nursing has to be revisited. Rolling from the routines of basic Philippine nursing education, the conception of a baseline data that will express the need for service learning is essential. Looking at the potential of service learning in the Philippine nursing education will help make us recognize its role in preparing competent nurses and in formalizing its integration in the Philippine nursing curriculum. As a teaching-learning method, service learning has been recognized in several academic institutions and programs since late 1990's. Even though it has been strongly recognized to provide positive outcomes, there is need to assess its potentials in an academic setting where service is believed to be a mainstay and in another locale. With the use of mixed methods approach to research, this paper adds to the available Philippine literature on service learning and will provide baseline data on the need to take on service learning as a strategy in educating future nurses. This study also contributes to the available international researches on service learning which can be used for possible comparative studies to determine similarities and differences across cultures. This study assessed and analyzed the need for service learning in the nursing curriculum context. This has looked into the key persons - students and nurse educators, who will play important roles in the service learning program when integrated in the Philippine nursing education system. On the one hand, the study characterized the contemporary Filipino nursing students according to their service orientation and value priorities which can provide reasons for why service learning has to be considered. Factor analysis of why, when and how these students render service revealed that they can be grouped according to their nine service styles. Their responses to the vignettes were used to delineate their priorities in serving the self or others. Using phenomenology on the other hand, the study also surface the nurse professorate's concepts of service that highlighted their desire to transmit their service ideals to their students; it also gave a view on their assessment of their present students' directions to serve as well as the role potentialities of service learning when integrated in the nursing curriculum. Additionally, this study identified some service learning elements used in the practice of teaching nurses in the Philippines that could be a jumpstart in formalizing the service learning component of educating future nurses.

Service Learning - Gall P. Poirrier 2001 Provides an introduction to service learning principles, practice, and community-based nursing education, with an emphasis on practice and teaching. Links service learning with community-based learning opportunities as a tool for applying content learned in the classroom and as a strategy for improving the ability of students to help communities themselves. Gives details on how to incorporate service learning and community-based curricular strategies into the curriculum. The author teaches nursing at the University of Louisiana. Annotation copyrighted by Book News, Inc., Portland, OR.

Encyclopedia of Nursing Education - Mary Jane Smith 2015-02-20 Written by luminaries in the field of nursing education, this is the only current and comprehensive compendium of important topics in nursing education. It contains more than 175 detailed entries, and will be a valuable reference text for doctoral- and master's-level nursing students, nursing faculty, university and hospital libraries worldwide, and hospital nursing departments and schools. The listing of entries has been carefully culled from recent nursing literature and six volumes of the Annual Review of Nursing Education.
Each entry follows a standard template that includes definition, application in nursing education, a synopsis including a brief summary of what is in the literature on the topic, and a concluding summary discussing future development in nursing education. Listings are alphabetized for easy access, and are accompanied by a comprehensive reference list. KEY FEATURES: The only current compendium of important topics in nursing education includes all topics relevant to nursing education based on a review of the literature. Alphabetized and consistently formatted for easy access to information. Includes comprehensive reference lists per topic. Written by expert nurse educators. A listing of teaching topics compiled by the editors is available to instructors.

**Evaluation and Testing in Nursing Education** - Marilyn H. Oermann 1998 The volumes in this popular series provide nurse educators with material to help them plan, conduct, and evaluate their instructional goals and accomplishments. The series addresses a broad spectrum of teaching situations, classroom settings, and clinical instruction-supervision. At some time or another all teachers are faced with the need to measure and evaluate learning in a course, workshop, continuing education program, or educational setting. This book is a complete and very practical guide to student evaluation. Readers will learn how to: apply the concepts of measurement, evaluation, and testing in nursing education; plan for classroom testing, create and administer tests, and analyze test results; and assess clinical competencies.

**Research in Nursing and Health** - Carol Noll Hoskins 2004-09-10 Print+CourseSmart

**Distance Education in Nursing, Second Edition** - Jeanne Novotny 2006 cs.nurse.nursedu

**Annual Review of Nursing Education, Volume 5, 2007** - Marilyn H. Oermann, PhD, RN, FAAN 2006-11-08 This timely volume in the Springer Annual Review of Nursing Education series reflects the hottest issues and trends igniting national discourse today. Written by nurse educators and focused on the practice of teaching across settings, the Annual Review provides educators in associate, baccalaureate, and graduate nursing programs, staff development, and continuing education with an array of strategies to expand their horizons and enrich their teaching. From the lessons nurse educators and students learned in surviving the Gulf coast hurricanes to the impact of foreign nurses' immigration on American nursing education, Volume 5 presents topics in the vanguard of nursing education concerns. Topics included in this volume: Standardized patients in nursing education Strategy for teaching cultural competence Managing difficult student situations Challenges calling American nurses to think and act globally Using benchmarking for continuous quality improvement E-portfolios in nursing education

**Nurse-Managed Wellness Centers** - Tine Hansen-Turton, MGA, JD 2009-03-16 “Ô[MEaniful, candid, honest, and visionary. This guide will get you started and keep you moving forwardÔ[An excellent tool for any advanced practice nurse, faculty member, or student who wants to practice in the community.” --Susan Sherman President, Independence Foundation (From the Foreword)

Wellness centers continue to play a key role in enhancing access to health care and providing high-quality care for patients. Nurse-Managed Wellness Centers serves as a step-by-step guide to starting and sustaining an effective wellness center, whether non-profit or academic. Written for nurse and health care leaders, nurse educators, and students, this book demonstrates how to develop centers that provide important health promotion and disease prevention services to all populations. The contributors also share firsthand knowledge on how to address the challenges in developing wellness centers. Get step-by-step guidelines on how to: Begin and maintain a wellness center Assemble an advisory or governing board Write business plans and secure funding in an era of funding challenges Develop and maintain community partnerships Address mental health challenges in wellness centers Document and measure patient outcomes With this book, nurse and health care leaders will obtain the critical tools necessary to successfully develop, manage, and lead their wellness centers.

**A Textbook of Community Nursing** - Sue Chilton 2017-10-18 A Textbook of Community Nursing is a comprehensive and evidence-based introduction covering the full range of professional topics, including professional approaches to care, public health, eHealth, therapeutic relationships and the role of community nursing in mental health. The new edition has been updated throughout, including new guidelines and policies. It also provides a stronger focus on evidence-based practice. This user-friendly and accessible textbook includes: Current theory, policy, and guidelines for practice. All chapters are underpinned by a strong evidence base. Learning objectives for each chapter, plus exercises and activities to test current understanding, promote reflective practice, and encourage further reading; Case studies and examples from practice which draw on all branches of community nursing to illustrate practical application of theory. This is an essential text for all pre-registration nursing students, students on specialist community nursing courses, and qualified nurses entering community practice for the first time.

**Teaching Nursing In An Associate Degree Program** - Rita Girouard Mertig, MS, RNC, CNS, DE 2003-09-11 This practical "how to" book for teaching nursing in an associate degree program is for new and not-so-new faculty. Advice gleaned from the author's many years of teaching is presented in a friendly and easy-to-read format, designed to quickly help new faculty get a positive sense of
direction. The special issues of AD nursing students -- many have full-time jobs, families, and are more mature than the "traditional" college student -- are given full consideration. Strategies discussed include: What to do during the first class Motivating students Helping the student in crisis Helping students with poor reading, study, and academic skills Helping students with time management

Clinical Teaching Strategies in Nursing-Kathleen B. Gaberson 1999 Teaching in clinical settings presents nurse educators with challenges that are different from those encountered in the classroom. The purposes of this book are to examine concepts of clinical teaching and to provide a comprehensive framework for planning, guiding, and evaluating learning activities for undergraduate and graduate nursing students and health care providers in clinical setting. It describes clinical teaching strategies that are effective and practical in a rapidly changing health care environment, and it examines innovative uses of nontraditional sites for clinical teaching.

Promoting Health and Wellness in Underserved Communities-Anabel Pelham 2012-02-27 Starting from the premise that our health status, vulnerability to accidents and disease, and life spans – as individuals and communities – are determined by the organization, delivery, and financing (or lack thereof) of health care, this book explores how educators and community caretakers teach the complex web of inter-connection between the micro level of individual health and well-being and the macro level of larger social structures. Through the lenses of courses in anthropology, ESL, gerontology, management information systems, nursing, nutrition, psychology, public health, and sociology, the contributors offer examples of intergenerational and interdisciplinary practice, and share cutting-edge academic creativity to model how to employ community service learning to promote social change.

Service-learning-Mac Bellner 2005-12-30 This volume is an important and timely contribution to the field for it captures the rewards and challenges of service learning from the varied perspectives of faculty dedicated to this type of teaching, and, at the same time, illuminates strategies for campuses and non-profit organizations to adopt to solidify institutional commitment. Increasingly, service learning is valued as a teaching and learning strategy consistent with the democratic ideals of education, and to this end, a better understanding of the faculty role is essential to advancing practice and improving society.

Teaching in Nursing-Diane M. Billings 2015-12-01 Prepare for success as a nurse educator. Recommended by the National League for Nursing for comprehensive Certified Nurse Educator preparation, this resource is the only book of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks you through the day-to-day challenges of teaching, it provides guidance on such topics curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advancements in technology and information. This new edition adds updated information reflecting the latest trends and advances in both education and nursing.--Adapted from back cover.

Teaching Nursing Care of Chronic Illness-Pamela Minden, RN, PhD, CS 2004-11-04 This text provides innovative strategies for teaching whole person care of chronic illness in both classroom and clinical settings. Taking a narrative approach, the authors show how medical-surgical and psychiatric-mental health nursing can be creatively integrated to promote student understanding of the complexity of working with clients and families experiencing long-term health challenges. The text is filled with how to information along with discussion of pedagogical concerns related to chronic illness management. Valuable features include: case examples, an extensive listing of films and videos depicting the lives of those living with chronic illness for use in the classroom, and sample forms for student and teacher use.

Developing an Online Course-Carol A. O'Neil 2004 This book takes educators through the necessary steps to transform a traditional course into an online or partially online course -- which may be part of a traditional nursing education program, a continuing education course, or a certification program. The authors address questions such as: How can learning theories be applied online? What does class participation mean online? What are options for clinical lab experiences? What sort of technical support will I need? Readers will fin

Academic Nursing Practice-Lois K. Evans, DNSc, FAAN, RN 2004-02-25 Winner of an AJN Book of the Year Award! Academic Nursing Practice can be a living laboratory that integrates the education, practice, and research mission of a school of nursing. Where better to demonstrate the efficacy of new practice models and interventions, identify questions for further study, teach students, and keep faculty skills fresh? This book describes how to develop and implement these nurse-managed practices, based on the extensive experience of the University of Pennsylvania School of Nursing, along with case examples from other programs. Practical strategies described include securing university support, outside funding, and academic-community partnerships. Academic Nursing Practice offers an opportunity for nursing to exert leadership on the pressing issues facing today's health care system --access, quality, and cost. This book is an excellent resource to begin planning for one.
Teaching in Nursing - E-Book  Diane M. Billings 2015-10-31 Set yourself up for success as a nurse educator with the award-winning Teaching in Nursing: A Guide for Faculty, 5th Edition. Recommended by the NLN for comprehensive CNE prep, this insightful text is the only one of its kind to cover all three components of teaching: instruction, curriculum, and evaluation. As it walks through the day-to-day challenges of teaching, readers will benefit from its expert guidance on key issues, such as curriculum and test development, diverse learning styles, the redesign of healthcare systems, and advancements in technology and information. This new edition contains all the helpful narrative that earned this title an AJN Book of the Year award, along with updated information on technology-empowered learning, the flipped classroom, interprofessional collaborative practice, and much more. Coverage of concept-based curricula includes strategies on how to approach and implement concept-based lessons. Extensive information on online education discusses the use of webinars and other practical guidance for effective online instruction. Evidence-based teaching boxes cover issues, such as: how to do evidence-based teaching; applications of evidence-based teaching; implications for faculty development, administration, and the institution; and how to use the opened-ended application questions at the end of each chapter for faculty-guided discussion. Strategies to promote critical thinking and active learning are incorporated throughout the text, highlighting various evaluation techniques, lesson planning insights, and tips for developing examinations. Updated research and references address forward-thinking approaches to education and trends for the future. Guidance on teaching in diverse settings addresses topics such as the models of clinical teaching, teaching in interdisciplinary settings, how to evaluate students in the clinical setting, and how to adapt teaching for community-based practice. Strong focus on practical content — including extensive coverage of curriculum development — equips future educators to handle the daily challenges and opportunities of teaching. NEW! Chapter on Interprofessional Education and Collaborative Practice focuses on the collaboration of care across patient care providers, emphasizing clear communication and shared patient outcomes. NEW! Renamed unit on Curriculum as a Process better reflects the latest QSEN competencies and other leading national standards. NEW! Renamed unit on Technology-Empowered Learning covers the use of technology for learning — including non-traditional course formats, active learning, flipped classrooms, and more.

Nursing Times, Nursing Mirror - 2008

A Nuts-and-Bolts Approach to Teaching Nursing  Jeanne Novotny 2006-06-12 Completely updated, revised, and expanded, this fourth edition is a "survival manual" for new teachers, offering the most current thinking in undergraduate nursing education for ADN-BSN levels. Additionally, it serves as a comprehensive guide for the novice educator in all aspects of classroom and clinical teaching. Chapters are brimming with helpful strategies for making clinical assignments, preparing lectures and seminars, all aspects of testing and grading, supervision, facilitating group study, using technology, selecting textbooks, guiding independent study, and helping students to improve their writing skills. This new edition also features partnerships between university and clinical settings to facilitate the team work that is a paradigm for modern health care institutions. Key Features Presents a "nuts and bolts" teaching guide for the novice educators, from ADN-BSN levels Distills the best practices and lessons learned in the partnership between the academic and clinical worlds Serves as a quick refresher for the experienced educator who has not had a clinical teaching assignment and/or a classroom assignment for some time Addresses new cross-disciplinary "team" approach to assessment and intervention Features links to online resources in each chapter, including revised templates for checklists and rubrics Authored by noted national and international experts in nursing education Provides a digital adjunct of templates and checklists for educator use

A Nuts-and-bolts Approach to Teaching Nursing  Victoria Schoolcraft 2000 This small book is written in a very clear and succinct manner - allowing for a great deal of content to be presented in a rather small space. It's a good resource of information for those trying to figure out (and survive) the academic work setting. - on the 1st edition, Nursing and Health Care. Here is the revised and updated edition of this down-to-earth survival manual for those who are teaching for a brief time, for those who are new to teaching, and for those who need a quick refresher course. Brimming with practical pointers and dozens of timesaving tables and checklists, this precise volume delineates strategies you will need to make clinical assignments, select the right textbook, construct and analyze student tests, facilitate student learning of technology, prepare and present lectures and much more.

Resources in Education - 1998

Nursing History Review, Volume 9, 2001  Diane Hamilton 2000-09-15 Long neglected, the history of nursing has recently become the focus of a considerable amount of attention. Over the past decade, developments in the history of medicine, the history of women, and particularly of women's work and nursing itself have resulted in a new recognition of the importance of the subject. As the official journal of the American Association for the History of Nursing, Nursing History Review enables those interested in nursing and health care history to trace new and developing work in the field. The Review publishes significant scholarly work in all aspects of nursing history as well as reviews of recent books and updates on national and international activities in health care history. Under the distinguished editorship of Joan Lynaugh, with the Editorial Review Board including such noted nurses as Ellen Baer, Susan Baird, Olga Maranjian Church, Donna Diers, Marilyn Flood, Beatrice Kalisch, The Review provides historical articles, historiographic essays, discourse on the work of history, and multiple book reviews in each annual issue. Articles appearing in The Review are indexed/abstracted in CINAHL, Current Contents, Social Science Citation Index, Research Alert, RNdex, Index Medicus, MEDLINE, Historical Abstracts, and America: History and Life.
Caring for the Vulnerable - Mary De Chesnay 2005 This text explores vulnerability from the perspective of individuals, groups, communities, and populations, and addresses the implication of that vulnerability for nurses, nursing, and nursing care. Organized into six units, the text presents a basic structure for caring for the vulnerable, and forms a theoretical perspective on caring within a cultural context, with the ultimate goal of providing culturally competent care. Written specifically for nurses, by nurses, Caring for the Vulnerable is a timely and necessary response to the culturally diverse vulnerable populations for whom nurses must provide appropriate and precise care.

Learning and Teaching Nursing - B Sankaranarayanan 2012-08-31 A must read for nursing students, this book deals with essentials of nursing education, communication and educational technology. Considering the transnational acceptance of our profession, each chapter is written with an international perspective. It is earnestly hoped that the simple yet authentic explanations followed throughout this book with the help of suitable examples will make the subject of nursing education more palatable and interesting to the nursing community. Salient Features, First of its Kind, Meeting international standards, Simple yet authentic explanations, Enriched with suitable examples, Prepared as your lifelong companion, Well accepted by the nursing community. Book jacket.

Current Issues in Nursing - Peta Allan 2013-11-11 The editors' intention in the production of this book was to provide a realistic picture of the present state of nursing. This has been presented from a number of different but inter-linked perspectives. The decades since the inception of the National Health Service have been ones of significant change, both in society at large and in the field of healthcare. The period has witnessed political, economic, social, scientific and technological change taking place ever more rapidly; whilst, in terms of health care, demand and expectations continue to increase apace. Nursing, throughout the period, has been influenced by, and has responded to, these prevailing influences, and continues to do so. Contributors to this volume have sought to examine in depth some of the current issues in nursing at the present time. Each chapter examines a specific issue in the current nursing context and is, therefore, capable of standing alone. But considered together the chapters enable many aspects of the current debate on, and development of, nursing to be seen as a whole. It is hoped that this book will serve two fundamental purposes. First, to stimulate debate and activity by all nurses in their particular sphere of influence, and in the wider world of nursing. Second, it aims to inform those undertaking pre-or post-registration nursing programmes and thus assist their understanding of the state of nursing.

Routledge International Handbook of Nurse Education - Sue Dyson 2019-12-20 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.

Taking Time Off, 2nd Edition - Colin Hall 2016-08-30 Have you ever thought about taking time off to • ride your bike across the United States? • conduct research in the Amazonian rain forest? • work on a presidential campaign? • build houses for the poor? Tens of thousands of students each year take a break before, or even during college to work, travel, volunteer, or do something just plain different. No matter what you may plan to do with your time away, Taking Time Off shows you how to make the most of it. Included are the inspiring stories of 26 students whose pursuits in their time away from school were fulfilling and enjoyable. You'll find practical advice on every aspect of planning a break, from researching your options and financing your leave to convincing your parents it's a worthy idea. This book's resources section also lists programs, jobs, and American and international organizations that can help you to plan your own time off.

Volunteering at Home and Abroad - Jeannine Leffers 2011 Covers what nurses need to consider, know, and plan if they want to volunteer. Covers the entire volunteering process from choosing an organization to settling into the volunteer experience to re-entering society after the experience. Filled with practical tips and advice about volunteering, whether a novice or more experienced volunteer. Contains information for students and faculty members who are interested in volunteering, particularly abroad.

The Welfare System of Universal Integration in China - Tiankui Jing
health policy – especially in caring for diverse population groups. Expert authors Mary A. Nies and Melanie McEwen discuss today's issues and trends, and describe the key issues and responsibilities of contemporary community/public health nursing. An “upstream” focus addresses factors that are the precursors to poor health in the community. A “social justice” approach promotes health for everyone. Photo novellas use photographs to tell stories showing real-life clinical scenarios and applications of important community health nursing roles. Case Study: Application of the Nursing Process feature presents specific community components of the nursing process separately from individual and family. Clinical examples offer snippets of real-life client situations. Research Highlights boxes show the application of current research to chapter content. Ethical Insights boxes highlight ethical issues and concerns. Healthy People 2020 boxes summarize objectives and their importance in community health. Objectives, key terms, and chapter outlines introduce important concepts and terminology at the beginning of every chapter. Learning Activities at the end of each chapter ask you to apply concepts to the world outside the classroom. New Health Promotion and Risk Reduction chapter details the promotion of health and presents strategies that can identify risk factors for illness. Faith Community Nursing chapter reflects current terminology from the ANA's Scope and Standards of Practice, and includes more coverage of the spiritual health of clients. Health: A Community View chapter expands its discussion of the continual challenges and strategies associated with the delivery of health care. Communicable Disease chapter includes new information about public health surveillance, outbreaks, and bioterrorism. Cultural Diversity and Community Health Nursing chapter features new content on complementary and alternative therapies.

Nursing and Midwifery in Ireland-Yvonne O'Shea 2008-10-27 Over the past ten years, nursing and midwifery in Ireland have experienced a considerable number of changes, driven principally by the Report of the Commission on Nursing, published in 1998, and the health service reform programme, announced in 2003. In the same period, Irish society has become wealthier and more culturally diverse, creating new challenges for nursing and midwifery. In Nursing and Midwifery in Ireland, Yvonne O'Shea sets out to identify the role for nursing and midwifery in the health services of the future in Ireland and to formulate a strategy for the professional development required for the professions. The book has three parts. Part 1 sets out to establish the context within which the professions of nursing and midwifery operate in Ireland by examining the implications of recent key policy developments and the roles played by the Report of the Commission on Nursing and the National Council for the Professional Development of Nursing and Midwifery. Part 2 forms the core of the book and is based on seventy-seven interviews with senior figures in the health services, including policymakers, service managers, medical consultants, educators and leaders of nursing and midwifery. Part 3 goes on to outline a strategy for the professional development of nursing and midwifery, including key steps necessary to reach objectives and to realise the strategy's long-term vision. Published at a time of significant change within the health services in Ireland, the book is intended as a contribution to ensuring that nursing and midwifery take their place at the heart of health service transformation. It will be of great value to all role players in the Irish health service.

The Wiley International Handbook of Service-Learning for Social Justice-Darren E. Lund 2018-10-30 A comprehensive guide to service-learning for social justice written by an international panel of experts The Wiley International Handbook of Service-Learning for Social Justice offers a review of recent trends in social justice that have been, until recently, marginalized in the field of service-learning. The authors offer a guide for establishing and nurturing social justice in a variety of service-learning programs, and show that incorporating the principles of social justice in service-learning can empower communities to resist and disrupt oppressive power structures, and work for solidarity with host and partner communities. With contributions from an international panel of experts, the Handbook contains a critique of the field's roots in charity; a review of the problematization of Whitenormativity, paired with the bolstering of diverse voices and perspectives; and information on the embrace of emotional elements including tension, ambiguity, and discomfort. This important resource: Considers the role of the community in service-learning and other community-engaged models of education and practice Explores the necessity of disruption and dissonance in service-learning Discusses a number of targeted issues that often arise in service-learning contexts Offers a practical guide to establishing and nurturing social justice at the heart of an international service-learning program Written for advanced undergraduate students, graduate students, scholars, and educators, The Wiley International Handbook of Service-Learning for Social Justice highlights social justice as a conflict-ridden struggle against inequality, xenophobia, and oppression, and offers practical suggestions for incorporating service-learning programs in various arenas.
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