

References

- Adegbola, M. (2011). Taking Learning to the Learner: Using Audio Teleconferencing for Post-clinical Conferences and More. *Creative nursing*, 17(3), 120.
- Allison-Jones, L. L., & Hirt, J. B. (2004). Comparing the teaching effectiveness of part-time & full-time clinical nurse faculty. *Nursing Education Perspectives*, 25(5), 238-243.
- Bristol, T. J., & Kyarsgaard, V. (2012). Asynchronous Discussion: A Comparison of Larger and Smaller Discussion Group Size. *Nursing education perspectives*, 33(6), 386-390.
- Clayton, L.H. (2006). Concept mapping: an effective, active teaching-learning method. *Nursing Education Perspectives*, 27(4), 197-203.
- Dekker-Groen, A. M., van der Schaaf, M. F., & Stokking, K. M. (2011). Teacher competences required for developing reflection skills of nursing students. *Journal of Advanced Nursing*, 67(7), 1568-1579.
- Donner, C. L., Levonian, C., & Slutsky, P. (2005). Move to the head of the class: Developing staff nurses as teachers. *Journal for Nurses in Professional Development*, 21(6), 277-283.
- Erdman, L. W. (2010). *The use of problem-based learning to enhance critical thinking skills in baccalaureate nursing students* (Doctoral dissertation, Ball State University).
- Godin, G., Bélanger-Gravel, A., Eccles, M., & Grimshaw, J. (2008). Healthcare professionals' intentions and behaviours: A systematic review of studies based on social cognitive theories. *Implement Sci*, 3(36), 1-12.
- Gould, B. (2011). Role of reflective group discussions in the development of nursing skills: Mental health nursing students can be encouraged to examine their values and attitudes by the introduction of reflective groups into the curriculum, as Brian Gould explains. *Mental Health Practice*, 14(8), 32-33.

- Hood, L. & Monahan, M. (2007) Conducting Pre-Clinical and Post-Clinical Conferences. Workforce Innovation in Regional Economic Development Project. Retrieved on November 21, 2013 from https://wfsolutions.workforce3one.org/s/wfsolutions/Folders/3001119939830959105/CFA_Tab8_PrePostConference.pdf
- Hsu, L. L. (2007). Conducting clinical post-conference in clinical teaching: A qualitative study. *Journal of Clinical Nursing, 16*(8), 1525–1533.
- Josephsen, J. M. (2013). Evidence-Based Reflective Teaching Practice: A Preceptorship Course Example. *Nursing education perspectives, 34*(1), 8-11.
- Katz, L. E. (1984). Characteristics of clinical teachers in nurse anesthesia. *AANA J, 52*(2), 192-197.
- Kennison, M.M. (2006). The evaluation of students' reflective writing for evidence of critical thinking. *Nursing Education Perspectives, 27*(5), 269-273.
- Letizia, M., & Jennrich, J. (1998). Development and testing of the clinical post-conference learning environment survey. *Journal of Professional Nursing, 14*(4), 206-213.
- Levy, L. S., Sexton, P., Willeford, K. S., Barnum, M. G., Guyer, M. S., Gardner, G., & Fincher, A. L. (2009). Clinical Instructor Characteristics, Behaviors and Skills in Allied Health Care Settings: A Literature Review. *Athletic Training Educational Journal, 4*, 8-13.
- Lockwood-Rayermann S. Preceptor leadership style and the nursing practicum. *J Pro Nurs. 2003*; 19:32-27.
- Marchigiano, G., Eduljee, N., & Harvey, K. (2011). Developing critical thinking skills from clinical assignments: a pilot study on nursing students' self-reported perceptions. *Journal of Nursing Management, 19*(1), 143-152.
- National Advisory Council on Nurse Education and Practice. (2008). *Meeting the challenges of the new millennium: Challenges facing the nursing workforce in a changing health care environment*. Retrieved on November 24, 2013 from <http://www.hrsa.gov/advisorycommittees/bhpradvisory/nacnep/Reports/sixthreport.pdf>.

- Popil, I. (2011). Promotion of critical thinking by using case studies as teaching method. *Nurse Education Today*, 31(2), 204-207.
- Scholl, L. M. (2011). *Teaching strategies utilized by clinical nursing instructors in clinical conferences* (Doctoral dissertation, Ball State University).
- Svinicki, M. D., & McKeachie, W. J. (Eds.). (2011). *McKeachie's Teaching Tips: Strategies*. Cengage Learning.
- Winters, C. A., & Echeverri, R. (2012). Teaching Strategies to Support Evidence-Based Practice. *Critical Care Nurse*, 32(3), 49-54.
- Yehle, K. S., & Royal, P. A. (2010). Changing the Postclinical Conference: New Time, New Place, New Methods Equal Success. *Nursing Education Perspectives*, 31(4), 256-258.