Book Series

Adult Learning in Professional, Organizational, and Community Settings

Series Editors
Carrie J. Boden, Texas State University

Books in this series:
- Transformative Learning in Healthcare and Helping Professions Education
- Leaps of Faith
- A Guide to College Success for Post-traditional Students
- A Guide to College Success for Post-traditional Students
- Mentoring in Formal and Informal Contexts
- Enhancing Writing Skills
- Building Sustainable Futures for Adult Learners

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Transformative Learning in Healthcare and Helping Professions Education: Building Resilient Professional Identities is a co-edited book (Carter, Boden, and Peno) with invited chapters from educators who share our passion for learning in healthcare and the helping professions. The purpose of the book is to introduce professional learners (students, residents, and others in professional training) to transformative learning for building resilient professional identities amid practice environments that include widespread burnout and compassion fatigue. With a diverse set of authors engaged in clinical and educational practice in academic medicine, nursing, dentistry, physical therapy, mental health counseling, science education, psychology, social work, and inter-professional collaborative practice, we offer strategies for building resilience throughout the years of professional training and into professional practice. We do so through the experiences of authors involved in healthcare and the helping professions to illustrate how some are coping with the challenges of burnout and compassion fatigue through learning that can be transformative.

This book explores the nature of professional identity formation by examining ways that professionals in training can thrive amid the challenges of today’s stressful practice environments. First-hand stories of resilience illustrate how learners, as well as educators in these professions, are addressing adversity, career decision-making, service to the underserved, and the self-care needed to provide excellent care for others. The prominence of transformative learning within adult learning theory is illustrated for its potential to revise the meaning that learners make of their experiences and open up new possibilities for renewed vitality in professional education and practice environments.

The book has two primary audiences: professional learners in healthcare and helping professions education, and their educators who are often professional practitioners themselves. These educators have a significant role in influencing the next generation of professionals by serving as mentors, role models, and teachers. The importance of fostering learning that is transformative has never been more important than it is today for those who will work in these demanding professions. We invite readers to discover experiences and strategies for achieving individual wellbeing, as well as opportunities for building a culture within professional education and practice settings that will foster resilience.

As discourses and programming to support diversity and inclusion across higher education are intensifying, Leaps of Faith: Stories from Working-Class Academics presents a collection of narratives that highlights the "on-the-ground" experiences of working-class students and scholars. These are stories of negotiation, transition, and challenge. These are stories of struggle. These are stories of beating the odds.

The early works of Ryan and Sackrey (1984), Sennett and Cobb (1993), and Dews and Law (1996) raised the voices of working-class academics, and the subject of class in higher education has gained traction—especially with the increasing focus on the enrollment and persistence of first-generation college students. This project situates contributor stories in adult learning and development, with the goal of enhancing dialogue and increasing understanding of a still-hidden population in the academy. Leaps of Faith: Stories from Working-Class Academics is a compelling collection of reflections from working-class students and scholars from diverse demographic and geographic backgrounds who are currently navigating various transition points and career stages.

Leaps of Faith: Stories from Working-Class Academics presents the strengths and gifts of the scholar-contributors and the opportunity to “turn the stories” through accessible and meaningful reflective “telling.” The collection concludes with a discussion of salient implications for working-class students and scholars, those who support their learning and development, and higher education institutions and programs.

CONTENTS:

The purpose of this book is to assist post-traditional students to achieve success in the Occupational, Workforce, and Leadership Studies (OWLS) Department and develop their individualized pathway to earn the interdisciplinary Bachelor of Applied Arts and Sciences (BAAS) degree at Texas State University. Applied baccalaureate degrees incorporate higher-order thinking skills and advanced technical knowledge and skills with applied coursework. BAAS students may also earn
college-level credits through prior learning assessment (PLA), evaluating and credentialing knowledge and skills gained outside the classroom. The organization and content of this book provides adult degree program faculty and leaders an example of how one required textbook develops and supports the outcomes and activities in all the core courses of an interdisciplinary degree program designed for post-traditional adult learners.

The majority of the students earning the BAAS degree are post-traditional students. They are often defined with some or all of these characteristics: over age 25 years old when starting or returning to college, may not have a traditional high school diploma, enroll part-time, work full-time, are financially independent, have dependents other than a spouse and may be a single parent. These students juggle multiple roles and responsibilities in the family, workplace, and community. Post-traditional students bring rich work/life experiences, may be experiencing personal and/or professional transitions, have clear career goals, and often finance their education. They seek flexible programs including online education, PLA, and accelerated course formats. Thus, post-traditional students want active, collaborative, and interactive learning relevant to career and other roles and goals.

CONTENTS: Foreword/Acknowledgements. Introduction. 1. Designing a Project Plan for your Degree. 2. Prior Learning Assessment. 3. Useful Resources for All Courses. 4. Official Course Descriptions for OWLS Courses Required for BAAS Degree. Appendix A. Appendix B.

A Guide to College Success for Post-traditional Students

Henry S. Merrill


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Mentoring in Formal and Informal Contexts

Kathy Peno, University of Rhode Island; Elaine M. Silva Mangiante, Salve Regina University; Rita A. Kenahan, DePuy Synthes Institute

Mentoring in Formal and Informal Contexts is a collection of invited works on mentoring in the many contexts in which it exists. Working with AHEA, the editors identified authors that have demonstrated experience and/or have published in this area. The book is arranged thematically (health care, education, the workplace, etc.) and further sub-themed as appropriate. Mentoring in Formal and Informal Contexts is important because it fills a unique niche in the field of adult education, extends the scope of AHEA to a larger audience, and offers a current volume for scholars and practitioners based on both research and practice-based research. The audience: This collection is appropriate for a wide variety of professors, researchers, practitioners, and students in the field of adult education.


Enhancing Writing Skills


Enhancing Writing Skills includes conference presentation papers from the Carnegie Writers, Inc. 1st Annual Conference. The anthology provides published and aspiring writers resources for sustaining, enhancing and evaluating their writing skills. The chapter themes focus on genre-based writing, creativity in writing, mechanics of writing, academic writing, and writing as a business. Enhancing writing skills is beneficial to diverse writers as it impacts the community, working, and educational environments.

ANTHOLOGY GOALS AND OBJECTIVES:

- Enable writers to learn from other writers for the development of networking relationships and professional development.
- Assist writers with techniques on sustaining their writing talents in their chosen genre or various genres.
- Provide meaningful publishing resources related to non-traditional and traditional publication venues.
- Enhance writers understanding for marketing strategies in the 21st century.

Building Sustainable Futures for Adult Learners

Jennifer K. Holtz, University of Arkansas at Little Rock; Stephen B. Springer, Texas State University; Carrie J. Boden, Texas State University


Building Sustainable Futures for Adult Learners is an edited and refereed collection of papers published in conjunction with the joint Adult Higher Educational Alliance (AHEA) and American Association of Adult and Continuing Education Conferences (AAACE). This book is the third in a series of scholarly publications associated with the annual AHEA conference. The book is arranged thematically according to the topics of submissions. Building Sustainable Futures is important because it fills a unique niche in the field of adult education, extends the scope of AHEA to a larger audience, and offers a current volume for scholars and practitioners based on both research and practice-based research.


BUILDING FUTURES THROUGH CURRICULUM REVISION. Enhancing Meaning in Adult Higher Education through Arts Based Learning, Lisabeth Eames Capozzi. Re-visioning General Education through the Adult Baccalaureate Learning Experience, Diane Dick. Online Learning and Application of Active Learning Strategies: Adult Learners in Online Settings, Yu-Chun Kuo. Collaborations and Partnerships: The Foundation of Technology Enhanced Active Learning, Marilyn Lockhart and Lindsey Jackson. Adopting and Implementing Adult Learner-Focused Hybrid Teaching and Learning: One Institution's Journey, Lori A. Peterson and Daniel M. McGuire.


and Mario Giampaolo. Personal and Professional Experiences to Develop Learning in Teachers’ Professional Qualification, Ettore Felisatti, Monica Fedeli, and Mario Giampaolo. Integrating Technology into Pedagogical Content Knowledge in K-12 and University Professional Development, Kathleen B. Fabrikant, Cindy S. York, and Megan E. Morris. Developing a Repertoire of Practice: Online Instructor Dispositions and Personalities, Jeral R. Kirwan and Elizabeth Roumell.

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