
Review of a Book Entitled *Critical Pedagogy in Nursing* by Sue Dyson (2018)

¹ Jelena Kitanović

¹ Alma Mater Europaea, Maribor, Slovenia

Article received: 27.10.2019.

Article accepted: 18.11.2019.

DOI: 10.24141/2/3/2/7

Author for correspondence:

Jelena Kitanović
Daranovci 92
Brestovac, Croatia
E-mail: jelena.kitanovic@yahoo.com

Keywords: nursing education, curriculum development,
review of a book

Abstract

The aim of the paper is to describe the contents of a book entitled *Critical Pedagogy in Nursing*. The purpose of the Letter to the Editor is to increase the level of knowledge of all those involved in the implementation of educational programs for nurses, students, and teachers who are involved in nursing programs, and of those who think about the strategic, organizational, and managerial future of the development of nursing in the Republic of Croatia.

Review of a book entitled *Critical Pedagogy in Nursing* by Sue Dyson (2018)

Critical Pedagogy in Nursing: Transformational Approaches to Nurse Education in a Globalized World was written by Sue Dyson and published in 2018 in London by Palgrave Macmillan. Professor Sue Dyson of The Centre for Critical Research in Nursing and Midwifery Education (CCRN), Middlesex University, London, UK, is the author of eighteen scientific articles and a co-author of thirty-four scientific articles. She is also a co-author of *Fundamental Aspects of Transcultural Nursing* (MA Group 2007), *Fundamental Aspects of Research for Nurses* (MA Group 2010), and *Research skills for Nurses and Midwives* (MA Group 2013).

This book provides historical evidence which supports critical theory and presents bibliographical information about individuals who formed theories and approaches in curriculum development.

The book is divided into seven chapters. The first two chapters present an overview of the problem of a conventional approach to curriculum development, attempting to interest those who have influence over nursing curriculum development for the purpose of meeting the needs of clients in the twenty-first century. In the third chapter, the author describes ways in which global healthcare has developed, as well as the subsequent acquirement of skills in the area of nursing according to local needs. Furthermore, she presents the financial and social impact of the population's increased longevity and the migration of medical workers. The first part of chapter four explains the historical development of nursing education in Great Britain. The second part questions the need for critical pedagogy in nursing education as a way of preparing students for the modern labour market. A lack of specific examples and strategies is the only flaw of the abovementioned chapter.

The next chapter of the book offers a very useful analysis of the modern models of nursing education. Structured volunteering possibilities provide a means for using reflection to connect thinking and experience with academic content.

The most beneficial feature of the book is the ex-

planation of how engaging students of nursing in volunteering can help establish the norms of social co-operation necessary for efficient nursing practice.

By doing so, the author confirms the complexity of transformative pedagogy as well as the novelty of its critical assessment. It is based on a distinctive interpretation of her great expertise in the field and on modern theoretical hypotheses. The author's enthusiasm for nursing education is obvious throughout the book.

Dyson points out challenges and possibilities which can be used through transformative pedagogy in order to prepare nursing students for the modern market.

Each chapter is broken down into several sections which are logically organized by subject. This format emphasizes the key phases of the development of attributes necessary for present-day modern nursing. The book contains four figures in colour which clearly present the content of the book. There are also two tables, a list of technical terms in alphabetical order, and references showing various areas of expertise grouped together in this book.

Regarding the adequacy of the approach: The manuscript is divided into chapters in a clear and understandable way for those who have prior knowledge in nursing education. Charts and figures could be added in order to make the book more interesting.

Regarding writing style, language, and phrasing: The text is in accordance with standard language. The writing style is interesting and readable, and the book has been proofread.

Regarding social demands and justification for publishing the book: A social need for this type of book is obvious, as more and more nurses realize the necessity of continuous professional development in order to improve the nursing curriculum, which will later aid professors in preparing nurses for modern nursing practice.

I recommend this valuable scientific book to those who are involved in the education of nurses, nursing students, and teachers, as well as everyone who is contemplating strategic and organizational ways of improving the future of nursing in the Republic of Croatia.

Reference

1. Dyson S. *Critical Pedagogy in Nursing: Transformational Approaches to Nurse Education in a Globalized World*. London: Palgrave Macmillan; 2018.

PRIKAZ KNJIGE *KRITIČKA PEDAGOGIJA U SESTRINSTVU* AUTORICE SUE DYSON (2018.)

Sažetak

Cilj je rada opisati sadržaj knjige *Kritička pedagogija u sestrinstvu*. Svrha je rukopisa povećanje obima znanja svima koji su uključeni u izvršavanje edukacijskih programa medicinskih sestara, studentima i profesorima studijskih programa sestrinstva te svima onima koji promišljaju o strateškoj, organizacijskoj i upravljačkoj budućnosti razvoja sestrinstva u Republici Hrvatskoj.

Ključne riječi: edukacija medicinskih sestara, razvoj kurikulumu, recenzija knjige
