




MEDIA REVIEWS

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B O O K S

Prostate Cancer: Nursing Assessment, Management, and Care. Meredith Wallace and Lorrie L. Powel* (Eds). New York: Springer Publishing Company, 2002, 224 pages, \$38.95.

   **Hardcover**



This text offers useful information for nurses who assess, diagnose, treat, and care for men with prostate cancer and those who are being screened for the disease. One in a series on geriatric nursing topics, this text is the only one focused on an oncology topic. However, not all of the content in *Prostate Cancer: Nursing Assessment, Management, and Care* is aimed at older adults; some applies to any man with prostate cancer.

The authors provide information that is supported by published nursing and medical research and include recommendations for future research. The text is divided into 11 chapters: the nature of the problem; risk factors and prevention; assessment, screening, and diagnosis; treatment choices and decision making; quality of life; surgery; radiation therapy; hormonal therapy; watchful waiting; patient education; and end-of-life issues. The chapters vary in detail; some are good resources for nurses with prior experience and knowledge in prostate patient cancer management, but nurses new to the care of patients with prostate cancer will need additional references for a more in-depth discussion of patient management.




Prostate Cancer: Nursing Assessment, Management, and Care does have some limitations. For example, some of the newer approaches to patient management such as laparoscopic prostatectomy and intensity modulated radiation therapy as well as more

commonly used methods, including chemotherapy, are discussed only briefly. The number of illustrations is sparse, and not all of the chapters contain tables and figures. Those illustrations that are depicted clearly enhance readers' understanding of the content. The text does not include care plans or standards of care for patients with prostate cancer; in addition, the chapter on patient education does not provide examples of education materials or possible resources. This type of content would have added to readers' understanding of the management of men with prostate cancer. The authors support their findings with references throughout the text; however, the reference list is at the end of the book instead of divided at the end of each chapter. The text itself is 172 pages long, which is followed by 40 pages of references. This format makes it difficult for readers to easily identify references that may be of interest.

Overall, this text is appropriate as an additional resource for more experienced nurses interested in or providing care to men with prostate cancer but may not be appropriate as a stand-alone reference.

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Conversations in E-Learning. Diane M. Billings (Ed.). Pensacola, FL: Pohl Publishing, Inc., 2002, 264 pages, \$28.

   **Softcover**



This book is divided into 10 sections (introduction, strategic planning, e-learning tools and platforms, e-educators, e-learners, designing courses and modules, the online learning community, teaching and e-learning, e-quality, and ethical and legal considerations). Each of these sections begins with a brief introduc-

tion and learning goals, which are addressed in the section's chapters. The information is provided in an easy-to-read question-and-answer format.










The authors provide a concise overview of e-learning, the use of online learning strategies for education, that will be helpful to all e-learners. E-learning is defined, and information is offered about how e-learning can be used for staff development, academic courses, and continuing education. For example, advantages and disadvantages to online staff development courses are listed. When considering developing such a course, readers are encouraged to examine strategic planning and internal marketing to achieve maximum results. Identifying the needs of e-learners, orienting e-learners, and providing support are reviewed. E-learning tools and platforms, learning management systems, and advanced tools (audio and video) also are introduced. Helpful tables and information describe conferencing, testing, and development tools, as well as all-in-one products.

One section in *Conversations in E-Learning* is focused on potential e-educators. This section provides questions and answers about teaching via the Web. For example, directions for developing a Web course (e.g., organizing material, formatting files, layout) as well as issues about identifying at-risk students, managing time, and determining ideal class size are addressed. Details such as incorporating information from multiple media and design concepts (e.g., fonts, colors, graphics) can save a great deal of time when planning online courses. Web sites that offer instruction for teaching online are provided. Although the principles of good practice are second nature to experienced classroom educators, the type of information presented in this section helps readers to enhance online didactic activities and facilitate clinical learning activities.

Conversations in E-Learning presents useful information related to online grading and testing, evaluating courses, benchmarking, and developing courses for continuing education. An entire section is devoted to ethical and legal considerations related to copyright, fair use, online privacy, cookies, and conducting research online. This important information can help to guide e-educators and e-learners.

This book will appeal primarily to novices in e-learning and e-education. The e-learning overview, suggestions, and electronic links will help novices to avoid the pitfalls that

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Ease of Reference and Usability	Content Level	Book Size
 Quick, on-the-spot resource	 Basic	 Pocket size
 Moderate time requirement	 Intermediate	 Intermediate
 In-depth study	 Advanced and complex, prerequisite reading required	 Desk reference

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