

Curriculum Development For Medical Education A Six Step Approach

Thank you completely much for downloading **curriculum development for medical education a six step approach**. Maybe you have knowledge that, people have look numerous time for their favorite books with this curriculum development for medical education a six step approach, but end stirring in harmful downloads.

Rather than enjoying a good ebook past a mug of coffee in the afternoon, then again they juggled like some harmful virus inside their computer. **curriculum development for medical education a six step approach** is manageable in our digital library an online entrance to it is set as public thus you can download it instantly. Our digital library saves in combination countries, allowing you to get the most less latency epoch to download any of our books taking into account this one. Merely said, the curriculum development for medical education a six step approach is universally compatible following any devices to read.

Routledge International Handbook of Medical Education - Khalid A. Bin Abdulrahman 2015-07-16

Twenty-first century medical schools, postgraduate bodies and other medical education organisations are responding to rapid advances in medicine, healthcare delivery, educational approaches and technology, and globalisation. Differences in geography, culture, history and resources demand diversity amongst educational systems. This important volume is designed to help medical educators working in today's challenging circumstances by providing an overview of best practices and research in medical education. Routledge International Handbook of Medical Education provides a practical guide to and theoretical support for the major education challenges facing teachers, managers and policy makers around the world. Highlighting how resources can be used to provide effective and sustainable responses to the key issues facing medical educators, the handbook offers a truly international perspective of best practices with contributing editors and authors from around the globe. Routledge International Handbook of Medical Education

recognises the need to maintain established best practices when appropriate and to respond adaptively to cultural differences and local conditions facing medical education. This topical book deals with the key challenges facing medical education by the different stakeholders including: - selection and admission of students to study medicine; - competences necessary for graduates to enable them to recognize and address emerging health issues and policies; - teaching and learning processes that are necessary to meet tomorrow's challenges; - approaches to assessment, including the integration of assessment and learning; - design and management of complex curricula that provide educational strategies to meet regional and global problems. A unique, diverse and illustrative resource of best practices in medical education, the handbook is stimulating reading for all educators of present and future health care professionals.

Contemporary Topics in Graduate Medical Education Stanislaw P. Stawicki 2019-10-09

Graduate medical education (GME) is a continually evolving, highly

dynamic area within the complex fabric of the modern health-care environment. Given the rapidly changing regulatory, financial, scientific and technical aspects of GME, many institutions and programs face daily challenges of "keeping up" with the most recent developments within this ever-more-sophisticated operational environment. Organizational excellence is a requirement for the seamless functioning of GME programs, especially when one considers the multiple disciplines and stakeholders involved. The goal of the current book cycle, titled Contemporary Topics in Graduate Medical Education, beginning with this inaugural tome, is to provide GME professionals with a practical and readily applicable set of reference materials. More than 20 distinguished authors from some of the top teaching institutions in the US, touch upon some of the most relevant, contemporary, and at times controversial topics, including provider burnout, gender equality issues, trainee wellness, scholarly activities and requirements, and many other theoretical and practical considerations. We hope that the reader will find this book to be a valuable and high quality resource of a broad range of GME-related topics. It is the Editors' goal to create a multi-tome platform that will become the definitive go-to reference for professionals navigating the complex landscape of modern graduate medical education.

Remediation in Medical Education - Adina Kalet 2013-11-26

Remediation in medical education is the act of facilitating a correction for trainees who started out on the journey toward becoming excellent physicians but have moved off course. This book offers an evidence-based and practical approach to the identification and remediation of medical trainees who are unable to perform to standards. As assessment of clinical competence and professionalism has become more sophisticated and ubiquitous, medical educators increasingly face the challenge of implementing effective and respectful means to work with trainees who do not yet meet expectations of the profession and society. Remediation in Medical Education: A Mid-Course Correction describes practical stepwise approaches to remediate struggling learners in fundamental medical competencies; discusses methods used to define

competencies and the science underlying the fundamental shift in the delivery and assessment of medical education; explores themes that provide context for remediation, including professional identity formation and moral reasoning, verbal and nonverbal learning disabilities, attention deficit disorders in high-functioning individuals, diversity, and educational and psychiatric topics; and reviews system issues involved in remediation, including policy and leadership challenges and faculty development.

Curriculum Development for Medical Education - David E. Kern 1998

At a time when society is demanding accountability from the medical education system and residency review committees are demanding written curricula, this book offers a practical, yet theoretically sound, approach to curriculum development in medicine. Short, practical, and generic in its approach, the book begins with an overview of a six-step approach to curriculum development. Each succeeding chapter then covers one of the six steps: problem identification, targeted needs assessment, goals and objectives, education methods, implementation, and evaluation. Additional chapters address curriculum maintenance, enhancement, and dissemination. Throughout, examples are used to illustrate major points. An appendix provides the reader with a selected list of published and unpublished resources on funding, faculty development, and already developed curricula.

An Introduction to Medical Teaching - William B. Jeffries 2010-03-10

Few faculty members in academic medical centres are formally prepared for their roles as teachers. This work is an introductory text designed to provide medical teachers with the core concepts of effective teaching practice and information about innovations for curriculum design, delivery, and assessment. It offers brief, focused chapters with content that is easily assimilated by the reader. Topics are relevant to basic science and clinical teachers, and the work does not presume readers possess prerequisite knowledge of education theory or instructional design. The authors emphasize application of concepts to teaching practice. Topics include: Helping Students Learn; Teaching Large

Groups; Teaching in Small Groups; Problem Based Learning; Team-Based Learning, Teaching Clinical Skills; Teaching with Simulation; Teaching with Practicals and Labs; Teaching with Technological Tools; Designing a Course; Assessing Student Performance; Documenting the Trajectory of your Teaching and Teaching as Scholarship. Chapters were written by leaders in medical education and research who draw upon extensive professional experience and the literature on best practices in education. Although designed for teachers, the work reflects a learner-centred perspective and emphasizes outcomes for student learning. The book is accessible and visually interesting, and the work contains information that is current, but not time-sensitive. The work includes recommendations for additional reading and an appendix with resources for medical education.

Transformative Curriculum Design in Health Sciences Education - Halupa, Colleen 2015-04-30

A crucial element in ensuring patient safety and quality of care is the proper training of the next generation of doctors, nurses, and healthcare staff. To effectively serve their students, health science educators must first prepare themselves with competencies in pedagogy and curriculum design. Transformative Curriculum Design in Health Sciences Education provides information for faculty to learn how to translate technical competencies in medicine and healthcare into the development of both traditional and online learning environments. This book serves as a reference for health sciences undergraduate and graduate faculty interested in learning about the latest health sciences educational principles and curriculum design practices. This critical reference contains innovative chapters on transformative learning, curriculum design and development, the use of technology in healthcare training through hybrid and flipped classrooms, specific pedagogies, interprofessional education, and more.

Curriculum Development for Medical Education - Patricia A. Thomas 2022-08-30

A thoroughly revised and updated fourth edition of a text that has become an international standard for curriculum development in health

professional education. Intended for faculty and other content experts who have an interest or responsibility as educators in their discipline, Curriculum Development for Medical Education has extended its vision to better serve a diverse professional and international audience. Building on the time-honored, practical, and user-friendly approach of the six-step model of curriculum development, this edition is richly detailed, with numerous examples of innovations that challenge traditional teaching models. In addition, the fourth edition presents • updates in our understanding of how humans learn; • a new chapter on curricula that address community needs and health equity; and • an increased emphasis throughout on health systems science, population health, equity, educational technology in health professions education, and interprofessional education. This new edition remains a cutting-edge tool and practical guidebook for faculty members and administrators responsible for the educational experiences of health professional students, residents, fellows, and practitioners. It includes chapters on each of the steps of curriculum development, with updated examples and questions to guide the application of the timeless principles. Subsequent chapters cover curriculum maintenance and enhancement, dissemination, and curriculum development for larger programs. Appendixes present examples of full curricula designed using the six-step approach, which is widely recognized as the current standard for publication and dissemination of new curricula and provides a basis for meaningful educational interventions, scholarship, and career advancement for the health professional educator. The book also provides curricular, faculty development, and funding resources. Contributors: Chadia N. Abras, Belinda Y. Chen, Heidi L. Gullett, Mark T. Hughes, David E. Kern, Brenessa M. Lindeman, Pamela A. Lipsett, Mary L. O'Connor Leppert, Amit K. Pahwa, Deanna Saylor, Mamta K. Singh, Sean A. Tackett, Patricia A. Thomas

The Integrated Curriculum in Medical Education - David G. Brauer 2015

Practical Guide to the Evaluation of Clinical Competence

Holmboe 2017-05-01

Designed to help medical educators implement better assessment methods, tools, and models directly into training programs, *Practical Guide to the Evaluation of Clinical Competence*, 2nd Edition, by Drs. Eric S. Holmboe, Steven J. Durning, and Richard E. Hawkins, is a hands-on, authoritative guide to outcomes-based assessment in clinical education. National and international experts present an organized, multifaceted approach and a diverse combination of methods to help you perform effective assessments. This thoroughly revised edition is a valuable resource for developing, implementing, and sustaining effective systems for evaluating clinical competence in medical school, residency, and fellowship programs.

Shaping the College Curriculum - Lisa R. Lattuca 2011-01-11

Shaping the College Curriculum focuses on curriculum development as an important decision-making process in colleges and universities. The authors define curriculum as an academic plan developed in a historical, social, and political context. They identify eight curricular elements that are addressed, intentionally or unintentionally, in developing all college courses and programs. By exploring the interaction of these elements in context they use the academic plan model to clarify the processes of course and program planning, enabling instructors and administrators to ask crucial questions about improving teaching and optimizing student learning. This revised edition continues to stress research-based educational practices. The new edition consolidates and focuses discussion of institutional and sociocultural factors that influence curricular decisions. All chapters have been updated with recent research findings relevant to curriculum leadership, accreditation, assessment, and the influence of academic fields, while two new chapters focus directly on learning research and its implications for instructional practice. A new chapter drawn from research on organizational change provides practical guidance to assist faculty members and administrators who are engaged in extensive program improvements. Streamlined yet still comprehensive and detailed, this revised volume will continue to serve as an invaluable resource for individuals and groups whose work

includes planning, designing, delivering, evaluating, and studying curricula in higher education. "This is an extraordinary book that offers not a particular curriculum or structure, but a comprehensive approach for thinking about the curriculum, ensuring that important considerations are not overlooked in its revision or development, and increasing the likelihood that students will learn and develop in ways institutions hope they will. The book brings coherence and intention to what is typically an unstructured, haphazard, and only partially rational process guided more by beliefs than by empirically grounded, substantive information. Lattuca and Stark present their material in ways that are accessible and applicable across planning levels (course, program, department, and institution), local settings, and academic disciplines. It's an admirable and informative marriage of scholarship and practice, and an insightful guide to both. Anyone who cares seriously about how we can make our colleges and universities more educationally effective should read this book." —Patrick T. Terenzini, distinguished professor and senior scientist, Center for the Study of Higher Education, The Pennsylvania State University

GT MEDICAL EDUCATION IN THE TE - Katherine G. Stephens
2016-10-20

This fifth edition of the *Guide to Medical Education in the Teaching Hospital* provides an overview of topics across the medical education continuum that impact hospital medical education. With 43 chapters, the *Guide* is both a primer for the day-to-day challenges of delivering quality medical education and meeting accreditation standards, and an overview of the current status and the future of medical education in the teaching hospitals. Authors include thought leaders from the ACGME, ACCME, and the AAMC, along with many other contributors from key medical education organizations and professionals in the field.

Principles and Practice of Case-based Clinical Reasoning Education - Olle ten Cate 2017-11-06

This book is open access under a CC BY 4.0 license. This volume describes and explains the educational method of Case-Based Clinical Reasoning (CBCR) used successfully in medical schools to prepare

students to think like doctors before they enter the clinical arena and become engaged in patient care. Although this approach poses the paradoxical problem of a lack of clinical experience that is so essential for building proficiency in clinical reasoning, CBCR is built on the premise that solving clinical problems involves the ability to reason about disease processes. This requires knowledge of anatomy and the working and pathology of organ systems, as well as the ability to regard patient problems as patterns and compare them with instances of illness scripts of patients the clinician has seen in the past and stored in memory. CBCR stimulates the development of early, rudimentary illness scripts through elaboration and systematic discussion of the courses of action from the initial presentation of the patient to the final steps of clinical management. The book combines general backgrounds of clinical reasoning education and assessment with a detailed elaboration of the CBCR method for application in any medical curriculum, either as a mandatory or as an elective course. It consists of three parts: a general introduction to clinical reasoning education, application of the CBCR method, and cases that can be used by educators to try out this method.

The SAGE Handbook for Research in Education - Clifton F. Conrad 2006

This handbook provides an up-to-date, advanced analysis of all relevant issues involved in educational research. The expert contributors represent diverse fields within and outside education, as well as quantitative, qualitative, and mixed method approaches to research.

Contemporary Challenges in Medical Education - Zareen Zaidi 2019-06-04

This book provides a roadmap for frontline clinician-educators who are grappling with how best to teach learners in the fast paced learning environment of clinical medicine where the hidden curriculum still remains. We provide insight into how to approach these topics with learners, and pose unanswered questions for future scholarly work.

Remediation of the Struggling Medical Learner - Jeannette Guerrasio 2017-12

[A Practical Guide for Medical Teachers](#) - John Dent 2017-04-26

The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine. Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance. This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine. The contents offer valuable insights into all important aspects of medical education today. A leading educationalist from the USA joins the book's editorial team. The continual emergence of new topics is recognised in this new edition with nine new chapters: The role of patients as teachers and assessors; Medical humanities; Decision-making; Alternative medicine; Global awareness; Education at a time of ubiquitous information; Programmatic assessment; Student engagement; and Social accountability. An enlarged group of authors from more than 15 countries provides both an international perspective and a multi-professional approach to topics of interest to all healthcare teachers.

Faculty Development in the Health Professions - Yvonne Steinert 2014-01-31

This volume addresses all facets of faculty development, including academic and career development, teaching improvement, research capacity building, and leadership development. In addition, it describes a multitude of ways, ranging from workshops to the workplace, in which health professionals can develop their knowledge and skills. By providing an informed and scholarly overview of faculty development, and by describing original content that has not been previously published, this book helps to ensure that research and evidence inform practice, moves the scholarly agenda forward, and promotes dialogue and debate in this evolving field. It will prove an invaluable resource for faculty development program planning, implementation and evaluation, and will help to sustain faculty members' vitality and commitment to excellence. Kelley M. Skeff, M.D., Ph.D., May 2013: In this text, Steinert and her colleagues have provided a significant contribution to the future of

faculty development. In an academic and comprehensive way, the authors have both documented past efforts in faculty development as well as provided guidance and stimuli for the future. The scholarly and well-referenced chapters provide a compendium of methods previously used while emphasizing the expanding areas deserving work. Moreover, the writers consistently elucidate the faculty development process by highlighting the theoretical underpinnings of faculty development and the research conducted. Thus, the book provides an important resource for two major groups, current providers and researchers in faculty development as well as those desiring to enter the field. Both groups of readers can benefit from a reading of the entire book or by delving into their major area of interest and passion. In so doing, they will better understand our successes and our limitations in this emerging field. Faculty development in the health professions has now received attention for 6 decades. Yet, dedicated faculty members trying to address the challenges in medical education and the health care delivery system do not have all the assistance they need to achieve their goals. This book provides a valuable resource towards that end.

Scholarship Assessed - Charles E. Glassick 1997-08-15

Scholarship Assessed continues the exploration begun by Scholarship Reconsidered. It examines the changing nature of scholarship in today's colleges and universities and proposes new standards with a special emphasis on methods for assessment and documentation. Begun under the oversight of Ernest L. Boyer, and based on the findings of the Carnegie Foundation's National Survey on the Reexamination of Faculty Roles and Rewards, Scholarship Assessed provides a base of information for and gives focus to the debate of institutional standards of rigor and quality.

Education in Anesthesia - Edwin A. Bove 2018-04-19

Become a better educator in anesthesia, understanding and implementing best practices and evidence-based principles in a range of settings.

ABC of Learning and Teaching in Medicine - Peter Cantillon
2017-09-25

ABC of Learning and Teaching in Medicine is an invaluable resource for both novice and experienced medical teachers. It emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge, and is designed to be practical and accessible not only to those new to the profession, but also to those who wish to keep abreast of developments in medical education. Fully updated and revised, this new edition continues to provide an accessible account of the most important domains of medical education including educational design, assessment, feedback and evaluation. The succinct chapters contained in this ABC are designed to help new teachers learn to teach and for experienced teachers to become even better than they are. Four new chapters have been added covering topics such as social media; quality assurance of assessments; mindfulness and learner supervision. Written by an expert editorial team with an international selection of authoritative contributors, this edition of ABC of Learning and Teaching in Medicine is an excellent introductory text for doctors and other health professionals starting out in their careers, as well as being an important reference for experienced educators.

Collaborative Clinical Education - Jane Westberg, PhD 1992-11-15

This book is intended for those who are now, and those who intend to become, clinical teachers in the health professions. Its primary focus is the teaching of medical students and residents, but the principles discussed apply equally to teaching students in other health professions. The main focus is on the process of teaching--the strategies and tactics involved in helping others learn--and the authors discuss the generic steps, strategies, and principles of effective teaching that apply in any clinical setting. They do, however, draw numerous examples from clinical education in a variety of settings. The authors specifically stress the notion of collaboration, an issue closely related to the public's considerable dissatisfaction with the modern health care system. To create a more effective, responsive system, they argue, there is a need to change the ways that health care is provided and the way it is taught. A collaborative approach is needed in both health care and medical education, one that involves partnerships between clinicians and

patients, and between teachers and learners. Also prominent throughout the book is the idea that clinical education can be planned and conducted in far more systematic ways than is now common. An overarching goal of the book is to provide readers with an enlarged set of options to consider using when faced with the inevitable multicentricity of decisions confronting clinical educators.

Medical Education - Kieran Walsh 2012-05-31

Today's students are tomorrow's doctors. The quality of education they receive is vitally important to the successful future of healthcare. Medical education as a discipline has a long history and has developed enormously in the past decade with the emergence of evidence-based teaching techniques, outcomes based curricula and assessment methods that are valid and reliable - however it will never be an exact science. It will always depend on enthusiastic teachers and ambitious learners who are hungry for new knowledge and skills. This thoroughly researched and fully referenced compendium of quotes has been specially selected to motivate and encourage medical educators who will find the themed structure vital in planning and delivering their courses. Students, too, will be inspired and nurtured in their learning.

Competency-based Curriculum Development in Medical Education

- William C. McGaghie 1978

Adult Learning - Sharan B. Merriam 2013-09-03

Solidly grounded in theory and research, but concise and practice-oriented, *Adult Learning: Linking Theory and Practice* is perfect for master's-level students and practitioners alike. Sharan Merriam and Laura Bierema have infused each chapter with practical applications for instruction which will help readers personally relate to the material. The contents covers: Adult Learning in Today's World Traditional Learning Theories Andragogy Self-Directed Learning Transformative Learning Experience and Learning Body and Spirit in Learning Motivation and Learning The Brain and Cognitive Functioning Adult Learning in the Digital Age Critical Thinking and Critical Perspectives Culture and Context Discussion questions and activities for reflection are included at

the end of each chapter.

Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education - Gotian, Ruth 2019-12-27

The content of medical education knowledge transfer is compounded as medical breakthroughs constantly impact treatment, and new diseases are discovered at an increasingly rapid pace. While much of the knowledge transfer remains unchanged throughout the generations, there are unique hallmarks to this generation's education, ranging from the impact of technology on learning formats to the use of standardized patients and virtual reality in the classroom. The *Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education* is an essential reference source that focuses on key considerations in medical curriculum and content delivery and features new methods of knowledge and skill transfer. Featuring research on topics such as the generational workforce, medical accreditation, and professional development, this book is ideally designed for teachers, physicians, learning practitioners, IT consultants, higher education faculty, instructional designers, school administrators, researchers, academicians, and medical students seeking coverage on major and high-profile issues in medical education.

Sustainable Healthcare - Knut Schroeder 2012-11-28

Sustainable Healthcare sets out a vision for medical care of high quality, manageable cost and low impact on the planetary systems which sustain us. In tackling the major challenges of our age, such as resource depletion, loss of biodiversity and climate change, health services can play a central role, moving from being part of the problem to becoming part of the solution. *Sustainable Healthcare* explores questions such as: What is the relevance of sustainability in healthcare? How does climate change threaten human health? How can we create low carbon care pathways? How can healthcare organizations deal better with their waste? How can death and dying become more sustainable? How can we engage ourselves and others with this agenda? Written by an international team combining clinical, educational, practical and policy expertise in sustainability and health, this book provides a synopsis of

our current predicaments, and explores some of the emerging solutions. Containing case studies and resources for further information and action, Sustainable Healthcare is a practical guide to making healthcare more sustainable for all healthcare professionals, managers and students. "Once in a while one comes across a book that makes a deep impact. Sustainable Healthcare is such a book and very timely in the context of modern healthcare and developing green policies... The book is clear in ideas of critical thinking, scientific evidence and practical suggestions for transformative action... An additional strength in this book are the summary key papers and reports including key points from the chapters. In addition, there is a comprehensive list of references in each chapter... The authors cut through the jargon and challenge the rhetoric of both fear and denial... The authors give examples of how we can engage with sustainability such as, diet and exercise, prescription management, contraception management and family planning and end of life care... The book provides useful sources, references and key actions for individuals, healthcare organisations and policy making departments." - A review by Prof Davinder Sandhu, Postgraduate Dean, Health Education South West, Severn Deanery, UK

Curriculum Development for Medical Education - Patricia A. Thomas
2022-08-30

"This book presents a practical framework for the development, implementation, and dissemination of quality health professions curricula. The book is intended for faculty and others who, while content experts, may not have a background in education or implementation science but have an interest or responsibility as educators in their discipline"--

Oxford Textbook of Medical Education - Kieran Walsh 2016

Providing a comprehensive and evidence-based reference guide for those who have a strong and scholarly interest in medical education, the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge, skills, and behaviour that doctors need. The book explicitly states what constitutes best practice and gives an account of the evidence base that

corroborates this. Describing the theoretical educational principles that lay the foundations of best practice in medical education, the book gives readers a through grounding in all aspects of this discipline. Contributors to this book come from a variety of different backgrounds, disciplines and continents, producing a book that is truly original and international. [Curriculum Development for Medical Education](#) - David E. Kern
2009-10-22

Curriculum Development for Medical Education is designed for use by curriculum developers and others who are responsible for the educational experiences of medical students, residents, fellows, and clinical practitioners. Short, practical, and general in its approach, the book begins with a broad overview of the subject. Each succeeding chapter covers one of the six steps: problem identification and general needs assessment, targeted needs assessment, goals and objectives, educational strategies, implementation, and evaluation. Additional chapters address curriculum maintenance, enhancement, and dissemination. The six-step approach outlined here has evolved over the past twenty years, during which time the authors have taught curriculum development and evaluation skills to faculty and fellows in the Johns Hopkins University Faculty Development Program for Clinician-Educators. Program participants have used the techniques described to develop curricula on such diverse topics as preclerkship skills building, clinical reasoning and shared decision making, outpatient internal medicine, musculoskeletal disorders, office gynecology for the generalist, chronic illness and disability, geriatrics for nongeriatric faculty, surgical skills assessment, laparoscopic surgical skills, cross-cultural competence, and medical ethics. This thoroughly revised edition includes a broad discussion of competencies mandated by the Accreditation Council for Graduate Medical Education and other bodies, current information on education technology, increased emphasis on scholarships related to curriculum development, and advice on obtaining institutional review board approval. Updated examples throughout the book illustrate major points. The expanded appendixes include samples of complete curricula and information on funding, faculty development, and curricular

resources.

Understanding Medical Education - Tim Swanwick 2019-01-04

Created in partnership with the Association for the Study of Medical Education (ASME), this completely revised and updated new edition of Understanding Medical Education synthesizes the latest knowledge, evidence and best practice across the continuum of medical education. Written and edited by an international team, this latest edition continues to cover a wide range of subject matter within five broad areas - Foundations, Teaching and Learning, Assessment and Selection, Research and Evaluation, and Faculty and Learners - as well as featuring a wealth of new material, including new chapters on the science of learning, knowledge synthesis, and learner support and well-being. The third edition of Understanding Medical Education: Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity, Understanding Medical Education continues to be an essential resource for both established educators and all those new to the field.

Assessment in Medical Education and Training - Nigel Jackson 2007

Assessment is a key method of improving standards as well as establishing competency. However, despite major developments in the assessment of clinical competence, there is still bad practice and ignorance of significant issues in this area than any other aspect of medical higher education. This book covers all aspects of assessment. **Principles of Curriculum Design** - Janet Grant 2006

Essential Skills for a Medical Teacher - Ronald M Harden 2016-05-25

Essential Skills for a Medical Teacher is a perfect introduction for new teachers to the exciting opportunities facing them, whether they are working in undergraduate, postgraduate or continuing education. It will

also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students' or trainees' learning. The contents are based on the authors' extensive experience of what works in medical education, whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels. The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students, providing readable guidelines and introducing new techniques that potentially could be adopted for use in any teaching programme. Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice. This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student or trainee's learning can be made more effective. Medical Education is changing rapidly and this new edition takes full account of a number of important recent developments. The text is fully updated after a thorough review of the medical education literature. Five new chapters are incorporated: The teacher is important Collaborations in the delivery of the education programme The authentic curriculum Student engagement Inter-professional education New concepts added to the book include: Content specification as 'threshold' concepts Entrustable professional activities as an approach to outcomes Longitudinal integrated clinical clerkships as part of clinical teaching Integration of basic and clinical sciences Refinement and expansion of the FAIR principles Additional references to further reading.

Analyzing The Curriculum - George Posner 2003-07-24

This primary text provides the backbone for a basic curriculum course at either the senior or graduate level. The book shows how the parts of a curriculum fit together and helps students identify assumptions underlying curricula. In doing so, students develop the ability to determine why a curriculum proves better for some students than for others; what approaches to teaching are compatible with a particular

curriculum; what difficulties a curriculum is likely to encounter during implementation; and what kinds of changes parents, students, and administrators are likely to demand.

Environmental Medicine - Institute of Medicine 1995-05-28

People are increasingly concerned about potential environmental health hazards and often ask their physicians questions such as: "Is the tap water safe to drink?" "Is it safe to live near power lines?" Unfortunately, physicians often lack the information and training related to environmental health risks needed to answer such questions. This book discusses six competency based learning objectives for all medical school students, discusses the relevance of environmental health to specific courses and clerkships, and demonstrates how to integrate environmental health into the curriculum through published case studies, some of which are included in one of the book's three appendices. Also included is a guide on where to obtain additional information for treatment, referral, and follow-up for diseases with possible environmental and/or occupational origins.

Core Entrustable Professional Activities for Entering Residency -

Association of American Medical Colleges 2014-05-28

This landmark publication published by the AAMC identifies a list of integrated activities to be expected of all M.D. graduates making the transition from medical school to residency. This guide delineates 13 Entrustable Professional Activities (EPAs) that all entering residents should be expected to perform on day 1 of residency without direct supervision regardless of specialty choice. The Core EPAs for Entering Residency are designed to be a subset of all of the graduation requirements of a medical school. Individual schools may have additional mission-specific graduation requirements, and specialties may have specific EPAs that would be required after the student has made the specialty decision but before residency matriculation. The Core EPAs may also be foundational to an EPA for any practicing physician or for specialty-specific EPAs. Update: In August 2014, the AAMC selected ten institutions to join a five-year pilot to test the implementation of the Core Entrustable Professional Activities (EPAs) for Entering Residency. More

than 70 institutions, representing over half of the medical schools accredited by the U.S. Liaison Committee on Medical Education (LCME), applied to join the pilot, demonstrating the significant energy and enthusiasm towards closing the gap between expectations and performance for residents on day one. The cohort reflects the breadth and diversity of the applicant pool, and the institutions selected are intended to complement each other through the unique qualities and skills that each team and institution brings to the pilot. Faculty and Learners' Guide (69 pages) - Developing faculty: The EPA descriptions, the expected behaviors, and the vignettes are expected to serve as the foundation for faculty development. Faculty can use this guide as a reference for both feedback and assessment in pre-clinical and clinical settings.- Developing learners: Learners can also use this document to understand the core of what is expected of them by the time they graduate. The EPA descriptions themselves delineate the expectations, while the developmental progression laid out from pre-entrustable to entrustable behaviors can serve as the roadmap for achieving them.

Medical Education: Developing A Curriculum For Practice, Della
2005-11-01

"This book is written by two eminent educators and clinicians in medicine, and provides a wealth of information and food for thought for those who have responsibility for curriculum development." Journal of Orthodontics What are the contemporary problems facing curriculum designers and developers? What are the key questions that ought to be addressed with regard to curriculum design for medical practice? How might a curriculum for practice in medical education be developed? Medical Education offers a detailed response to these questions and shows what form a curriculum for practice should take and how one can be developed. These ideas are presented in a highly practical and readable account that is essential reading for those involved in educating the doctors of the future and for policy makers in the field of medical education. It also offers useful advice for those in related fields of health care. The authors show that recent developments of curricula for postgraduate doctors have been founded on the misguided view

(promoted by politicians and policy makers) that medical practice is routine, straightforward and able to be reduced to simple protocols that professionals must learn and follow. In this view, doctors are technicians who need merely to be trained through a simple curriculum. In contrast, this book shows that the practice of medicine as experienced by working doctors is complex, uncertain and unpredictable. This requires a curriculum that provides the opportunity to learn to exercise professional judgement and make decisions based on practical wisdom.

Assessment in Health Professions Education - Rachel Yudkowsky
2019-10-01

Assessment in Health Professions Education, 2nd Edition, provides a comprehensive guide for educators in the health professions—medicine, dentistry, nursing, pharmacy and allied health fields. This second edition has been extensively revised and updated by leaders in the field. Part I of the book presents an introduction to assessment fundamentals and their theoretical underpinnings from the perspective of the health professions. Part II covers specific assessment methods, with a focus on validity, best practices, challenges, and practical guidelines for the effective implementation of successful assessment programs. Part III addresses special topics and recent innovative approaches, including narrative assessment, situational judgment tests, programmatic assessment, mastery learning settings, and the Key Features approach. This accessible text addresses the essential concepts for the health professions educator and provides the background needed to

understand, interpret, develop, and effectively implement assessment methods.

Researching Medical Education Jennifer Cleland 2015-08-17

Researching Medical Education is an authoritative guide to excellence in educational research in the health professions. Presented by the Association for the Study of Medical Education and the Association for Medical Education in Europe, Researching Medical Education includes contributions from a team of international clinicians and non-clinical researchers in health education, representing a range of disciplines and backgrounds. This accessible reference provides readers with the basic building blocks of research, introduces a range of theories and how to use them, illustrates a diversity of methods and their use, and gives guidance on practical researcher development. By linking theory and design and methods across the health profession education research spectrum, this book supports the improvement of quality, capacity building and knowledge generation. Researching Medical Education is the ideal resource for anyone researching health education, from undergraduate, through postgraduate training, to continuing professional development.

The Integrated Medical Curriculum - Raja C. Bandaranayake
2022-01-27

It is increasingly recognised that the medical education curriculum should re-integrate basic sciences and clinical disciplines. This would enhance students' ability to integrate previous and future learning, link theory and professional standards to practice, and adapt to change.