

Improving teaching in medical schools: A practical handbook,

Holcomb, J. David

Note: This is not the actual book cover

Improving Teaching In Medical Schools A Practical Handbook

**Elizabeth A. Rider, Ruth H.
Nawotniak, Gary Smith (Ed. D.)**



Improving Teaching In Medical Schools A Practical Handbook:

Improving Teaching in Medical Schools J. David Holcomb, Arthur E. Garner, 1973 *National Library of Medicine Current Catalog* National Library of Medicine (U.S.), 1971 First multi year cumulation covers six years 1965 70 *Current Catalog* National Library of Medicine (U.S.), 1973 First multi year cumulation covers six years 1965 70 *Oxford Handbook of Medical Education in Practice*, 2024-11-21 The Oxford Handbook of Medical Education in Practice is a practical easy to read guide on medical education for busy doctors and healthcare professionals Tailored for medical practitioners at all levels who wish to engage in education but may lack the time or expertise for in depth research this handbook offers practical advice alongside case studies and scenarios based on experts educational experiences The chapters have been designed to follow an easy to navigate structure and can be read in isolation or sequentially as part of a broader more comprehensive exploration of the field of medical education The handbook contains the accessible features you would expect from the Oxford Medical Handbook series including lists tables figures and pop out boxes It is a portable guide quickly referenced and applied particularly when teaching opportunities arise spontaneously Drawing on the expertise of experienced scholars and educators internationally and across stages of their educational and academic careers this comprehensive volume offers advice within the key domains of medical education These include curriculum design assessment learning strategies clinical teaching educational theory and the integration of technology In addition to its focus on educational practice this handbook should also appeal to those exploring medical education research for the first time either as readers of research or researchers themselves given the inclusion of content on conducting medical education research In sum by synthesising foundational research and practical wisdom the Oxford Handbook of Medical Education in Practice offers readers an opportunity to develop their understanding of the principles and practices that shape contemporary medical education In doing so we hope readers will feel empowered to make evidence and experience based changes to their educational practice to improve learners and patients experiences of education and care A Practical Guide for Medical Teachers John Dent, Ronald M. Harden, Dan Hunt, 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

Resources in Education ,2001 Medical Education: Theory and Practice E-Book Tim Dornan,Karen V. Mann,Albert J J A Scherpbier,John A. Spencer,2011-12-02 Medical Education Theory and Practice is a new text linking the theory and the practice for graduate students and educators who want to go beyond the basics The scholarship of medical education is above all a practice but one that has a strong theoretical foundation Neither theory nor practice stand still and both are grounded in research The novelty of this book lies in its interweaving of practice theory innovation and research The book starts with a theorised contemporary overview of the field Next it explores the theoretical foundations of medical education in depth The remainder of the book reviews a whole a range of educational contexts processes and outcomes This work has been edited by a distinguished international team of medical educationalists and written by equally accomplished authors from across the globe representing a spectrum of disciplines This will be an invaluable text for all Masters Students in health professions education as well as PhD students and education researchers wanting a background to the discipline Educators and medical students will also find it a very useful resource Written by key figures in medical educational research combined with a strong editorial influence from the international editorial team The text has a strong evidence based approach that is fully cognisant of research methodology issues The book provides a scholarly explanation on the topic rather than aiming to say the last word Written throughout in a clear and comprehensible style The content is extensively referenced with additional suggestions for further reading **A Practical Guide to Teaching and Assessing the ACGME Core**

Competencies Elizabeth A. Rider,Ruth H. Nawotniak,Gary Smith (Ed. D.),2007 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office,1976 **Practical Teaching in Emergency Medicine** Amal Mattu,Michael E. Winters,Joseph P. Martinez,2011-09-07 Inherent to the teaching and practice of emergency medicine are specific challenges not found in other specialties the unknowns of the emergency department the need to identify life and limb threatening conditions the pressure to solve problems and find solutions quickly and the orchestration of clinical specialists and ancillary services Because of these unique demands books written by clinicians from other disciplines that extrapolate their information from other specialties aren t always suitable references for teachers of emergency medicine This book is different it shows how to incorporate effective teaching strategies into the unique teaching atmosphere of the emergency department how to effectively lecture lead small groups give feedback foster life long faculty development skills and much more it is written by emergency medicine physicians for emergency medicine physicians Practical Teaching in Emergency Medicine gets to the essential core of how to best teach the art of practicing emergency medicine and provides the blueprint to become a better teacher providing guidance on how to accomplish skilful teaching in busy emergency departments It provides emergency physicians and trainees with the necessary tools to effectively and efficiently transmit information to learners in the often times chaotic emergency department environment **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 Educational Studies and Documents ,1980 *Methods and Techniques in Post-secondary Education* Donald A. Bligh,David Jaques,David Warren Piper,1980 UNESCO pub Monograph and annotated bibliography on higher education teaching methods and evaluation techniques discusses objectives in higher education student assessment and selection methods curriculum development implications for educational administration and evaluation of courses and teaching etc And includes a subject author index to the bibliography *Teaching Medical Professionalism* Richard L. Cruess,Sylvia R. Cruess,Yvonne Steinert,2008-10-13 Until recently professionalism was transmitted by respected role models a method that depended heavily on the presence of a homogeneous society sharing values This is no longer true and medical schools and postgraduate training programs in the developed world are now actively teaching professionalism to students and trainees In addition licensing and certifying bodies are attempting to assess the professionalism of practising physicians on an ongoing basis This is the only book available to provide guidance to those designing and implementing programs on teaching professionalism It outlines the cognitive base of professionalism provides a theoretical basis for teaching the subject gives general principles for establishing programs at various levels undergraduate postgraduate and continuing professional development and documents the experience of institutions who are leaders in the field Teaching aids that have been used successfully by contributors are included as an appendix *Practical Guide to the Evaluation of Clinical Competence E-Book* Eric S. Holmboe,Steven James Durning,2023-11-24 Offering a multifaceted practical approach to the complex topic of clinical assessment Practical Guide to the Assessment of Clinical Competence 3rd Edition is designed to help medical educators employ better assessment methods tools and models directly into their training programs World renowned editors and expert contributing authors provide hands on authoritative guidance on outcomes based assessment in clinical education presenting a well organized diverse combination of methods you can implement right away This thoroughly revised edition is a valuable resource for developing implementing and sustaining effective systems for assessing clinical competence in medical school residency and fellowship programs Helps medical educators and administrators answer complex ongoing and critical questions in today s changing medical education system Is this undergraduate or postgraduate medical student prepared and able to move to the next level of training To be a competent and trusted physician Provides practical suggestions and

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