

EVALUATION OF CONTINUING EDUCATION IN THE HEALTH PROFESSIONS

edited by

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Evaluation Of Continuing Education In The Health Professions

VM Jensen



Evaluation Of Continuing Education In The Health Professions:

Evaluation of Continuing Education in the Health Professions Stephen Abrahamson, 2012-12-06 Phil R Manning Can you prove that continuing education really makes any difference Over the years educators concerned with continuing education CE for health professionals have either heard or voiced that question in one form or another more than once But because of the difficulty in measuring the specific effects of a given course program or conference the question has not been answered satisfactorily Since CE is costly since CE is now mandated in some states for re registration and since its worth has not been proven in formal evaluation research the pressure to evaluate remains strong The question can be partially answered by a more careful definition of continuing education particularly the goals to be achieved by CEo Another part of the answer depends on the development of a stronger commitment to evaluation of CE by its providers But a significant part of the answer might be provided through the improvement of methods used in evaluation of continuing education for health professionals To address this last concern the Development and Demonstration Center in Continuing Education for the Health Professions of the University of Southern California organized and conducted a meeting of academicians and practitioners in evaluation of continuing education During a three day period participants heard formal presentations by five invited speakers and then discussed the application of the state of the art of educational evaluation to problems of evaluation of continuing education for health professionals

Redesigning Continuing Education in the Health Professions

Institute of Medicine, Board on Health Care Services, Committee on Planning a Continuing Health Care Professional Education Institute, 2010-03-12 Today in the United States the professional health workforce is not consistently prepared to provide high quality health care and assure patient safety even as the nation spends more per capita on health care than any other country The absence of a comprehensive and well integrated system of continuing education CE in the health professions is an important contributing factor to knowledge and performance deficiencies at the individual and system levels To be most effective health professionals at every stage of their careers must continue learning about advances in research and treatment in their fields and related fields in order to obtain and maintain up to date knowledge and skills in caring for their patients Many health professionals regularly undertake a variety of efforts to stay up to date but on a larger scale the nation's approach to CE for health professionals fails to support the professions in their efforts to achieve and maintain proficiency Redesigning Continuing Education in the Health Professions illustrates a vision for a better system through a comprehensive approach of continuing professional development and posits a framework upon which to develop a new more effective system The book also offers principles to guide the creation of a national continuing education institute

Continuing Education for the Health Professional Richard Adelson, Fran S. Watkins, Richard M. Caplan, 1985

Evaluation of Continuing Education in the Health Professions Stephen Abrahamson, 1985-09-30 [Evaluation of Continuing Education in the Health Professions](#) Abrahamson, Stephen, ed, 1985 **Evaluation and Accountability in**

Clinical Training E. Berler, Barry A. Edelstein, 2013-11-11 Accountability in clinical training implies a strong relationship between the training outcomes touted by a training program and the performance of its graduates The training program and its faculty must be able to ensure that students have the competencies necessary for entering the profession and can offer competent services In addition responsibility for the quality and value of training must be assumed by the profession Pressure for accountability is becoming increasingly apparent as the public learns about fraud waste and abuse in publicly funded programs Fishman Neigher 1982 Federally supported clinical training programs have had to defend their training practices against threats of funding loss without the hard data needed to support their practices Funding seems to have been forthcoming mostly because of our ability to demonstrate the need for clinical counseling and school psychologists Graduates seeking professional careers in such applied fields demand considerable trust from their clientele and the public at large when they establish themselves offer and advertise their services make claims on public monies and profess to do good and no harm Neither their clientele nor the public are in the position to evaluate the services of the profession or the claims made for these American Psychological Association IAPA 1982 p Continuing Education for the Health Professions Joseph S. Green, 1984

The Lifelong Learning Journey of Health Professionals: Continuing Education and Professional Development Filipe, Helena Prior, Lopez, Mildred Vanessa, 2024-03-06 Health professionals grapple with a critical challenge the traditional Continuous Medical Education CME model falls short of fostering the unique skills and self directed learning required for a dynamic career As medical practitioners navigate a world of new epidemiological models technologies and strategies the need for a transformative solution becomes evident The Lifelong Learning Journey of Health Professionals Continuing Education and Professional Development is a book that not only identifies the limitations of existing education models but also provides a comprehensive solution for ushering in a new era of lifelong learning This compelling book advocates for a paradigm shift towards Continuous Professional Development CPD a contemporary concept that embraces non traditional learning formats It dismantles the inadequacies of credit based training by emphasizing the importance of self direction and self assessment for adult learners From core principles for designing a robust CPD system to exploring successful models alternative credentials and the role of learning communities the book offers a holistic approach to reshaping medical education

National Library of Medicine Current Catalog National Library of Medicine (U.S.), 1985

The Oxford Handbook of Education and Training in Professional Psychology W. Brad Johnson Ph.D., Nadine Kaslow Ph.D., 2014-03-11 The Oxford Handbook of Education and Training in Professional Psychology provides the first comprehensive treatment of the processes and current state of the art practices bearing on educating and training professional psychologists Thousands of psychologists are employed full time as faculty members or clinical supervisors in graduate practicum internship and postdoctoral training programs or training sites This handbook provides a single resource that pulls together the substantial scholarship on education and training in psychology covering the full spectrum of historic

developments salient issues current standards and emerging trends in psychology education and training It provides a thorough analysis of doctoral and postdoctoral training for psychologists in clinical counseling or school psychology specialties Because competency issues are moving to the forefront in the design of training programs and the evaluation of trainee performance the handbook s authors have made models and standards for competency a primary theme This volume captures the current state of education and training while emphasizing emerging trends and forecasting future directions

Federal Program Evaluations United States. General Accounting Office. Office of Program Analysis,1977 Contains an inventory of evaluation reports produced by and for selected Federal agencies including GAO evaluation reports that relate to the programs of those agencies Improving Government Performance Joseph S. Wholey,Kathryn E.

Newcomer,1989-01-10 An evaluation framework for more effective government Improving Government Performance takes as project management approach to government program evaluation offering clear strategies with real world practicability Expert discussion details crucial guidance on planning implementation and analysis providing a robust framework for quick efficient cost effective evaluations Systematic evaluation of reveals weaknesses before they break allowing timely revision and readjustment that can improve productivity streamline operations and promote high quality management this book provides essential guidance for through effective review and analysis of any government program or agency **Mapping**

the Field of Adult and Continuing Education Alan B. Knox,Simone C. O. Conceição,Larry G. Martin,2023-07-03 Co published with The field of Adult and Continuing Education ACE has long been influential beyond its already porous borders and continues to be a source of important ideas inspiration and innovative practices for those in disciplines such as educational administration social work nursing and counseling Recognizing this the American Association for Adult and Continuing Education commissioned the editors to create this compendium which provides an invaluable resource to readers already established in the field those entering the field and to myriad neighbors of the field as well This four volume compendium also available as a combined e book brings together a host of national and international contributors to map the field of ACE in a series of brief articles addressing key theories and practices across its many domains and settings These are arranged in four volumes available either individually or as a set Volume One Adult LearnersVolume Two Teaching and LearningVolume Three Leadership and AdministrationVolume Four Inquiry and InfluencesThe volume on Adult Learners will include articles addressing topics such as adult development diversity learning abilities the influence of personality on learning and the role of experience in adult learning By far the largest segment of learners in society and currently the largest segment of college students as well a better understanding of the adult learner is vital for educators of all kinds Volume two addresses Teaching and Learning topics ranging from methods and roles to programs and materials Encompassing formal and informal learning as well as the variety of focus and setting from cultural to occupational this volume explores the wide range of theory and practice in ACE Issues of Leadership and Administration such as planning and

resource allocation organizational change and culture and the value of a shared vision for all stakeholders are addressed in the third volume From practical matters like staffing and volunteers to big picture issues such as alternative visions for the future of the field this volume offers vital knowledge and insight The final volume on Inquiry and Influences examines the context trends and methods of research and evaluation in the field s many domains Wide ranging inquiry has always been a hallmark of ACE and only continues to grow along with the recognition of the importance of adult learning for learners and for the society as a whole All four volumes are available as a single e book to make the most of the inter relatedness of the various topics This version uses live links in the table of contents and combined index as well as keywords at the start of each article to enable readers to follow their own topical interests and thus create unique learning pathways for themselves

Assessment, Evaluation, and Accountability in Adult Education Lilian H. Hill, 2023-07-03 This book is intended to help practitioners in adult education become better informed about assessment evaluation and accountability as these are critical functions of administering and running adult education programs The book is for adult educators who have been asked to serve on assessment committees produce detailed reports for funders and accreditors create a culture of assessment within their program and organization and or develop reports for accountability purposes Section one presents an introductory overview of assessment and evaluation in adult education Section two gives guidance on practices for specific areas of adult education practice such as military education human resource development and continuing professional education Section three provides assessment practices for adults in higher education with chapters dedicated to distance learning health professions education and graduate education **Higher Education in the Twenty-First Century II** Abdulla Y.

Al-Hawaj, E.H. Twizell, 2015-10-29 Ahlia University contributes to the advancement and propagation of knowledge by encouraging its academics and research students to publish their original research that can be applied to real life situations Co operation with Brunel University London in the United Kingdom led to the establishing of a Ph D programme at Ahlia University in 2005 An i

Handbook of Distance Education Michael G. Moore, 2013 This work provides overviews and summaries of the research and practice of distance education in the USA It addresses such questions as how distance education is best practised at the level of the teacher as well as the administrator *Supporting Learning Across Working*

Life Stephen Billett, Darryl Dymock, Sarojni Choy, 2016-05-12 This volume considers rethinks and reorganizes how support for learning across working life can be best conceptualized organized and enacted It considers educational and learning support processes that include approaches that fit well within working lives and workplaces and support work and learning as a co occurrence These are the key focuses for individual and collective contributions to this edited volume which provide discussions about what constitutes learning across working lives and how this differs from lifelong learning and lifelong education Accounts of learning across the working lives of social workers doctors working in hospitals and in general practice teaching aviation nursing mining aged care and more These accounts advance a range of ways in which workers

learning across working lives is being supported and how this support is also linked to other changes such as to the occupational practice in which they engage *Health workforce education technology assessment: background research report* World Health Organization, 2023-10-12 The successful implementation of digital health workforce education DHWE depends on the outcome of various factors at each learning and decision making level Evaluation frameworks can aid decision making by helping to identify understand and systematically analyse these factors Currently there is no consistent methodological approach to conduct a thorough evaluation of education technology in health workforce education HWE This background research report proposes a Health Workforce Education Technology Assessment HETA that is derived from and based on the principles of a Health Technology Assessment HETA aims to improve DHWE by establishing its key components to enable its effective and sustainable implementation **National Library of Medicine Audiovisuals Catalog** National Library of Medicine (U.S.), **Federal Evaluations** , Contains an inventory of evaluation reports produced by and for selected Federal agencies including GAO evaluation reports that relate to the programs of those agencies

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