

Curriculum Development For Medical Education A Six Step Approach

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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 consider 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. [Practical Guide to the Evaluation of Clinical Competence](#) - Eric S. 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.

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.

Quality Assurance in Medical Education - Geraldine MacCarrick 2012-08-08

This book is an easy-to-read, practical guide for any medical school preparing for accreditation or institutional review. It contains practical guidance on the use of internationally accepted standards with a particular focus on what it is that external accrediting teams will be

looking for both before and during their site visit. This book will appeal to medical school faculty as well as faculty from other health professions schools who are preparing for either high stakes accreditation or internal review. It may also appeal to agencies responsible for accrediting medical schools who wish to become more familiar with the international standards.

The Master Adaptive Learner - William Cutrer 2019-09-29

Tomorrow's best physicians will be those who continually learn, adjust, and innovate as new information and best practices evolve, reflecting adaptive expertise in response to practice challenges. As the first volume in the American Medical Association's MedEd Innovation Series, [The Master Adaptive Learner](#) is an instructor-focused guide covering models for how to train and teach future clinicians who need to develop these adaptive skills and utilize them throughout their careers. Explains and clarifies the concept of a Master Adaptive Learner: a metacognitive approach to learning based on self-regulation that fosters the success and use of adaptive expertise in practice. Contains both theoretical and practical material for instructors and administrators, including guidance on how to implement a Master Adaptive Learner approach in today's institutions. Gives instructors the tools needed to empower students to become efficient and successful adaptive learners. Helps medical faculty and instructors address gaps in physician training and prepare new doctors to practice effectively in 21st century healthcare systems. One of the American Medical Association Change MedEd initiatives and innovations, written and edited by members of the ACE (Accelerating Change in Medical Education) Consortium - a unique, innovative collaborative that allows for the sharing and dissemination of groundbreaking ideas and projects.

[Curriculum for Culturally Responsive Health Care](#) - Jeffrey Ring 2018-10-08

This is a creative, comprehensive and user-friendly manual comprising a curriculum for residencies and medical schools looking to implement new, or enhance existing, curricula in culturally responsive care. It meticulously describes teaching strategies that will prove engaging to learners and faculty alike, challenging them to grow in their attitudes, awareness, desire, knowledge and skills to effectively practice culturally responsive medicine. It demonstrates commitment to teaching culturally responsive medicine towards the elimination of health disparities, be they related to gender, race/ethnicity, income, sexual orientation, religious background or world view. The manual includes a step-by-step guide for each year of the curriculum, with detailed session descriptions, and sections on teaching techniques, evaluation tools, cultural competence exercises, together with information on further resources. The curriculum provides a solid foundation upon which educational programs can build as they evolve to meet the needs of patients and their communities toward preventing and treating illness, and improving access to excellence in medical care.

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.

[Knowing What Students Know](#) - National Research Council 2001-10-27
Education is a hot topic. From the stage of presidential debates to

tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments—assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. *Knowing What Students Know* essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment—what students know and how well they know it—as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, *Knowing What Students Know* will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

Contemporary Challenges in Medical Education - Zareen Zaidi 2019

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.

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.

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.

Medical Education: Developing A Curriculum For Practice - Fish, 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.

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.

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.

Developing the Higher Education Curriculum - Brent Carnell 2017-11-13

A complementary volume to Dilly Fung's *A Connected Curriculum for Higher Education* (2017), this book explores 'research-based education' as applied in practice within the higher education sector. A collection of 15 chapters followed by illustrative vignettes, it showcases approaches to engaging students actively with research and enquiry across disciplines. It begins with one institution's creative approach to research-based education – UCL's *Connected Curriculum*, a conceptual framework for integrating research-based education into all taught programmes of study – and branches out to show how aspects of the framework can apply to practice across a variety of institutions in a range of national settings. The 15 chapters are provided by a diverse range of authors who all explore research-based education in their own way. Some chapters are firmly based in a subject-discipline – including art history, biochemistry, education, engineering, fashion and design, healthcare, and veterinary sciences – while others reach across geopolitical regions, such as Australia, Canada, China, England, Scotland and South Africa. The final chapter offers 12 short vignettes of practice to highlight how engaging students with research and enquiry can enrich their learning experiences, preparing them not only for more advanced academic learning, but also for professional roles in complex, rapidly changing social contexts.

Principles of Curriculum Design - Janet Grant 2006

The Question of Competence - Brian D. Hodges 2012-10-11

Medical competence is a hot topic surrounded by much controversy about

how to define competency, how to teach it, and how to measure it. While some debate the pros and cons of competence-based medical education and others explain how to achieve various competencies, the authors of the seven chapters in *The Question of Competence* offer something very different. They critique the very notion of competence itself and attend to how it has shaped what we pay attention to—and what we ignore—in the education and assessment of medical trainees. Two leading figures in the field of medical education, Brian D. Hodges and Lorelei Lingard, drew together colleagues from the United States, Canada, and the Netherlands to explore competency from different perspectives, in order to spark thoughtful discussion and debate on the subject. The critical analyses included in the book's chapters cover the role of emotion, the implications of teamwork, interprofessional frameworks, the construction of expertise, new directions for assessment, models of self-regulation, and the concept of mindful practice. The authors juxtapose the idea of competence with other highly valued ideas in medical education such as emotion, cognition and teamwork, drawing new insights about their intersections and implications for one another.

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.

Principles of Assessment in Medical Education - Tejinder Singh 2021-10-30

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.

A Textbook of Family Medicine - Ian R. McWhinney 1997

Since the previous edition of Ian McWhinney's text was published in 1989, family medicine has assumed an increasingly important role in the modern health care system. The growth of managed care in The United States and of similar movements in other countries has made it more important than ever to define and conceptualize the discipline and to synthesize its body of knowledge and skills. The author brings to this task a lifetime's experience in family practice and academic family medicine. The first edition was widely acclaimed for its originality, depth of analysis, and elegant style. The book has now been extensively revised, while retaining its original structure. The first ten chapters are devoted, as before, to a conceptualization and description of the field. Much new material has been added on the patient-centered clinical method, illness narratives, the biological basis of family medicine, health promotion, the concept of risk, and the contribution of evidence-based medicine. Chapter

9 now includes an authoritative review of evidence-based preventive strategies. The five clinical chapters exemplify the application of basic principles in practice. These have all been updated with the results of new research. The chapters on the practice of family medicine cover such topics as home care, records and practiced management. The revisions of these reflect many changes that have occurred since the first edition. A new chapter on alternative (complementary) medicine fills the need for reliable information on this topic. The book has been designed to be read as a whole, with fundamental ideas forming a continuous thread which runs through all its sections.

Problem-Based Learning - Howard S. Barrows, MD 1980-03-15

In this book, the authors address some basic problems in the learning of biomedical science, medicine, and the other health sciences. Students in most medical schools, especially in basic science courses, are required to memorize a large number of "facts," facts which may or may not be relevant to medical practice. Problem-based learning has two fundamental postulates--the learning through problem-solving is much more effective for creating a body of knowledge usable in the future, and that physician skills most important for patients are problem-solving skills, rather than memory skills. This book presents the scientific basis of problem-based learning and goes on to describe the approaches to problem-based medical learning that have been developed over the years at McMaster University, largely by Barrows and Tamblyn.

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.

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.

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.

Survey Methods for Medical and Health Professions Education - E-Book - Andrew W. Phillips 2021-04-10

Offering a practical, six-step approach to effective survey design, delivery, and analysis, *Survey Methods for Medical and Health Professions Education* provides a real-world framework for successful research and evaluation using surveys. Focused on medical and other health professional education research, this unique text features quick-reference checklists, high-yield explanations, and case examples throughout, making it both a foundational reference and a go-to resource for all health professions educators and researchers who use surveys. Provides a detailed and practical discussion of the steps in survey methodology, along with just enough theory to inform common decisions. Includes numerous real-world examples, both simple and complex, covering the wide range of problems researchers are likely to face. Addresses issues of survey fatigue and addresses the challenge of how to get "good data." Features "Voice of Experience" boxes—pearls based on authors' actual experiences. Concludes each chapter with a checklist so readers can quickly ensure they have covered every necessary step of survey design and implementation. Contains a convenient glossary of terms. Offers guidance from expert international contributors in medical and health professions research. Summarizes the most current standards and understanding of survey research so that experienced and novice researchers alike can directly apply content to improve research rigor.

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.

Environmental Medicine - Institute of Medicine 1995-04-28

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.

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.*

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.

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.*

Education Curriculum Development - Marco Jutila 2020

Of Interview Findings after the Implementation of the Course -- Discussion -- Conclusion -- Acknowledgments -- References -- Chapter 3 -- The Transition from Internationalization to Globalization: Japanese Curriculum Reforms in the Twenty-First Century -- Abstract -- Introduction -- Method -- Discussion and Finding -- Background of the Post-WWII Japanese Curriculum System -- Curriculum Revision in 1958 -- "Internationalization" of Japanese Education in the 1980s -- Curriculum Revision in the Late 1990s and the 2000s -- Curriculum Revision in 2008

Innovations in the Design and Application of Alternative Digital Credentials - Piedra, Daniel 2021-11-12

The world of academic credentials is going through a rapid change that

has seen the emergence of alternate digital credentials. Among these are micro-certificates, digital diplomas, and open digital badges, which provide a digital record of learning and have the possibility of not only altering the landscape of academic credentials but also transforming the relationship between institutions of higher education, their learners, and society. As institutions turn their attention to alternate digital credentials, it is important to learn from what others have experienced. Innovations in the Design and Application of Alternative Digital Credentials identifies innovative examples of the use of alternate digital credentials to validate specific skills within an existing academic program or on their own. Alternate digital credentials may be how specific skills (hard or soft) are validated with an emphasis on their relationship to enhance employability and recognition within an industry. Covering a wide range of topics such as micro-credentials, badge-driven learning, and traditional credentials, this handbook is ideal for researchers, students, academicians, and administrative decision makers, as well as those who support and finance learning systems and theories and those already involved in the design and application of alternate digital credentials at the post-secondary level. *Leadership Careers in Medical Education* - 2010

Understanding by Design - Grant Wiggins 2005

What is understanding and how does it differ from knowledge? How can we determine the big ideas worth understanding? Why is understanding an important teaching goal, and how do we know when students have attained it? How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today's high-stakes, standards-based environment? Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of *Understanding by Design*. Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998, the authors have greatly revised and expanded their original work to guide educators across the K-16 spectrum in the design of curriculum, assessment, and instruction. With an improved UbD Template at its core, the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks. Readers will learn why the familiar coverage- and activity-based approaches to curriculum design fall short, and how a focus on the six facets of understanding can enrich student learning. With an expanded array of practical strategies, tools, and examples from all subject areas, the book demonstrates how the research-based principles of *Understanding by Design* apply to district frameworks as well as to individual units of curriculum. Combining provocative ideas, thoughtful analysis, and tested approaches, this new edition of *Understanding by Design* offers teacher-designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike.

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.

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

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.

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"--

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