

A HANDBOOK FOR CLINICAL TEACHERS

DAVID NEWBLE
ROBERT CANNON



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A Handbook For Medical Teachers

D.I. Newble, R.A. Cannon



A Handbook For Medical Teachers:

A Handbook for Medical Teachers D.I. Newble, R.A. Cannon, 2007-05-08 This is the extensively revised 4th edition of a popular handbook. It offers a successful combination of sound educational principles, a how to do it approach and an entertaining easy to read style and contains numerous illustrations, examples and pertinent cartoons. This fourth edition has been revised to reflect the major changes that continue to occur in both undergraduate and postgraduate education.

A Handbook for Medical Teachers David Newble, Robert Anthony Cannon, 1994 Major changes continue to occur in medical education. There are increasing external and internal pressures to improve the quality of courses and the teaching performance of individual staff. Since the publication of the first edition of this book in 1983, the Handbook for Medical Teachers has established itself as an ideal resource for both new and established teachers in an area where there is very little other support. It successfully combines basic educational principles with a how to approach in a very readable way supported by numerous illustrations and cartoons. This third edition has been extensively revised throughout to reflect the many changes in medical education since the last edition. There is a new chapter on problem based learning as well as an appendix on how to keep a teaching portfolio as a support for academic promotion or staff appraisal. A Handbook for Medical Teachers is essential reading for all those involved in any area of medical teaching and research.

A Practical Guide for Medical Teachers E-Book John Dent, Ronald M Harden, 2013-05-28 This Fourth 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 a practical guide to help them maximise their performance. Practical Guide for Medical Teachers charts the steady rise of global interest in medical education in a concise format. This is a highly practical book with useful Tips throughout the text. The continual emergence of new topics which are of interest to teachers in all healthcare disciplines is recognised in this new edition with seven new chapters: The hidden curriculum, Team based learning, Patient safety, Assessment of attitudes and professionalism, Medical education leadership, Medical education research and How to manage a medical college. An enlarged group of 73 authors from 14 countries provide both an international perspective and a multiprofessional approach to topics of interest to all healthcare teachers.

A Handbook for Clinical Teachers D.I. Newble, R.A. Cannon, 2012-12-06 Medical students are to a large extent taught by people who have undertaken little or no formal study in the field of education. Although formal study of any subject is no guarantee of satisfactory on the job performance, teaching practice itself without a knowledge of the fundamental principles of education is likely to bring distortions into the teaching situation. Our own experience leads us to believe that many teachers are concerned at this lack of expertise. This concern is manifest by their willing participation in activities which provide them with practical assistance in improving their educational skills. Unfortunately few books have been written to aid the average clinical teacher wishing to

gain a perspective on basic educational principles or seeking suggestions on how these might be applied to teaching A previous publication by the Advisory Centre for University Education ACUE at the University of Adelaide entitled University Teaching has proved to be very popular both locally and overseas and has clearly met the needs of organizers and participants in teacher training programmes in tertiary institutions The success of this publication and our experience with a variety of educational activities organized for staff of medical and dental schools and postgraduate organizations led us to believe that a pragmatic educational guide for medical teachers would be of value to all such teachers and particularly to those asked to undertake an educational task for the first time

A Handbook for Medical Teachers D.I. Newble,R.A.

Cannon,2013-11-27 The attributes of an effective clinical teacher 54 Improving ward based teaching 55 57 Improving the clinical tutorial 60 Alternatives to traditional ward teaching techniques for teaching particular practical and clinical skills 62 Evaluating clinical and practical teaching 66 67 Guided reading 69 CHAPTER FIVE PLANNING A COURSE 70 Introduction 70 Who should be responsible for course design Objectives and course design 71 Writing objectives 72 Relating objectives to teaching and learning activities 76 Relating objectives to assessment methods 78 Sequencing and organizing the course 80 Traditional versus innovative curricula 80 Other course design considerations 81 Evaluating the course 82 Guided reading 83 CHAPTER SIX ASSESSING THE STUDENTS 85 Introduction 86 The purpose of assessment 86 What you should know about educational measurement 88 Assessment methods 91 Types of assessment 91 Essay 92 Short answer 94 Structured written 95 Objective tests 98 Direct observation 106 Oral 109 Structured clinical practical 111 Self assessment 111 Reporting the results of assessment 113 Guided reading 114 CHAPTER SEVEN PREPARING TEACHING MATERIALS AND USING TEACHING AIDS 117 Introduction 118 Basic principles of teaching material preparation 118 Types of teaching material and aids 119 vi The overhead projector 120 The blackboard 123 The 35mm slide projector 125 Video and film 127 Tape slide presentations 133 Printed materials 134 New technologies 136 Evaluating teaching materials 137 Guided reading 138 CHAPTER EIGHT HELPING STUDENTS LEARN 139 Introduction 140 How students learn 140 Learning more effectively 142 Guided reading 145 APPENDIX WHERE TO FIND OUT MORE ABOUT MEDICAL EDUCATION 147 Books 148

International Handbook of Medical Education Ibrahim Al Alwan,Mohi Eldin Magzoub,Margaret Elzubeir,2012-03-19

Medical education has grown expeditiously in the last decade triggered by innovations in educational approaches such as problem based learning PBL and community based education CBE This had led to medical schools establishing departments for medical education and developing special introductory courses for undergraduate curricula As a result an enormous amount of literature is now available for teachers and medical educators but only a limited amount of medical education material is aimed directly at students The International Handbook of Medical Education takes the lead by giving students access to basic medical education knowledge and skills presented in a simple and interactive format The Handbook provides students with a tool to guide them on the road to success during their academic lives and beyond by helping to improve study

skills such as reading writing searching and research and giving students essential information on assessment skills such as answering multiple choice questions and preparing for objective structured clinical examination With this handbook students will develop the knowledge skills and attitudes that will advance their care **A Practical Guide for Medical Teachers, E-Book** John Dent,Ronald M. Harden,Dan Hunt,2021-04-24 Highly regarded in the field of medical education A Practical Guide for Medical Teachers provides accessible highly readable and practical information for those involved in basic science and clinical medicine teaching The fully updated 6th Edition offers valuable insights into today s medical education Input from global contributors who offer an international perspective and multi professional approach to topics of interest to all healthcare teachers With an emphasis on the importance of developing educational skills in the delivery of enthusiastic and effective teaching it is an essential guide to maximizing teaching performance Offers comprehensive succinct coverage of curriculum planning and development assessment student engagement and more Includes 10 new chapters that discuss the international dimension to medical education clinical reasoning the roles of teachers mentoring burnout and stress the patient as educator professional identity curriculum and teacher evaluation how students learn and diversity equality and individuality Delivers the knowledge and expertise of more than 40 international contributors Features helpful boxes highlighting practical tips quotes and trends in today s medical education **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

A Medical Teacher's Manual for Success Helen M. Shields,2011-01-03 Although most medical school faculty members are required to teach the standard medical school curriculum doesn t tell them how to do it well This book does An award winning clinician teacher Helen M Shields has spent her career training future doctors researchers and medical school instructors Here she shares classroom tested methods for developing implementing and evaluating effective curricula for medical students Shields s five steps emphasize extensive behind the scenes preparation with a focus on visualizing both one s own performance and the desired student feedback clear and logical presentations that match the material being taught

controlled exploration of topics through prepared questions and management of group dynamics reinforcement of important concepts throughout the teaching session a five minute summary of take home points Shields s easy to follow guide discusses what teachers should do and what they should not do She provides pertinent beginning of chapter questions sample teaching materials tips for last minute assignments and other pearls of wisdom Shields also describes the methods of dynamic and effective instructors offers a step by step approach to preparation and presentation and relates proven ways to address a variety of expected and unexpected situations Innovative and practical *A Medical Teacher s Manual for Success* is an essential resource for medical school faculty members who want to teach well *A Handbook for Clinical Teachers* David Newble, Robert Cannon, 1986 *There is No Gene for Good Teaching* Neal Whitman, 1982 *An Introduction to Medical Teaching* William B. Jeffries, Kathryn Huggett, 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 **An Introduction to Medical Teaching** Kathryn N. Huggett, William B. Jeffries, 2014-06-30 Few faculty members in academic medical centers 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 assimilated easily by the reader The 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 the application of concepts to teaching practice Topics include Facilitating Student Learning Teaching Large Groups Teaching in Small Groups Flipping the Classroom Problem Based Learning Team Based Learning Teaching Clinical Skills Teaching with Simulation Teaching with Practicals and Labs Teaching with Technological Tools Teaching to Develop Scientific Engagement in Medical Students

Designing a Course Establishing and Teaching Elective Courses Designing Global Health Experiences Assessing Student Performance Documenting the Trajectory of Your Teaching and Teaching as Scholarship This is a complete revision of the first edition of this work with new chapters and up to date information Similar to the first edition 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 centered 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 Each chapter concludes with references many include recommendations for additional reading and the work includes an appendix with resources for medical education

Handbook of the Sociology of Medical Education Caragh Brosnan, Bryan S. Turner, 2009-09-10 The Handbook of the Sociology of Medical Education provides a contemporary introduction to this classic area of sociology by examining the social origin and implications of the epistemological organizational and demographic challenges facing medical education in the twenty first century Beginning with reflections on the historical and theoretical foundations of the sociology of medical education the collection then focuses on current issues affecting medical students the profession and the faculty before exploring medical education in different national contexts Leading sociologists analyze the intersection of medical education and social structures such as gender ethnicity and disability the effect of changes in medical practice such as the emergence of evidence based medicine on medical education and the ongoing debates surrounding the form and content of medical curricula By examining applied problems within a framework which draws from social theorists such as Pierre Bourdieu this new collection suggests future directions for the sociological study of medical education and for medical education itself *Routledge International Handbook of Medical Education* Khalid Abdulrahman, Stewart Mennin, Ronald Harden, Catherine Kennedy, 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

The Academic Medicine Handbook Laura Weiss Roberts,2013-04-04 Attaining professional success and finding personal happiness in academic medicine is not an easy path yet both are critical if the future is to be brighter through better science better clinical care better training better responsiveness to communities and better stewardship and leadership in the health professions This concise easy to read title consists of mini chapters intended as a resource to assist early and middle career physicians clinicians and scientists in understanding the unique mission of academic medicine and building creative effective and inspiring careers in academic health organizations Organized in eight sections the Guide covers such areas as finding your path in academic medicine getting established at an institution approaching work with colleagues writing and reviewing manuscripts conducting empirical research developing administrative skills advancing your academic career and balancing your professional and personal life Each chapter includes pointers and valuable career and best practices strategies in relation to the topic area An exciting addition to the professional development literature Achievement and Fulfillment in Academic Medicine A Comprehensive Guide is an indispensable resource for anyone seeking to achieve a fulfilling career in academic medicine *Practical Guide for Medical Teachers* John A. Dent,Ronald M. Harden,2001

Essential Skills for a Medical Teacher Ronald M. Harden,Jennifer M Laidlaw,2020-06-11 Perfect for new teachers in undergraduate postgraduate or continuing education as well as more experienced educators who want to assess improve and gain new perspectives on teaching and learning Essential Skills for a Medical Teacher is a useful easy to read professional resource This book offers a concise introduction to the field of medical education with key coverage of educational models and theory that can help inform teaching practice Clear illustrations and practical tips throughout make it an excellent starting point for those new to the field of medical education or who want to facilitate more effective learning for their students or trainees Provides hints drawn from practical experience that help you create powerful learning opportunities for your students with readable guidelines and new techniques that can be adopted for use in any teaching program Includes new coverage of just in time learning entrustable professional activities steps on introducing outcome competency based education selecting a teaching method programmatic assessment self assessment the student and patient as partners in the education process the changing role of the teacher bringing about change and the future of medical education Covers recent developments in our understanding of the relationship between learning and technology as well as curriculum planning and curriculum mapping Offers practical advice from leading international expert Professor Ronald Harden and co author

Jennifer Laidlaw who has designed and taught many courses for medical teachers Prompts you to reflect on your own performance as an educator as well as analyze with colleagues the different ways that your work can be approached and how your students or trainees learning can be made more effective Oxford Textbook of Palliative Medicine Geoffrey W. C. Hanks, 2011-07-21 Emphasising the multi disciplinary nature of palliative care the fourth edition of this text also looks at the individual professional roles that contribute to the best quality palliative care *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

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




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