



SECOND EDITION

A PRACTICAL GUIDE FOR MEDICAL TEACHERS

Edited by
John A. Dent
Ronald M. Harden

"Medical education in general is characterised by the paradox of students' need to learn by trial and error without the luxury and opportunity of making mistakes."

Wooliscroft & Schwenk, 1989

"A good consultant is accessible, approachable and friendly, with the power of a god, the patience of a saint and the sense of humour of an undergraduate."

Lowry, 1987

"It goes without saying that no man can teach successfully who is not at the same time a student."

Sir William Osler

"Medical education is not completed at medical school; it is only begun."

William H. Welch, 1900-1934

Practical For Medical Teachers

**Nikos Christo Secchi Nicolás, Ángel de
Jesús Gómez Alarcón**

Practical For Medical Teachers:

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

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Practical Guide for Medical Teachers John A. Dent,Ronald M. Harden,2001 **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 and Students Nikos Christo Secchi Nicolás, Ángel de Jesús Gómez Alarcón, 2022-08 [Practical Teaching in Emergency Medicine](#) Robert L. Rogers, Amal Mattu, Michael E. Winters, Joseph P. Martinez, Terrence Mulligan, 2012-12-03

Emergency medicine attendings who wish to hone their teaching skills can find a number of books on educational strategies written by physicians from other disciplines However until the publication of the first edition of this book they did not have access to a text written by emergency medicine physicians on methods of teaching that are directly applicable to teaching EM This book was compiled to meet that need Following the introductory section which provides important background information the book s contents are organized into 4 sections that correspond to the core needs and interests of EM educators Section 2 focuses on practical and ethical considerations of teaching in the ED Section 3 provides strategies for teaching specific groups of learners Section 4 looks at the skills that are characteristic of the best EM educators and Section 5 looks indepthly at specific teaching techniques and strategies Now more than ever this book addresses the needs of physician educators from all over the world New chapters discuss lecturing to an international audience using simulation as a teaching tool how to make journal club work for you and other topics that are of broad interest to medical educators in this field In general each chapter has been updated and reviewed to make sure the content was something that emergency physician educators could use in any country The chapter contributors are widely regarded as leaders in the field of emergency medicine education and faculty development Authors were given free rein to develop their chapters and write in their own style They were asked to present their personal views on how to successfully teach the art of emergency medicine rather than review evidence based guidelines regarding medical education As a result most of the chapters have few references This first person approach to a multi authored textbook yields a compilation that varies in style from chapter to chapter and exposes the reader to a variety of communication techniques

[A Handbook for Medical Teachers](#) D.I. Newble, R.A. Cannon, 2013-11-27

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A Practical Guide for Medical and Health Professions Teachers John Dent, Ronald M. Harden, Yvonne Steinert, 2026-04-30 Bridging the gap between education theory and the delivery of excellent teaching A Practical Guide for Medical and Health Professions Teachers 7th Edition provides accessible highly readable and practical information for those involved in basic science clinical practice and education in all the health professions Highly regarded in these fields this text offers valuable insights from global contributors who provide an international perspective as well as a multi professional approach to topics relevant to all healthcare teachers This fully revised edition provides timely updates on recent growth areas from artificial intelligence to the evolution of precision learning to cultural awareness It remains one of the foremost guides from top educationalists in the field Emphasizes the importance of developing educational skills in the delivery of enthusiastic and effective teaching Offers comprehensive succinct sections on curriculum development learning situations and strategies curriculum themes assessment student engagement and more Includes new content on artificial intelligence public health medicine social accountability cultural awareness student well being and mindfulness cost and sustainability in medical education learning analytics precision learning peer assisted learning and professional identity to highlight some Features an expanded section Patients that stresses the importance of the patients as a partners in education and assessment Helpful boxes highlight practical tips quotes and trends seen in today s approach to education Delivers the knowledge and expertise of more than 60 new authors and some 130 contributors from 27 countries providing representation across the health professions An eBook version is included with purchase The eBook allows you to access all of the text figures and references with the ability to search make notes and highlights and have content read aloud *A Handbook for Medical Teachers* David Newble, Robert Cannon, 1987 The attributes of an effective clinical teacher 54 Improving ward based teaching 55 57 Improving the clinical tutorial 60 Alternatives to traditional ward teaching lechniques 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 Ihlditional versus innovative curricula 80 Other course design considerations 81 Evaluating the

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Centres of Medical Excellence? Andrew Cunningham,2016-12-05 Students notoriously vote with their feet seeking out the best and most innovative teachers of their subject The most ambitious students have been travelling long distances for their education since universities were first founded in the 13th century making their own educational pilgrimage or peregrinatio This volume deals with the peregrinatio medica from the viewpoint of the travelling students who went where how did they travel what did they find when they arrived what did they take back with them from their studies Even a single individual could transform medical studies or practice back home on the periphery by trying to reform teaching and practice the way they had seen it at the best universities Other contributions look at the universities themselves and how they were actively developed to attract students and at some of the most successful teachers such as Boerhaave at Leiden or the Monros at Edinburgh The essays show how increasing levels of wealth allowed more and more students to make their pilgrimages travelling for weeks at a time to sit at the feet of a particular master In medicine this meant that over the period c 1500 to 1789 a succession of universities became the medical school of choice for ambitious students Padua and Bologna in the 1500s Paris Leiden and Montpellier in the 1600s and Leiden G ttingen and Edinburgh in the 1700s The arrival of foreign students brought wealth to the university towns and this significant economic benefit meant that the governors of these universities tried to ensure the defence of freedom of religion and freedom of speech thus providing the best conditions for the promotion of new views and innovation in medicine The collection presents a new take on the history of medical education as well as universities travel and education more widely in ancien r gime Europe *Understanding Medical Education* Tim Swanwick,Kirsty Forrest,Bridget C. O'Brien,2018-10-02 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 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 ABC of Learning and Teaching in Medicine Peter Cantillon, Diana F. Wood, Sarah Yardley, 2017-07-10 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

The Medical Directory ,1892 *The Medical Times and Gazette* ,1881 **Boston Medical and Surgical Journal** ,1876 **The Boston Medical and Surgical Journal** ,1876 *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

Anatomy, Descriptive and Surgical Henry Gray,1893 **A Treatise on the Diseases of Infancy and Childhood** Job Lewis Smith,1890

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