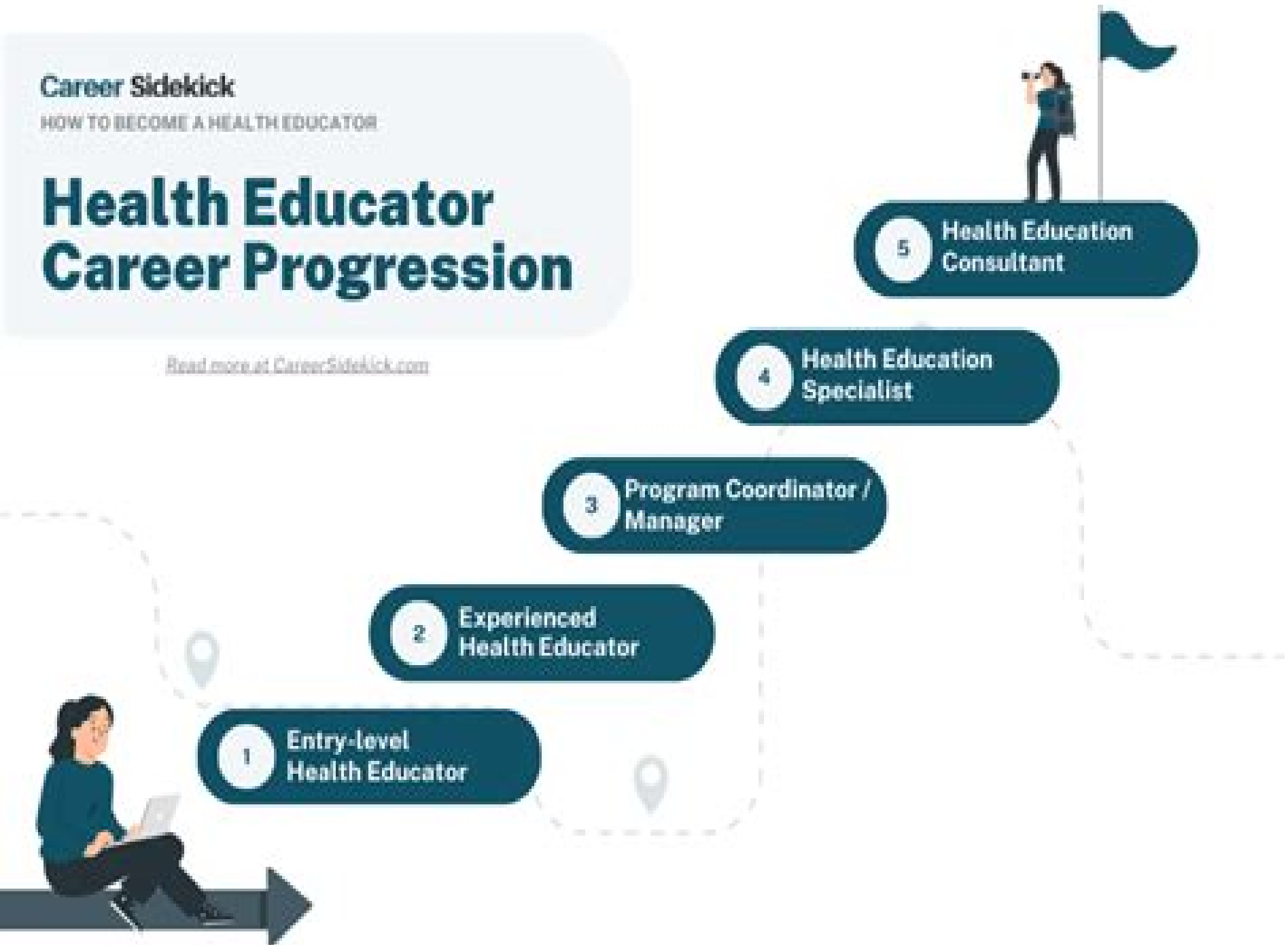


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Health Professional as Educator Susan B. Bastable, Pamela Gramet, Karen Jacobs, Deborah Sopczyk, 2010-10-06 Health Professional as Educator Principles of Teaching and Learning focuses on the role of the health professional as educator of patients clients staff and students in the clinical arena and classroom settings It covers key principles of teaching and learning in both scope and depth providing information from research and practice on the educational process the characteristics of the learner and techniques and strategies of teaching and learning This comprehensive text covers important topics including literacy compliance and motivation assessment of learning needs learning styles and readiness to learn behavioral objectives teaching methods instructional materials technology in education gender socioeconomic and cultural influences on learning and evaluation of teaching and learning Case studies are provided in each chapter for application of the concepts review questions at the end of each chapter assist the reader with review of the important material presented and an instructor s manual provides numerous materials for presentation and testing of content Unlike other textbooks on education this text contains a comprehensive coverage of literacy in the adult client population including guidelines on how to develop and or critique printed education materials for effective patient client teaching It also includes a chapter on writing behavioral objectives and developing teaching plans and learning contracts There are unique topics included in this text such as the teaching and learning of motor skills how to access motivation the concept of the learning curve the concept of the spacing effect massed and distributive learning gender socioeconomic and cultural attributes of the learner working with a wide variety of diverse populations and the ethics of student teacher and client teacher relationships Publisher **Health Professional as Educator: Principles of Teaching and Learning** Bastable, 2014-08-14 The Health Professions Educator Gerald Kayingo, Virginia McCoy Hass, 2017-08-28 Provides one of a kind in depth guidance for improving effectiveness in the classroom This is the only book for new and midcareer faculty that delivers practical evidence based strategies for physician assistants nurse practitioners and other clinical professionals teaching in advanced health provider education programs The text disseminates interprofessional teaching and learning strategies that can be used across the gamut of advanced clinical disciplines It also features sample curricula and syllabi lecture tips evaluation strategies and in depth information about state of the art technology and virtual classrooms Key pedagogical principles set a firm foundation for both novice and experienced educators and practical applications and case examples integrated into each chapter offer concrete reinforcement The text describes how to design and implement a curriculum that promotes cognitive diversity and inclusion and examines ways to encourage leadership and scholarship It addresses methods for fostering active learning and clinical reasoning through the use of technology simulation distance education and student centered pedagogy Edited by experienced PA and NP faculty who are leaders in interprofessional education the book distills the insight and expertise of top PA nursing and physician educators and provides valuable tools that help faculty become effective educators

in the U S and abroad Key Features Delivers cutting edge tools of the trade for advanced health professions educators Provides evidence based strategies for interprofessional education Describes key pedagogical principles for both beginner and advanced educators Includes strategies to promote cognitive diversity and inclusion in the teaching environment Weaves practical applications and case examples into each chapter Offers strategies for faculty to establish and maintain work life balance

Health Professional as Educator: Principles of Teaching and Learning Susan B. Bastable, Deborah Sopczyk, Pamela Gramet, Karen Jacobs, 2019-02-27 Written for health professionals the Second Edition of Health Professional as Educator Principles of Teaching and Learning focuses on the daily education of patients clients fellow colleagues and students in both clinical and classroom settings Written by renowned educators and authors from a wide range of health backgrounds this comprehensive text not only covers teaching and learning techniques but reinforces concepts with strategies learning styles and teaching plans The Second Edition focuses on a range of audiences making it an excellent resource for those in all healthcare professions regardless of level of educational program Comprehensive in its scope and depth of information students will learn to effectively educate patients students and colleagues throughout the course of their careers

Envisioning the Future of Health Professional Education National Academies of Sciences, Engineering, and Medicine, Institute of Medicine, Board on Global Health, Global Forum on Innovation in Health Professional Education, 2016-05-18 In April 2015 the Institute of Medicine convened a public workshop to explore recent shifts in the health and health care industry and their implications for health professional education HPE and workforce learning This study serves as a follow up to the 2009 Lancet Commission report on health professions education for the 21st century and seeks to expand the report s messages beyond medicine nursing and public health Envisioning the Future of Health Professional Education discusses opportunities for new platforms of communication and learning continuous education of the health workforce opportunities for team based care and other types of collaborations and social accountability of the health professions This study explores the implications that shifts in health policy and the health care industry could have on HPE and workforce learning identifies learning platforms that could facilitate effective knowledge transfer with improved quality and efficiency and discusses opportunities for building a global health workforce that understands the role of culture and health literacy in perceptions and approaches to health and disease

Building Health Workforce Capacity Through Community-Based Health Professional Education Institute of Medicine, Board on Global Health, Global Forum on Innovation in Health Professional Education, 2015-04-20 There is growing evidence from developed and developing countries that community based approaches are effective in improving the health of individuals and populations This is especially true when the social determinants of health are considered in the design of the community based approach With an aging population and an emphasis on health promotion the United States is increasingly focusing on community based health and health care Preventing disease and promoting health calls for a holistic approach to health interventions that rely more heavily upon

interprofessional collaborations However the financial and structural design of health professional education remains siloed and largely focused on academic health centers for training Despite these challenges there are good examples of interprofessional community based programs and curricula for educating health professionals In May 2014 members of the Institute of Medicine s Global Forum on Innovation in Health Professional Education came together to substantively delve into issues affecting the scale up and spread of health professional education in communities Participants heard a wide variety of individual accounts from innovators about work they are undertaking and opportunities for education with communities In presenting a variety of examples that range from student community service to computer modeling the workshop aimed to stimulate discussions about how educators might better integrate education with practice in communities Building Health Workforce Capacity Through Community Based Health Professional Education summarizes the presentations and discussion of this event

Health Professionals' Education in the Age of Clinical Information Systems, Mobile Computing and Social Networks Aviv Shachak, Elizabeth Borycki, Shmuel P. Reis, 2017-07-26 Health Professionals Education in the Age of Clinical Information Systems Mobile Computing and Social Networks addresses the challenges posed by information and communication technology to health professionals education and the lessons learned from field experiences and research This book is divided in three parts the changing landscape of information and communication technology in health care in which it discusses how information and communication technology is transforming health care and the implications of these changes for health professions education experiences from the field with real life examples of health professionals education in and for the digital era and evaluation of students and programs addressing the use of technology to assess learners as well as the complexity of evaluating programs to enhance competence in an information technology rich health care world Written by leading researchers from different parts of the world the book is a valuable source for educators and professionals who are active or wish to be part of the health informatics field Brings an in depth understanding and background on the challenges for education of the health professions brought by information and communication technology Provides real life examples on how technology is used in healthcare and how it can be used in education Presents valuable information in a visually appealing format with tables and figures

Challenges and Opportunities in Health Professions Education Mora Claramita, Ardi Findyartini, Dujeepta D. Samarasekera, Hiroshi Nishigori, 2022-02-22 This book addresses health professions educational challenges specific to non Western cultures implementing a shifting paradigm for educating future health professionals towards patient centered care While health professions education has received increasing attention in the last three decades promoting student centered learning principles pioneered by leaders in the medical community has for the most part remain rooted in the Western context Building from Hofstede s analysis of the phenomena of cultural dimensions which underpin the way people build and maintain their relationships with others and influence social economic and political well being across nations this book demarcates the different cultural dimensions

between East and West applied to medical education The respective hierarchical and collectivist cultural dimensions are unpacked in several studies stemming from non western countries with the capacity to positively influence healthcare education and services The book provides new insights for researchers and health professional educators to understand how cultural context influences the input processes and output of health professionals education Examples include how cultural context influences the ways in which students respond to teachers how teachers giving feedback to students and the challenges of peer feedback and group work The authors also examine causes for student hesitation in proposing ideas the pervasive cultural norm of maintaining harmony the challenges of teamwork in clinical settings the need to be sensitive to community health needs the complexity of clinical decision making and the challenge of how collectivist cultural values play into group dynamics This book aims to advocate a more culturally sensitive approach to educating health professionals and will be relevant to both students and practitioners in numerous areas of public health and medical education

Foundations of Health Professions Education Research Charlotte E. Rees, Lynn V. Monrouxe, Bridget C. O'Brien, Lisi J. Gordon, Claire Palermo, 2023-08-07 Foundations of Health Professions Education Research Understand the principles perspectives and practices for researching health professions education with this accessible introduction Educating healthcare students and professionals is critical to the long term improvement of human health Health professions education research HPER is a growing field with enormous potential to enrich the education of medical nursing and allied health students and professionals There is still however an urgent need for a textbook focusing on the foundations of HPER that will help new and existing HPE researchers ground their work in research philosophies evidence based methodologies and proven best practices Foundations of Health Professions Education Research meets this need with a broad based and accessible introduction to the foundations of HPER Rooted in the latest theoretical and methodological advances this book takes a global and interdisciplinary approach designed to provide the widest possible range of backgrounds with a working knowledge of HPER It promises to become an indispensable contribution to this growing field of increasingly rigorous research Foundations of Health Professions Education Research readers will also find An authorial team with decades of combined HPER experience on multiple continents Educational features such as learning outcomes illustrative case studies discussion points and exercises to facilitate understanding and retention Detailed discussion of different approaches to HPER including scientific realist interpretivist critical and pragmatic approaches alongside a range of topics taking you through your entire research journey Foundations of Health Professions Education Research is a useful reference for both new and experienced HPE researchers including postgraduate students studying HPER [Health Professions Education](#) Institute of Medicine, Board on Health Care Services, Committee on the Health Professions Education Summit, 2003-08-01 The Institute of Medicine study Crossing the Quality Chasm 2001 recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety Health Professions Education A Bridge to Quality

is the follow up to that summit held in June 2002 where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education. These core competencies include patient centered care interdisciplinary teams evidence based practice quality improvement and informatics. This book recommends a mix of approaches to health education improvement including those related to oversight processes the training environment research public reporting and leadership. Educators administrators and health professionals can use this book to help achieve an approach to education that better prepares clinicians to meet both the needs of patients and the requirements of a changing health care system. *Assessment in Health Professions Education* Steven M. Downing, Rachel

Yudkowsky, 2009-05-07 *Assessment in Health Professions Education* provides comprehensive guidance for persons engaged in the teaching and testing of the health professions medicine dentistry nursing pharmacy and allied fields. Part I of the book provides a user friendly introduction to assessment fundamentals and their theoretical underpinnings. Part II describes specific assessment methods used in the health professions with a focus on best practices assessment challenges and practical guidelines for the effective implementation of successful assessment programs. Key features Comprehensive the first text to provide broad single source coverage of all aspects of assessment in the health professions Accessible while scholarly and evidence based the book is geared towards health professions educators who are not measurement specialists Thematic assessment validity is an organizing theme and provides a conceptual framework throughout the book

Assessment in Health Professions Education Rachel Yudkowsky, Yoon Soo Park, Steven M. Downing, 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. EDUCATING HEALTH PROFESSIONALS: BECOMING

A UNIVERSITY TEACHER Stephen Loftus, Tania Gerzina, Joy Higgs, Megan Smith, Elaine Duffy, 2013-09-03 This book is for health professionals who are becoming involved in the education of people entering their professions. It introduces many of the challenges that educators must engage with in the twenty first century challenges that will preoccupy our attention for many years to come. The world of professional practice in healthcare is changing and the education we provide to prepare people for that practice is also changing. How do we prepare professional practitioners for this changing world? How do we

prepare them for the changes that are yet to come What challenges and changes do they need to be aware of How do we prepare educators both academics and workplace educators for these challenges This volume opens up and articulates the issues we face in preparing people to enter the contemporary world of healthcare Experienced educators should also find much of interest in these pages Practice based education provides an overarching framework for consideration of the issues involved There are five sections in the book Section 1 Introduction Section 2 Health Professional Education in Context Section 3 Teaching and Research Section 4 Case Studies Section 5 Future Directions Insights in Healthcare Professions Education: 2021 Lynn Valerie Monrouxe, Jacqueline G. Bloomfield, 2022-12-06 *Innovative Teaching Strategies in Nursing and Related Health Professions* Martha J. Bradshaw, Beth L. Hultquist, Debra Hagler, 2019-09-27 Teaching Strategies in Nursing and Related Health Professions Eighth Edition details the trends in teaching strategies and educational technology that promote effective learning for today's students The Eighth Edition has been updated to provide the most current information and strategies for online learning and incorporating technology across settings Chapters on blended learning and study abroad programs help students to gain a more diverse and increased global perspective Highlighting innovative teaching techniques and real world illustrations of the educational strategies this text goes beyond theory to offer practical application principles that educators can count on *Nutrition training of health professionals* United States. Congress. Senate. Committee on Agriculture, Nutrition, and Forestry. Subcommittee on Nutrition, 1980 **Strategies for Clinical Teaching in the Health Professions** Wendy Miller, 2021-02-24 High quality instruction in an authentic clinical environment is a must for all healthcare programs Packed with strategies to help clinical instructors develop as educators and strengthen their teaching practice this text is a key resource for those new to educating in a clinical setting The first part of this practical book explores becoming a clinical instructor It looks at the responsibilities of the role as well as the traits of effective clinical instructors Introducing the concept of teacher identity it offers suggestions for making the transition from healthcare practitioner to clinical educator The book's second part provides information on teaching in the healthcare environment It introduces principles of curriculum design and planning pedagogy and teaching strategies performance assessment and the delivery of constructive feedback The final chapter in this part discusses helping students prepare for entry into the healthcare workforce The book ends with a chapter on ways to support clinical instructors Including reflective practice exercises practical tips for dealing with challenging situations and sample rubrics and templates this useful book provides a foundation for the healthcare practitioner who is beginning a career in clinical education It is also a valuable guide for more experienced instructors and those who manage clinical instructors Teaching with Technologies in Nursing and the Health Professions Wanda Bonnel, Katharine V. Smith, Christine Hober, 2018-07-28 Praise for the First Edition This is an excellent resource highly recommended for new and seasoned educators at every level Nursing Education Perspectives Written for new and aspiring nursing faculty this unique book delivers broad teaching principles alongside strategies for

selecting the best technology New generations of students are increasingly familiar with technology and require educators who can add to their skills and shape them with a specific health care focus Faculty have a responsibility to help their students prepare for the workforce one that increasingly relies on high technology to operate The teaching principles discussed in this text illuminate the changing technologies used in education and practice and provide strategies for selecting the best technology to obtain a specific learning objectives assignments and outcomes Teaching with Technologies in Nursing and the Health Professions Second Edition has been substantially revised to reflect changes within our health care system and includes two completely new chapters Founded upon the Integrated Learning Triangle for Teaching with Technologies a central organizing tool for lesson planning and decision making concepts throughout the text link to key quality and safety issues population and public health exigencies and systems approaches to care Each chapter contains case examples self assessment tools quick teaching tips evidence based review abstracts Q As answered by noted practice experts and online resources for further learning New to the Second Edition New Chapter Discusses the technology leader s role in mentoring promoting curriculum changes and partnering with colleagues in diverse contexts including staff development New Chapter Addresses engaging patient and population needs in health promotion and using in home technologies such as telehealth Increased focus on Quality and Safety Education in Nursing QSEN competencies Addresses students needs in the Nurse Educator MSN course Instructor s Guide and PowerPoint slides Key Features Provides strategies for teaching both with technology and about technology Uses the Integrated Learning Triangle to guide decision making Discusses applications specific to online classroom and clinical teaching technologies Includes teaching and leadership tips Aligned with AACN s Essentials of Master s Education in Nursing

The Mental Health Professions and Homosexuality Jack Drescher, Vittorio Lingardi, 2003-06-02 Get a unique insight into the attitudes of mental health professionals working outside the United States The Mental Health Professions and Homosexuality International Perspectives examines historical and contemporary attitudes toward homosexuality in the theory and practice of mental health professionals working in Europe and Asia Edited by two noted authors educators and practitioners Drs Vittorio Lingardi and Jack Drescher the book s unique insights are an important step in keeping pace with current international mental health literature about homosexuality The Mental Health Professions and Homosexuality addresses the relationship between psychiatric institutions and homosexuality the history of current theoretical frameworks for thinking about homosexuality the emergence of an international gay lesbian and bisexual psychiatric movement and how changes in psychoanalytic theory and practice both mirror and are influenced by the changing legal and societal status of homosexuality The Mental Health Professions and Homosexuality International Perspectives asks three questions of practitioners working in China India Italy Germany Switzerland Finland Norway and the United Kingdom 1 what are the prevailing theoretical models about homosexuality found in professional literature in your country 2 what is known about the actual clinical experiences of gay and lesbian clients and 3 what is the status of openly

gay and lesbian mental health practitioners in your country The responses reveal insights on a variety of topics including the changing views within British psychiatry a survey of German psychoanalytic institutes regarding their admission policies toward gay and lesbian applicants a detailed review of anti homosexual biases in Italian scientific literature from 1930 to present the struggle for civil rights of the Chinese tongzhi community the emergence of gay and lesbian civil rights in India efforts to open the World Psychiatric Association and the International Psychoanalytical Association to gay and lesbian mental health professionals The Mental Health Professions and Homosexuality International Perspectives provides first hand perspectives on how different cultures have created different ways to view homosexuality and different ways to include or exclude gays and lesbians from social and public health policy The book is an essential resource for psychiatrists psychologists psychoanalysts physicians social workers anthropologists and historians

Clinical Education in the Health Professions Clare Delany, Elizabeth Molloy, 2009 ndice Section 1 Examining knowledge Theoretical perspectives about knowledge construction Chapter 1 Critical reflection in clinical education beyond the swampy lowlands Chapter 2 Ways of knowing for clinical practice Chapter 3 Recognising and bridging gaps theory research and practice in clinical education Section 2 Sharing knowledge communities and culture in education Chapter 4 Professional identities and communities of practice Chapter 5 Interprofessional education sharing the wealth Chapter 6 Clinical education embracing diversity Section 3 Applying knowledge understanding teaching and learning practices Chapter 7 Clinical reasoning the nuts and bolts of clinical education Chapter 8 Time to pause giving and receiving feedback in clinical learning Chapter 9 Assessment in clinical education Chapter 10 Ethics in clinical education

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