

Innovations in Allied Health Fieldwork Education A Critical Appraisal

Volume Editor

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Innovations In Allied Health Fieldwork Education

Graham Steventon, Debra Cureton, Lynn Clouder

Innovations In Allied Health Fieldwork Education:

Innovations in Allied Health Fieldwork Education, 2010-01-01 This book presents a wide ranging international overview of innovations in fieldwork education in three allied health disciplines It provides theoretical foundations and evaluations of implementation and outcomes of a range of approaches used in fieldwork education The various chapters identify new models locations and modes of delivery and teaching and learning strategies for fieldwork education They also point to emerging possibilities for fieldwork education for the future This book identifies that there is a developing evidence base for innovation in fieldwork education and there is a need for the practice of educational evaluation and enhancement to become habitual and ongoing Rural Lifestyles, Community Well-being and Social Change: Lessons from Country Australia for Global Citizens Angela T. Ragusa, 2014-01-08 In our increasingly global world individuals are highly mobile and interconnected Politics policies and technologies foster interconnection amongst and within countries as individuals relocate from one place to another One key issue facing developed and developing countries is urban overcrowding In Australia urban density is one factor prompting institutions and individuals to embrace rural revival as a possible solution to urban congestion and rural decline In the past decade rural Australia has received heightened publicity and interest as a lifestyle destination encouraged by national decentralization policies to alleviate urban overcrowding particularly the metropolises Melbourne and Sydney regional councils marketing initiatives and international refugee relocation Rural communities struggle in contrast with urban counterparts for several often complex reasons. The realities of rural life are frequently marginalized while marketing campaigns evoke stereotypical imagery of idyllic lifestyles and bucolic pastures to sell dreams of country bliss to fatigued urbanites This edited e book is a collection of articles that explores rural realities of country life in Australia for global audiences interested in rurality health and well being By transcending disciplinary specific boundaries this multi disciplinary book not only presents contemporary challenges but also equips readers with evidence based knowledge to improve resilience in communities and individuals facing key issues such as aging depression disability environmental degradation limited service delivery and social isolation Utilizing a variety of social science research methods each chapter will enhance readers insights about rural amenities geography identity culture health and governance which impact wellbeing and lifestyle satisfaction Collectively this book exposes readers to ideas from a dynamic range of experts in the humanities social and natural sciences to encourage a holistic approach to developing solutions for a complex social world The content of this volume will interest a wide audience of graduates and undergraduates researchers professional practitioners and policymakers involved with non profit and government organizations and interested community members

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 Feedback in Higher and Professional Education David Boud, Elizabeth Molloy, 2013 Learners complain that they do not get enough feedback and educators resent that although they put considerable time into generating feedback students take little notice of it Both parties agree that it is very important Feedback in Higher and Professional Education explores what needs to be done to make feedback more effective It examines the problem of feedback and suggests that there is a lack of clarity and shared meaning about what it is and what constitutes doing it well It argues that new ways of thinking about feedback are needed There has been considerable development in research on feedback in recent years but surprisingly little awareness of what needs to be done to improve it and good ideas are not translated into action The book provides a multi disciplinary and international account of the role of feedback in higher and professional education It challenges three conventional assumptions about feedback in learning That feedback constitutes one way flow of information from a knowledgeable person to a less knowledgeable person. That the job of feedback is complete with the imparting of performance related information That a generic model of best practice feedback can be applied to all learners and all learning situations It seeking a new approach to feedback it proposes that it is necessary to recognise that learners need to be much more actively involved in seeking generating and using feedback Rather than it being something they are subjected to it must be an activity that they drive Health Practice Relationships Joy Higgs, Anne Croker, Diane Tasker, Jill Hummell, Narelle Patton, 2014-09-11 The quality resourcing and accessibility of healthcare is a key issue facing societies in the 21st century Despite the system delivery focus of these factors it is critical to remember that healthcare is a human service and as such people need to be placed at the centre of healthcare systems and processes To do this we need to improve the way that people are valued and involved in healthcare practices Professional relationships lie at the heart of such practices This book illuminates and challenges professional healthcare relationships The authors examine the nature context and purpose of healthcare relationships explore models through which these relationships are enacted developed and critiqued and provide narratives of health practice relationships in action These narratives reveal how health practice relationships are experienced and created in real world situations. The various chapters generate a range of implications and

recommendations for healthcare practice and systems and for the education of health professionals This is a book for practitioners educators clients members of the community advocacy and agency groups regulatory bodies and those with power to shape the future direction of healthcare There are four sections in the book Section 1 Health practice relationships context Section 2 Understanding professional relationships Section 3 Health practice relationships narratives Section 4 Implications for practice systems and education Collaborating in Healthcare Anne Croker, Joy Higgs, Franziska Trede.2016-11-25 This book is about a vital aspect of healthcare that is how people collaborate At the heart of this book is the RESPECT Model of Collaboration in healthcare produced during a doctoral research project Following this research a number of practitioners have explored this model in their practice and they were invited to write up their experiences and insights in a number of chapters in this book. The intended audience for this book includes healthcare practitioners educators managers and others with an interest in how people in healthcare collaborate Readers will be invited to look at ways that this dynamic model can be utilised insightfully in their practice In the RESPECT Model collaboration is presented as R ReflexiveE Endeavours in S SupportiveP Practice for E EngagedC Centred on PeopleT Teamwork the title respect reflects the goal and practice of patient centred care model is not presented as a universal approach for people to adopt in their but rather it offers ideas explore expand critique build an even greater understanding complex phenomenon collaboration create our own ways practising respectfully this reciprocal synergistic way working exactly what collaborating about by engaging with others experiences conceptualisations book expanded version initial thesis serves means influencing other people s practices which turn can develop challenge model divThere are four sections in the book div divProfessional relationshipsA study of collaboration in healthcare Applying the RESPECT Model of Collaboration in healthcare practice Educational applications of the RESPECT Model of Collaboration div Student Attainment in Higher Education Graham Steventon, Debra Cureton, Lynn Clouder, 2016-02-05 Student Attainment in Higher Education Issues controversies and debates is a timely exploration of student attainment in a rapidly changing higher education context and a rapidly changing world The effects of neoliberalism and the commercialization of everyday life on education have been well documented but with a focus on pedagogy whilst student success is measured through grades statistics and metrics By exploring attainment in a broader context this book provides a unique contribution to the critical literature on contemporary higher education Within the themes of understanding attainment and challenging practice the book sets out to explore student attainment as complex and multifaceted It achieves this by looking at different conceptualizations of what attainment means and to whom how attainment is shaped by different and often competing agendas and vested interests The book highlights these wider issues controversies and debates that underpin student attainment whilst at the same time engaging with strategic and local interventions which set out to improve aspects of the higher education system and increase individual and social agency within it Sharing a range of pedagogical approaches and interventions some of the key topics include addressing attainment

gaps engaging mature learners nurturing the intellectual identity the impact of activity choices Creating a dialogue amongst different audiences about national and international controversies and debates around the topic of student attainment this contribution will be beneficial to teaching professionals policymakers and strategists As an edited collection with contextualisation in the wider research arena the book has both national and international applicability and transferability

Community-Based Healthcare Diane Tasker, Joy Higgs, Stephen Loftus, 2017-04-18 This is a book for practitioners working in community based healthcare as well as educators of future practitioners and researchers exploring this practice field and for people with chronic disabilities and their families and carers. The book invites readers to re think and re shape the way that community based healthcare is practised by practitioners and experienced engaged with by clients patients and their families and other carers Based on a PhD study of therapeutic relationships in community healthcare settings in NSW Australia and on real life experiences of practitioners clients and clients families and care givers this book paints a rich picture of the lived experiences of these participants in community based healthcare It examines the issues and challenges they face and the ways they deal with these Key themes identified across the book are the value and nature of relationships in this unique healthcare setting the importance of time and using it well the way good teamwork facilitates good community based patient centred healthcare balancing autonomy and equality with healthcare quality practice wisdom embodied in healthcare and ways of improving healthcare in clients own homes **Realising Exemplary Practice-Based Education** Joy Higgs, Dale Sheehan, Julie Baldry Currens, Will Letts, Gail M. Jensen, 2013-02-11 For educators scholars practitioners and researchers this book offers an opportunity to explore and engage with practice based education theories and concepts in real life teaching spaces It is a place to see theory embodied and situated within PBE practices It is also an opportunity to see how educators and scholars from other disciplines are applying theory to understand teaching and learning in their particular area This volume provides an opportunity for readers to deepen their understanding of practice based education and broaden and critically appraise their strategies for engaging with practice based education theory. And it provides a means of extending theory and realising new practice based education theory through the lens of exemplary practice There are three sections in the book Section 1 Practice based education for life and work Section 2 Practice based education in action Section 3 Practice based education realisations Practice-Based Education Joy Higgs, Ronald Barnett, Stephen Billett, Maggie Hutchings, Franziska Trede, 2013-02-11 Practice Based Education Perspectives and Strategies This book draws on the collective vision research scholarship and experience of leading academics in the field of practice based and professional education It presents multiple perspectives and critical appraisals on this significant trend in higher education and examines strategies for implementing this challenging and inspiring mode of learning teaching and curriculum development Eighteen chapters are presented across three sections of the book Contesting and Contextualising Practice Based Education Practice Based Education Pedagogy and Strategies The Future of Practice Based Education

Professional Practice Discourse Marginalia Joy Higgs, Franziska Trede, 2016-07-23 This is a book for practitioners university educators workplace learning educators researchers and the professions It draws together two key elements of the lives of these people professional practice what people do and practice discourse what they write and say about what they do And it focuses these discussions around two spaces the core and the margins of practice and discourse Writing in the margins of texts has a very long history People have always left part of themselves their ideas personality and reflections in the margins of texts In this book we have taken up the idea of such written marginalia and we have expanded it into writing into the texts of practice discourse as well as speaking and acting in the margins of professional practice Such deliberate practice changes in marginal practice spaces and in written practice discourse provides ways of shaping and critically appraising current and future professional practice This book provides a dialogue between two fascinating phenomena professional practice and discourse In the 21st century these two are facing challenges as they negotiate their contested spaces in a rapidly changing global society They draw on strong established traditions and expectations but they cannot be complacent in these illusory stabilities Rather they must be awake to the imperatives of their own re invention and re claimed relevance to today s society and today s professional class in the workforce Across the chapters we explore the core spaces of professional practice discourse from the vantage point of the margins of this space and the margin spaces as they interact with the core Marginalia serves as an architect of destabilisation challenge revolution reflection or sometimes affirmation of the central discourse space There are five sections in the book Section One Professional practice discourse Section Two Leading the practice discourse Section Three Writing from inside practice Section Four Writing onto and into practice and Section Five Marking trails and stimulating insights Readers are invited to contribute to our exploration of the phenomenon and practice of professional practice discourse marginalia **Creative Spaces for Qualitative Researching: Living** Research Joy Higgs, Angie Titchen, Debbie Horsfall, Donna Bridges, 2012-01-01 Creative Spaces for Qualitative Researching Living Research This book looks inward at researchers who are seeking to live their research to embody the principles methodologies and ethical conduct that comprises their research strategies And it looks outward at the living world as the focus of qualitative research From both perspectives the editors and authors of this book have created spaces for qualitative research that provide critical and creative frameworks for conducting and living their research A rich variety of research voices and lives are illuminated liberated and revealed in the book There are five sections in the book Researching Living Practices Doing Creative Research Being a Creative Researcher Co Creating Qualitative Research in Creative Spaces Becoming Transformed Through Creative Research Education For Future Practice, 2010-01-01 Education for Future Practice engages with the challenge faced by higher education to envisage probable possible and desired futures for practice and education and to realise ways of educating practitioners for these futures Future education involves the pursuit of shared visions and purpose in the midst of the turbulence created by a diverse influences on education and practice These influences

arise from learners participation in multiple practice and learning communities unpredictable workplaces dynamic education and practice market places the various demands and interests of stakeholders higher education imperatives and unparalleled opportunities and expectations associated with advancing information and communication technologies. The book contains four sections Education for practice Contextualising practice Contextualising education for practice Doing education for Occupational Therapies Without Borders E-Book Dikaios Sakellariou, Nick Pollard, 2016-09-23 The new edition of this landmark international work builds on the previous two volumes offering a window onto occupational therapy practice theory and ideas in different cultures and geographies It emphasizes the importance of critically deconstructing and engaging with the broader context of occupation particularly around how occupational injustices are shaped through political economic and historical factors Centering on the wider social and political aspects of occupation and occupation based practices this textbook aims to inspire occupational therapy students and practitioners to include transformational elements into their practice It also illustrates how occupational therapists from all over the world can affect positive changes by engaging with political and historical contexts Divided into six sections the new edition begins by analyzing the key concepts outlined throughout along with an overview on the importance and practicalities of monitoring and evaluation in community projects Section Two explores occupation and justice emphasizing that issues of occupational injustice are present everywhere in different forms from clinical settings to community based rehabilitation Section Three covers the enactment of different Occupational Therapies with a focus on the multiplicity of occupational therapy from the intimately personal to the broadly political Section Four engages with the broader context of occupational therapy from the political to the financial The chapters in this section highlight the recent financial crisis and the impact it has had on people s everyday life Section Five collects a range of different approaches to working to enable a notion of occupational justice Featuring chapters from across the globe Section Six concludes by highlighting the importance and diversity of educational practices Comprehensively covers occupational therapy theory methodology and practice examples related to working with underserved and neglected populations Gives a truly global overview with contributions from over 100 international leading experts in the field and across a range of geographical political and linguistic contexts Demonstrates how occupational injustices are shaped through political economic and historical factors Advocates participatory approaches which work for those who experience inequalities Includes a complete set of new chapters Explores neoliberalism and financial contexts and their impact on occupation Examines the concept of disability Discusses theoretical and practical approaches to occupational justice

Evidence-Based Education in the Health Professions Ted Brown, Brett Williams, 2005-02-01 Evidence based education is an attempt to find critique and implement the highest quality research evidence that underpins the education provided to students This comprehensive book presents concepts key to evidence based education learning and teaching analysing a wide range of allied health professions in depth It introduces unique inspirati **El feedback en Educación superior y**

profesional David Boud, Elizabeth Molloy, 2016-11-07 El libro analiza qu'hay que hacer para lograr que el feedback sea m s eficaz Ahonda en el problema del feedback y sugiere que falta claridad y se carece de un significado compartido sobre en qu consiste hacerlo bien afirmando que se requieren nuevas maneras de pensar en el feedback Brinda una descripci n multidisciplinar e internacional sobre el papel del feedback en educaci n superior y profesional El libro cuestiona tres supuestos comunes en torno al feedback en el aprendizaje Insiste en que el feedback constituye un flujo unidireccional de informaci n que va desde una persona confiable a una persona menos confiable que la funci n del feedback se completa cuando se produce una informaci n vinculada con el rendimiento y que se puede aplicar un modelo gen rico de mejores pr cticas de feedback a todos los sujetos y en todas las situaciones de aprendizaje En su b squeda de un nuevo planteamiento del feedback el libro insiste en que es necesario que los aprendices est n implicados muy activamente en solicitar generar y usar el feedback En vez de ser algo a lo que est n sometidos debe ser una actividad que ellos mismos dirijan Practice-based Learning in the Allied Health Professions Emma Green, Anita Volkert, Eric Nkansah Opoku, Katrina Bannigan, 2025-12-03 This innovative book presents a new comprehensive overview of the range of approaches available for delivering practice based learning in allied health professions With a strong educational focus the book provides actionable strategies to deliver positive placement experiences for students educators and universities alike It features international contributions from both educators and practitioners and brings together new models and ideas for the first time These include evidence informed evaluation on long arm supervision peer assisted learning and technology assisted placements and simulated and interprofessional placements Each chapter is also supported by case studies which illustrate the dynamics of each model alongside guidance to students in preparing themselves beforehand Both practical and timely the book recognises the critical role that practice educators play in planning designing supporting delivering and assessing practice based learning experiences whether in clinical research or leadership contexts Offering a key resource to shape high quality impactful placements in allied health education it will be essential reading for educators practitioners and students across the allied health professions Fieldwork Educator's Guide to Level I Fieldwork Debra Hanson, Elizabeth DeIuliis, 2024-06-01 A new resource for occupational therapy academic fieldwork coordinators and fieldwork educators Fieldwork Educator's Guide to Level I Fieldwork is a practical guide for faculty and clinicians to design and implement Level I fieldwork experiences for occupational therapy and occupational therapy assistant students Fieldwork Educator's Guide to Level I Fieldwork was designed to address the challenges of integrating Level I fieldwork with classroom learning experiences Expansive and versatile the book meets the recently expanded definition of Level I fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards including faculty led experiences standardized patients simulation and supervision by a fieldwork educator in a practice environment Each unit of the text builds upon the previous unit The first unit provides fundamental knowledge on experiential learning and includes an orientation to the

purpose of Level I fieldwork in occupational therapy Building on this foundation the second unit equips the reader with resources to develop a Level I fieldwork learning plan suitable for their setting The final units focus on situational scenarios that emerge during Level I fieldwork placements and provides a framework for assessing student learning during Level I fieldwork While each chapter is designed to build upon one another they also can be used as stand alone resources depending on the needs of the reader What is included in Fieldwork Educator's Guide to Level I Fieldwork Up to date terminology Experiential learning frameworks and models in diverse contexts including role emerging and simulation Strategies for addressing anxiety and student stress management and supporting students with disabilities Models to support clinical reasoning development during Level I fieldwork Mechanisms to foster student professional development and communication skills Be sure to also look into the successive textbook Fieldwork Educator's Guide to Level II Fieldwork which was designed in tandem with this book to be a progressive resource that exclusively focuses on Level II fieldwork

Fieldwork Educator's Guide to Level II Fieldwork Elizabeth DeIuliis, Debra Hanson, 2024-06-01 A new comprehensive resource for fieldwork educators and academic fieldwork coordinators Fieldwork Educator's Guide to Level II Fieldwork provides a blueprint for designing implementing and managing Level II fieldwork programs for occupational therapy and occupational therapy assistant students across practice settings Drawing from the expertise of renowned individuals in the field Drs Elizabeth D DeIuliis and Debra Hanson provide the tools for fieldwork educators and academic fieldwork coordinators to put together learning frameworks educational theories and clinical instructional techniques within and outside occupational therapy in order to create and maintain high quality Level II learning experiences Fieldwork Educator s Guide to Level II Fieldwork challenges fieldwork educators and academic fieldwork coordinators to shift their mindset to facilitating skill acquisition and to adjust their teaching approach to match the learning needs and developmental level of the student Designed to meet the definition of Level II fieldwork according to the 2018 Accreditation Council for Occupational Therapy Education standards and in response to common pitfalls and challenges in clinical education today Fieldwork Educator's Guide to Level II Fieldwork is the go to guide for the busy practitioner and academic fieldwork coordinator What is included in Fieldwork Educator's Guide to Level II Fieldwork Expansive overviews of supervision models and vignettes illustrating use across practice settings Examples and templates to construct a learning plan site specific learning objectives orientation weekly schedules and learning contracts Tools and strategies to uniquely develop and foster clinical reasoning in fieldwork Models for dually approaching supervision and mentorship Strategies for addressing unique student learning and supervision needs Fieldwork Educator's Guide to Level II Fieldwork can be used as a standalone resource or as a complement to Fieldwork Educator's Guide to Level I Fieldwork which was designed in tandem with this text to holistically address Levels I and II fieldwork education ICEL2012- 7th International Conference on E-Learning Paul Lam, 2011

Whispering the Secrets of Language: An Psychological Quest through Innovations In Allied Health Fieldwork Education

In a digitally-driven world wherever screens reign supreme and quick connection drowns out the subtleties of language, the profound secrets and psychological subtleties hidden within phrases usually move unheard. Yet, nestled within the pages of **Innovations In Allied Health Fieldwork Education** a interesting literary treasure sporting with raw emotions, lies an exceptional journey waiting to be undertaken. Composed by a talented wordsmith, that marvelous opus encourages readers on an introspective trip, delicately unraveling the veiled truths and profound impact resonating within the very fabric of each and every word. Within the emotional depths with this touching review, we will embark upon a honest exploration of the book is key subjects, dissect their interesting writing design, and succumb to the powerful resonance it evokes deep within the recesses of readers hearts.

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