

# Educating Medical Teachers

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# Educating Medical Teachers

**Linda H. Distlehorst, Gary L.  
Dunnington, J. Roland Folse**



## **Educating Medical Teachers:**

*Educating Medical Teachers* George E. Miller, 1980      **The Art of Teaching Medical Students - E-Book** Pritha Bhuiyan, Avinash Supe, Nirmala Rege, 2015-07-31 It is for all those medical professionals who are involved in the process of teaching. Although the general principles of teaching remain the same worldwide, this book is tailored to meet the demands of Faculty Development in a Medical Institution. This is a text in demand from not only medical teachers but also from all the faculty of paramedical and allied health courses. Covers three broad aspects of teaching and learning viz i Technology in and of education ii Management of education and iii Educational research. Beautifully illustrated educational science applies to medical teachers as well as members of healthcare team and also all those who are involved in the art of teaching. Authored by experts who have vast experience in medical education at both national and international levels. Their vision, thought process and knowledge get reflected in their writings. A must-read book for every young faculty making his/her entry in the educational field as a medical teacher before embarking on educational activities.

**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.

**ABC of Learning and Teaching in Medicine** Peter Cantillon, Diana F. Wood, 2011-07-08 The ABC of Learning and Teaching in Medicine is a fully revised succinct resource for both novice and experienced medical teachers. It is an excellent introductory text for doctors and other health professionals starting out in their careers as well as offering teaching tips and new perspectives for busy practitioners wishing to keep abreast of developments in medical education. The ABC emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge. It is designed to be practical and accessible and will support good teachers in becoming even better at what they do. Each chapter seeks to explain how different aspects of learning and assessment work, the theory as well as providing descriptions of educational approaches that work in practice. This fully updated new edition features core medical education topics such as course design, assessment, learning in groups, feedback and the creation of learning materials. It also includes invaluable new chapters that address many of the challenges of medical education such as dealing

with students in difficulty the teaching of professionalism in clinical settings and how to support the development of teachers Together these chapters represent an authoritative guide written by a team of educational experts of international renown and is suitable for all health professional educators *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 [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 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

*Essential Skills for a Medical Teacher E-Book* Ronald M Harden, Jennifer M Laidlaw, 2012-04-25

*Essential Skills for a Medical Teacher* is a new book that will serve as a perfect introduction for new teachers to the exciting opportunities facing them whether they are working in undergraduate postgraduate or continuing education It will also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students or trainees learning The contents are based on the authors extensive experience of what works in medical education whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels About the authors Ronald M Harden is General Secretary for the Association of Medical Education in Europe Editor of *Medical Teacher* former Professor of Medical Education Director of the Centre for Medical Education and Teaching Dean at the University of Dundee UK and Professor of Medical Education at Al Imam University Riyadh Saudi Arabia He is internationally recognised for his commitment to developing new approaches to medical education curriculum planning and to teaching and learning His contributions to excellence in medical education have attracted numerous awards Jennifer M Laidlaw is Former Assistant Director of the Education Development Unit of the Scottish Council for Postgraduate Medical and Dental Education and the University of Dundee UK She has planned organised and lead courses on medical education both in Dundee and overseas She has acted as a medical education consultant for the World Health Organisation the British Council medical schools and colleges The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students providing readable guidelines and introducing new techniques that potentially could be adopted for use in any teaching programme Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student or trainee s learning can be made more effective

**The Medical Teacher** Kenneth R. Cox, Christine E. Ewan, 1988

**Medical Education at a Glance** Judy McKimm, Kirsty Forrest, Jill Thistlethwaite, 2017-02-14

Covering the core concepts activities and approaches involved in medical education *Medical Education at a Glance* provides a concise accessible introduction to this rapidly expanding area of study and practice This brand new title from the best selling *at a Glance* series covers the range of essential medical education topics which students trainees new lecturers and clinical teachers need to know Written by an experienced author team *Medical Education at a Glance* is structured under the major themes of the discipline including teaching skills learning theory and assessment making it an easy to digest guide to the practical skills and theory of medical education teaching and learning *Medical Education at a Glance* Presents core information in a highly visual way with key concepts and terminology explained Is a

useful companion to the Association for the Study of Medical Education's ASME book *Understanding Medical Education*. Covers a wide range of topics and themes. Is a perfect guide for teaching and learning in both the classroom and clinical setting. Teachers and Teaching in U.S. Medical Schools Hilliard Jason, Jane Westberg, 1982 *Medical Education* Della Fish, Colin Coles, 2005-11-16 This book is written by two eminent educators and clinicians in medicine and provides a wealth of information and food for thought for those who have responsibility for curriculum development. *Journal of Orthodontics* What are the contemporary problems facing curriculum designers and developers? What are the key questions that ought to be addressed with regard to curriculum design for medical practice? How might a curriculum for practice in medical education be developed? *Medical Education* offers a detailed response to these questions and shows what form a curriculum for practice should take and how one can be developed. These ideas are presented in a highly practical and readable account that is essential reading for those involved in educating the doctors of the future and for policy makers in the field of medical education. It also offers useful advice for those in related fields of health care. The authors show that recent developments of curricula for postgraduate doctors have been founded on the misguided view promoted by politicians and policy makers that medical practice is routine, straightforward and able to be reduced to simple protocols that professionals must learn and follow. In this view, doctors are technicians who need merely to be trained through a simple curriculum. In contrast, this book shows that the practice of medicine as experienced by working doctors is complex, uncertain and unpredictable. This requires a curriculum that provides the opportunity to learn to exercise professional judgement and make decisions based on practical wisdom. **Medical Education for the Future** Alan Bleakley, John Bligh, Julie Browne, 2011-02-21 The purpose of medical education is to benefit patients by improving the work of doctors. Patient centeredness is a centuries old concept in medicine but there is still a long way to go before medical education can truly be said to be patient centered. Ensuring the centrality of the patient is a particular challenge during medical education when students are still forming an identity as trainee doctors and conservative attitudes towards medicine and education are common amongst medical teachers making it hard to bring about improvements. How can teachers, policy makers, researchers and doctors bring about lasting change that will restore the patient to the heart of medical education? The authors, experienced medical educators, explore the role of the patient in medical education in terms of identity, power and location. Using innovative political, philosophical, cultural and literary critical frameworks that have previously never been applied so consistently to the field, the authors provide a fundamental reconceptualisation of medical teaching and learning with an emphasis upon learning at the bedside and in the clinic. They offer a wealth of practical and conceptual insights into the three-way relationship between patients, students and teachers, setting out a radical and exciting approach to a medical education for the future. The authors provide us with a masterful reconceptualization of medical education that challenges traditional notions about teaching and learning. The book critiques current practices and offers new approaches to medical education based upon sociocultural research and theory. This thought

provoking narrative advances the case for reform and is a must read for anyone involved in medical education David M Irby PhD Vice Dean for Education University of California San Francisco School of Medicine and co author of *Educating Physicians A Call for Reform of Medical School and Residency* This book is a truly visionary contribution to the Flexner centenary It is compulsory reading for the medical educationalist with a serious concern for the future and for the welfare of patients and learners in the here and now Professor Tim Dornan University of Manchester Medical School and Maastricht University Graduate School of Health Professions Education     *Educating Physicians* Molly Cooke,David M. Irby,Bridget C. O'Brien,2010-06-01

EDUCATING PHYSICIANS The current blueprint for medical education in North America was drawn up in 1910 by Abraham Flexner in his report *Medical Education in the United States and Canada* The basic features outlined by Flexner remain in place today Yet with the past century s enormous societal changes the practice of medicine and its scientific pharmacological and technological foundations have been transformed Now medical education in the United States is at a crossroads those who teach medical students and residents must choose whether to continue in the direction established over a hundred years ago or to take a fundamentally different course guided by contemporary innovation and new understandings about how people learn Emerging from an extensive study of physician education by The Carnegie Foundation for the Advancement of Teaching *Educating Physicians* calls for a major overhaul of the present approach to preparing doctors for their careers The text addresses major issues for the future of the field and takes a comprehensive look at the most pressing concerns in physician education today The key findings of the study recommend four goals for medical education standardization of learning outcomes and individualization of the learning process integration of formal knowledge and clinical experience development of habits of inquiry and innovation and focus on professional identity formation Like The Carnegie Foundation s revolutionizing Flexner Report of 1910 *Educating Physicians* is destined to change the way administrators and faculty in medical schools and programs prepare their physicians for the future     *Teaching and Learning in Medical and Surgical Education* Linda H. Distlehorst,Gary L. Dunnington,J. Roland Folse,2000-04-01

The idea for this book was originally conceived by Terrill Mast in conversations with Roland Folse Dr Mast was dedicated to the belief that all medical teachers should be generalists with skills and knowledge in all aspects of the field Before his untimely death he recruited most of the prestigious contributors to this important new book This comprehensive volume features a review of the major topics in medical and surgical education by today s leading authorities in the field The assembled authors represent a Who s Who in medical education around the world Each chapter provides a state of the art overview of the topic along with the projected changes most likely to occur over the next decade A must have for anyone responsible for educating students residents and physicians in the medical and surgical fields this new book addresses the critical medical educational issues of the next millennium in one comprehensive volume     **The Eight Roles of the Medical Teacher** Ronald M. Harden,Pat Lilley,2018-05-16 This book will be an essential read for all new teachers or trainers in medicine and the

healthcare professions while encouraging the more experienced teacher to review their educational responsibilities It looks at teaching from the perspective of the functions or roles of a teacher While aiming to maintain both brevity and clarity it adopts a personal style and approach in order to provide a flavour of what it means to be a teacher The authors describe the eight key roles for the teacher or trainer For maximum effectiveness and job satisfaction it is important for every teacher to establish their roles in an education programme and to know how to contribute most effectively This book is written to assist with these goals All teachers should have an understanding of the eight roles but cannot be expected to be an expert in all of them A consideration of these roles illuminates what is expected of a teacher and illustrates how to maximise potential All the chapters contain brief overviews key take home messages a summary of the role responsibilities of all teachers expert teachers and master teachers and suggestions for consideration by the teacher as to their personal role At the end of each chapter is a list of references of the topics addressed in the chapter The text includes short narratives from 38 teachers around the world as well as personal anecdotes to provide an additional insight into the roles a teacher fulfils The first chapter highlights the importance of the teacher in an educational programme and how the teacher is critical to the success of the learner The second chapter provides an overview of the eight roles and how they are interconnected The subsequent chapters describe in turn each of the roles highlighting what is expected of a teacher what is required of an expert teacher and what is anticipated of a master teacher who is an innovator in the field relating to a particular role The final chapter reviews the eight roles in the context of the day to day work of the teacher and how these roles are changing

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

*The Importance of Becoming a Medical Educator* Anthony Berman,2020-03-30 It is often assumed that healthcare professionals are effective medical educators simply because they have completed the required courses leading to their degrees As such they are rarely provided with the ongoing support needed to become consistently effective medical teachers Developing effective medical teachers is a complex task that can best be achieved by providing teacher candidates with the understanding and tools they need to become effective Although a thorough knowledge of medicine is necessary to become an excellent medical educator earning a medical degree alone is not enough A variety of factors go into a teacher s effectiveness in any educational setting and most teachers need guidance and practice in order to become effective Among the many topics addressed in this text are teaching learning instructional objectives teacher assessment adult learning theory motivation of adult learners the red flags of ineffective teaching and the difference between equality and equity This book will serve to educate doctors on how to better teach their students and current colleagues and most importantly how to better educate their patients

*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 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 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 MD ERIALS 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 3Smm slide projector 125 Video and film 127 Jape 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

*Curriculum Design, Evaluation, and Teaching in Medical Education* Jochanan Benbassat,2024-12-06 This concise and challenging examination of medical education aims to discuss curriculum design and

evaluation in medical schools and to take a fresh look at current trends in patient care and continuing education teaching methods. The ideas and insights provided here are based on the author's long career in clinical practice and teaching medical students and residents. Medical education is no exception to the changes at every level in medicine. For example, the ready access to medical information via the Internet and other media has produced smarter and informed patients. Multi-specialty hospital practice has replaced the individual doctor-patient relationship, perhaps compromising patient care to some extent. New subjects have been added over the years to medical curricula. Nevertheless, there has often been a reluctance to remove older topics, possibly limiting the medical training course's ability to develop as expected. The transition from theories of higher education to the reality of curriculum planning and design is a huge leap. An important question is how to translate the mission of higher education in general, which has been variably described as a training of reflective individuals who possess both culture and expertise and can master any subject with facility, into a coherent teaching program. The mission of medical education includes the promotion of professionalism in learners by including courses in medical ethics that have become integral to medical education in the USA. However, despite the development of standards and competencies related to professionalism, there is no consensus on the specific goals of medical ethics education, the knowledge and skills expected of learners, and the best pedagogical methods and processes for their implementation and assessment. A significant contribution to the clinical teaching literature, *Curriculum Design, Evaluation and Teaching in Medical Education*, should be of interest to a variety of readers including clinical educators, administrators, health care professionals, and especially residency directors.

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