

# Pocket Guide To Teaching For Medical Instructors

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this new edition of the bestselling pocket guide to teaching for medical instructors by the advanced life support group and resuscitation council uk provides an updated guide for instructors teaching on life support courses compiled by authors experienced in designing highly respected and successful courses this guide gives sound clear advice on the most effective methods of teaching content covers an introduction to the basic principles of teaching and deals in detail with a number of modes of teaching on courses lectures skill stations role play workshops discussions and e learning are all explored and in each case practical guidance is given to help the reader to become a more effective teacher though designed for trainees on life support instructor courses pocket guide to teaching for medical instructors contains practical guidance applicable to any health professional interested in becoming a more effective teacher

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

new edition of the popular guide to the practical aspects of teaching and fundamental learning principles in clinical practice pocket guide to teaching for clinical instructors contains theoretical input on all the modalities of teaching and assessment required for life support training through the advanced life support group and resuscitation council uk blended learning approach this guide does not attempt to provide a blueprint for teaching rather it gives advice about the basics which can be adapted to your personality and creativity this fourth edition has been thoroughly revised and updated to reflect the latest in the evolution of education methods applicable to provider courses the text is relevant to a 21st century audience and graphics have been introduced to make the materials more readable applicable and accessible written by a team of highly experienced educators pocket guide to teaching for clinical instructors takes an evidence based approach to how our brains manage and process information in order for learning to occur provides a structured approach to teaching the different modalities used on the courses lectures skill stations scenarios workshops

debriefing as a learning conversation explores neurodiversity psychological safety cognitive load non technical skills and inclusive teaching discusses blended learning the wider role of the instructor and the variety of approaches to assessment pocket guide to teaching for clinical instructors is a concise practical guide for anyone interested in teaching healthcare professionals in any context advanced life support group alsg manchester uk alsg s medical education training programs improve outcomes for people in life threatening situations anywhere along the health care pathway anywhere in the world as a charity alsg invests all profits in educational resources and partners with the most effective and respected organizations worldwide to develop exceptionally high quality programs alsg education quality is verified accredited and internationally recognised as best in class resuscitation council uk rcuk is the uk s leading authority on resuscitation practice and has a strong international reputation rcuk develops the uk s evidence based resuscitation guidelines provides training and education for healthcare professionals and the public and supports research to improve resuscitation techniques and outcomes rcuk champions public awareness about the importance of cpr and defibrillator use and campaigns for policies and legislation that promote quality improvement initiatives to enhance resuscitation efforts and survival rates rcuk is dedicated to ensuring that everyone in the country has the skills they need to save a life

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 formative 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

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

this is a practical guide to the theoretical knowledge and skills that underpin good teaching it is aimed particularly at teachers of life support courses but the content is applicable to all teaching

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

human factors relates to the interaction of humans and technical systems human factors engineering analyzes tasks considering the components in relation to a number of factors focusing particularly on human interactions and the interface between people working within systems this book will help instructors teach the topic of human factors

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

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

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

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

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

medical students are to a large extent taught by people who have undertaken little or no formal study in the field of education although formal study of any subject is no guarantee of satisfactory on the job performance teaching practice itself without a knowledge of the fundamental principles of education is likely to bring distortions into the teaching situation our own experience leads us to believe that many teachers are concerned at this lack of expertise this concern is manifest by their willing participation in activities which provide them with practical assistance in improving their educational skills unfortunately few books have been written to aid the average clinical teacher wishing to gain a perspective on basic educational principles or seeking suggestions on how these might be applied to teaching a previous publication by the advisory centre for university education acue at the university of adelaide entitled university teaching has proved to be very popular both locally and overseas

and has clearly met the needs of organizers and participants in teacher training programmes in tertiary institutions the success of this publication and our experience with a variety of educational activities organized for staff of medical and dental schools and postgraduate organizations led us to believe that a pragmatic educational guide for medical teachers would be of value to all such teachers and particularly to those asked to undertake an educational task for the first time

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## Introduction

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