

Χαρακτηριστικά:

- Emphasizes the importance of **developing educational skills** in the delivery of enthusiastic and effective teaching
- Offers **comprehensive, succinct sections** on curriculum development, learning situations and strategies, curriculum themes, assessment, student engagement, and more
- Includes **new content** on artificial intelligence, public health medicine, social accountability, cultural awareness, student well-being and mindfulness, cost and sustainability in medical education, learning analytics, precision learning, peer-assisted learning, and professional identity, to highlight some
- Features **an expanded section, “Patients,”** that stresses the importance of the patients as a partners in education and assessment
- Helpful boxes highlight **practical tips, quotes, and trends** seen in today’s approach to education
- Delivers the knowledge and expertise of **more than 60 new authors and some 130 contributors from 27 countries**, providing representation across the health professions
- **An eBook version is included with purchase.** The eBook allows you to access all of the text, figures, and references, with the ability to search, make notes and highlights, and have content read aloud

Περιεχόμενα:

SECTION 1 Curriculum Development—The ‘Why’ of Learning

1 The Future of Health Professions Education, 2

John A. Dent, Ronald M. Harden, and Yvonne E. Steinert

2 What Is the Curriculum?, 10

Ronald M. Harden

3 Theories of Teaching and Learning, 17

Susan Jamieson

4 The Continuum of Education for the Health Professions, 24

Richard Hays

5 The Undergraduate Curriculum, 33

Susan van Schalkwyk and Julia Blitz

6 Postgraduate Education in the Health Professions: Pathways to Practice, 41

Eusang Ahn, Jason R. Frank, and Linda Snell

7 Continuing Professional Development, 49

Samar Aboulsoud and Helena Prior Filipe

8 The International and Global Dimensions of

Education in the Health Professions, 57
Elizabeth K. Kachur

SECTION 2 Learning Situations—The ‘How’
of Learning

9 Learning in Large Groups, 68
William B. Jeffries, Kathryn N. Huggett, and John L. Szarek
10 Learning in Small Groups, 76
Dario Torre and Steven J. Durning
11 Learning in the Workplace, 83
Francisco M. Olmos-Vega
12 Independent Learning and Distance Education, 91
John Sandars and Kieran Walsh
13 Learning in Hospitals, 99
John A. Dent
14 Learning Medicine in Rural and Urban
Communities, 107
Roger P. Strasser, Carol P. Herbert, and William B. Ventres
15 Learning in a Simulated Environment, 116
Debra Nestel, Debra Kiegaldie, Arunaz Kumar, and
Alexis Battista

SECTION 3 Educational Strategies and
Technologies—The ‘Approaches’ to Learning

16 Outcome-Based Education, 126
Eric Holmboe
17 Integrated Learning, 134
Neil Osheroff
18 Interprofessional Education and Learning, 141
Kathy Chappell and Elizabeth Molloy
19 Problem-Based Learning: A Flexible Approach, 149
Diana Dolmans, Woei Hung, and Janneke Frambach
20 Team-Based Learning, 157
Dean Parmelee, Maryam Alizadeh, and Abbas Hyderi
21 Technology and Professional Education, 164
Rachel H. Ellaway
22 Artificial Intelligence and the Clinical Teacher, 171
Martin Pusic and Adam Rodman
23 Precision Learning, 181
Vishna Devi Nadarajah, Er Hui Meng, and Nilesh Kumar Mitra

SECTION 4 Curriculum Themes—The ‘What’ of Teaching and Learning	
24	Relevance of Foundational Sciences to the Curriculum, 192 Wojciech Pawlina, Punnose Kurian Kattil, and Nirusha Lachman
25	Social and Behavioural Sciences in Medical School Curricula, 201 Jeni Harden
26	Clinical Communications Skills and Empathy, 208 Dujeepa D. Samarasekera, Lee Shuh Shing, and Han Ting Jillian Yeo
27	Bioethics, 218 Russell Franco D’Souza, Mary Mathew, and Krishna Mohan Surapaneni
28	Professionalism and Supporting Professional Identity, 225 Robert Sternszus and Natasha Khursigara-Slattery
29	Utilizing Education Research to Deliver Evidence-Based Teaching, 233 Morris Gordon
30	Patient Safety and Quality of Care, 240 Linda A. Headrick, Douglas E. Paull, and Kevin B. Weiss
31	Health Humanities in Health Professions Education, 249 Julie Y. Chen, Harry Yi-Jui Wu, and Alex Gearin
32	Integrative Medicine in the Training of Health Professionals, 257 Aviad Haramati, Shelley R. Adler, Vincent J. Minichiello, and Ray Teets
33	Clinical Reasoning, 265 Jack Penner, Ralph Pinnock, and Steven J. Durning
34	Well-being, Mindfulness and Yarigai, 273 Mariko Morishita and Hiroshi Nishigori
35	Planetary Health, 280 Michelle McLean and Kristen MacKenzie-Shalders
36	Cultural Competence and Humility, 292 Ardi Findyartini and Diantha Soemantri
37	Future-Proofing the Student, 301 Raquel Correia, Matthieu Guyot, and Mathias Brugel
38	Public Health in Health Professions Education, 309 Hossam Hamdy and Jayadevan Sreedharan

SECTION 5 Assessment—The ‘Measure’ of Learning

39 Concepts in Assessment Including Standard Setting, 318

John Norcini and Danette W. McKinley

40 Written Assessments, 326

Lambert W.T. Schuwirth and Cees van der Vleuten

41 Performance and Workplace Assessment, 335

Katharine Boursicot and Sandra Kemp

42 Portfolios, Projects and Theses, 343

Erik W. Driessen, Sylvia Heeneman, and Cees van der Vleuten

43 Assessment as Learning, 351

Marjan Govaerts and Desirée Joosten-ten Brinke

44 The Assessment of Attitudes and Professionalism, 358

Val Wass, Helen Reid, and Amanda Barnard

45 Programmatic Assessment, 366

Chris Roberts and Priya Khanna

SECTION 6 Staff—The ‘Who’ of Teaching and Learning

46 The Roles of the Teacher in Health Professions Education, 378

Ronald M. Harden and Pat Lilley

47 Teacher Evaluation, 385

Ron A. Berk

48 The Teacher as a Scholar, 392

Shoaleh Bigdeli and Fakhrosadat Mirhosseini

49 Faculty Development, 399

Yvonne E. Steinert

50 Mentoring in Health Professions Education, 407

Subha Ramani and Larry Gruppen

51 Faculty Well-being, Burnout and Stress, 415

Marti Balaam and Harriet Harris

SECTION 7 Students

52 Selection of Students and Trainees, 424

Kevin W. Eva

53 The Student as Teacher, 432

Sambath Cheab and Sengkhoun Lim

54 Working with Students with Learning Difficulties, 439

Miriam Lacasse and Julie Montreuil
55 Student Engagement in the Educational
Process, 447
Karen D. Könings, Stephanie N.E. Meeuwissen, and
Subha Ramani
56 Career Choice, 455
Laila Premji and Stacey Bernstein

SECTION 8 Patients

57 The Patient as Educator, 462
Vincent Dumez, Philippe Karazivan, Annie Descôteaux, and
Caroline Wong
58 The Patient as Assessor, 469
Lynn Ashdown and Linda Jones
59 The Patient as Curriculum Developer, 478
Angela Towle, Adrian Yee, and Carolyn Canfield

SECTION 9 Education Management

60 Curriculum Evaluation, 488
Machelle Linsenmeyer
61 Medical Education Leadership, 496
Judy McKimm and Kirsty Forrest
62 The Health Professions Teacher and Social
Accountability, 504
Roger P. Strasser, Charles Boelen, Shrijane Shrestha,
Mohamed Elhassan Abdalla, and James Rourke
63 The Educational Learning Environment, 513
Jonas Nordquist and Ingrid Philibert
64 Health Professions Education Research, 523
Jennifer A. Cleland and Steven J. Durning
65 Diversity, Equity and Inclusion in Medical
Education, 531
Petra Verdonk and Janusz Janczukowicz
66 The Cost and Sustainability of Health Professions
Education, 539
Kieran Walsh and Jonathan Foo
67 Health Professions Education in Disrupted and
Conflict Settings, 547
Gominda Ponnampereuma
68 Evidence-Informed Health Professions
Education, 554

Hussein Uraiby and Michelle Daniel
Index, 565