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Multiple senses, like multiple intelligences, are a key to brain variability and therefore human evolution. Besides the traditional five senses (vision, olfaction, gustation, audition, and somatosensory), humans can also perceive the body ' s own position (the sense of proprioception) and movement (the vestibular sense). Interoception is the feeling one has about the internal physiological conditions of the entire

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body. Additionally there is a sense of intuition, also known as the sixth sense. Despite their best efforts, researchers are still unable to concur in specifying the nature of the sixth sense; some consider the sense of proprioception as the sixth sense, whereas others prefer to consider that as a part of interoception. This book will provide a scientific system for the human sixth sense using relevant biophysical and neurophysiological evidence. The power of “ sixth sense ” seems to be underestimated, due to difficulties in defining the concept clearly. According to socioeconomics and neural physics, the sixth sense is that which permits humans to create perception or to enhance the quality of their perception of events. Roughly speaking, the sixth sense engages a metacognitive process through which prior

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knowledge and the information received from other sensory modalities are synergized. It is not restricted to specific arrow of time and type of mind or to the observer ' s body, but it considers all arrows of time (past, present, future), types of mind (conscious and unconscious), and physical bodies (self and other). However it is expected that the observer has specific biases towards what happens now or would happen in the future and its relation to himself. Particularly, humans appeal to the sixth sense on the road to achieving success in social competitions and to reduce uncertainty in complex decision making processes. In addition to evidence linking genetic components to the sixth sense submodalities, there have been developed strategies for increasing the quality of perceptions provided

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by the sixth sense. Meditation, through which individuals try to be detached from the world, increases gamma-band activity and that increased gamma-band activity is found following top-down processing. Therefore it can be inferred that the detachment from the environment may enhance synchronization of the wave functions in favor of strengthening the sixth sense. It can serve as the mechanism of enhancement of the sixth sense in those whose sensory systems are intact, it can also serve as the mechanism of compensation in those who have sensory deficiencies. In the latter case, it in fact encourages creativity in the use of relatively strong senses. This justifies Beethoven's deafness and his great musical creativity or Bramblitt's blindness and his enormous capability to paint and many other similar

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examples. In summary, the present book is divided into five parts. Part 1 (chapters 1-6) provides information about the system of proprioception and its neurophysiology and biophysics. Part 2 (chapters 7-10) examines the system of interoception. The information provided in these two parts would enable us to move towards the next three parts of the story, aimed at developing a scientific system of the sixth sense. The first chapter of part 3 begins with concepts and uses them to arrive at reasonable conclusion that there must be a sense that requires multistep information processing and that is separate from the sense of proprioception and the sense of interoception. Such sense is commonly known as the sixth sense. However it should be re-numbered because the sense of proprioception is already known as the

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sixth sense. The second chapter of this part is to draw neurocircuitry that innervates the sixth sense in the mind of a man, while the third chapter would address the questions whether the sixth sense system requires an optimal competence or consciousness of mind to function properly and if so which is the optimal state: conscious or unconscious and competence or incompetence. In the fourth chapter of this part, we will focus on the self-other mergence as a pivotal step of the sixth sense system. The next chapter would be of great interest to neurobiologists. It talks about that the human sixth sense of the unseen world, either the unseen arrow of time or the unseen events, requires creativity and therefore the human sixth sense should be considered a source of creativity, variability and

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thus evolution. In the sixth chapter, the sixth sense is viewed as an economic activity stimulated by social environments. This chapter arisen from the fact that humans are full of enthusiasm to heighten their sixth sense and its accuracy and that they owe their enthusiasm largely to achieving the best possible profit and in other words to wining intense competitions in their life holds mainly on the concept of elasticity. Finally this part is finished by an amazing discussion on the art of the sixth sense. The first chapter of part 4 discusses physical theories that support the existence of sixth sense in the universe. The next chapter is to apply the Bayes ' theory to the sixth sense, leading to the conclusion that the sixth sense improves multisensory integration through optimizing uncertainty of information

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received from other sensory modalities. Chapter three in this part would address whether relative timing is applicable to the sixth sense like other senses. The last part of book aimed at directly discussing the sixth sense into the context of human health and behavior is organized into four chapters. The first chapter is to discuss neurodevelopmental changes in the sixth sense, while the second and third ones will discuss that in relation to psychiatric and neurological disorders. The most striking question how much power the sixth sense the sixth sense have over human health and behavior is addressed in the fourth chapter of this part and final chapter of book, which will be prepared using neural network models and sophisticated portraits possible for the system of sixth sense.

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What distinguishes the consulting of experienced family doctors from their newly qualified colleagues? The question is often frustratingly hard answer clearly or objectively: unlike many professions, family doctors face a dearth of clear expectations of what constitutes advanced practice, a lack of defined standards against which to evaluate it, and an absence of expertise-related professional training in which to develop it post-certification. The model of consultation excellence outlined in this book illustrates in practical terms how advanced consulting can be nurtured. It avoids tantalising value judgement such as 'excellence'. Instead, it describes behaviours in terms that can be observed day to day, providing a detailed picture of what

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constitutes advanced consulting behaviour, how family doctors can be helped to acquire these higher levels of expertise, and how changes in behaviour can be identified and evaluated.

This book has an aim to present latest applications, trends and developments of virtual reality technologies in three humanities disciplines: in medicine, psychology and pedagogy. Studies show that people in both educational as well as in the medical therapeutic range expect more and more that modern media are included in the corresponding demand and supply structures. For the Internet and various mobile media, associated research and application projects now have fixed key words such as "E-learning" and "E-Mental Health" or "M-Learning", "M-Mental Health". This

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book aims to contribute to the current state of the corresponding efforts in the area of ??further promising technology - the Virtual Reality - designed to give an overview and secondly to provide a stimulus on specific projects, associated with the hope of giving to scientists and practitioners from the humanities an impulse for their own (further-) development, evaluation and implementation of various VR scenarios in the education and health sectors.

An Interdisciplinary Approach

Keys to Developing Expertise

Remediation in Medical Education

Virtual Reality in Psychological, Medical and Pedagogical Applications

The Bloomsbury Companion to Contemporary Philosophy of

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Medicine

Unlikely Bedfellows

Personal and Professional Growth for Health Care

Professionals blends aspects of professional development with issues related to personal development. Personal and professional development are inextricably linked because one cannot develop as a professional devoid of the personal insights related to personality, character, cognitions, emotions, and the cultural and generational constraints.

Includes use of multi-stage model of professional development: perception, judgment, motivation, prioritization, decision process, and professional implementation. Offers Case Studies, Questions, and Issues for Discussion at the end

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of each chapter. This is an excellent resource to prepare students for career readiness.

*Emergency Medical Services: Clinical Practice and Systems Oversight is the official textbook of the National Association of EMS Physicians™ (NAEMSP™) National EMS Medical Directors Course and Practicum™. Now paired with a companion website featuring self-assessment exercises, audio and video clips of EMS best practices in action, and more, this essential study aid guides students through the core knowledge they need to successfully complete their training and begin their careers as EMS physicians. Emergency Medical Services: Clinical Practice and Systems Oversight consists of:
Volume 1: Clinical Aspects of EMS Volume 2: Medical*

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Oversight of EMS Companion website featuring supportive self-assessment exercises, audio and video clips

This book considers the variability of metacognitive skills across cultures. It explores new domains of metacognitive variability and universal metacognitive features in adults and children. Throughout, it draws on current anthropological, linguistic, neuroscientific and psychological evidence.

What is intuition? What constitutes an intuitive process? Why are intuition concepts important? After many years of scholarly neglect, interest in intuition is now exploding in psychology and cognitive science. Moreover, intuition is also enjoying a renaissance in philosophy. Yet no single definition of intuition appears in contemporary scholarship; there is no

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consensus on the meaning of this concept in any discipline.

Rational Intuition focuses on conceptions of intuition in relation to rational processes. Covering a broad range of historical and contemporary contexts, prominent philosophers, psychologists, and cognitive scientists explore how intuition is implicated in rational activity in its diverse forms. In bringing the philosophical history of intuition into novel dialogue with contemporary philosophical and empirical research, Lisa M. Osbeck and Barbara S. Held invite a comparison of the conceptions and functions of intuition, thereby clarifying and advancing conceptual analysis across disciplines.

Davidson's Principles and Practice of Medicine E-Book

International Handbook of Financial Literacy

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Improving Diagnosis in Health Care

How Women Decide

Handbook of Intuition Research as Practice

Identity, Power and Location

A curious ambiguity surrounds errors in professional working contexts: they must be avoided in case they lead to adverse (and potentially disastrous) results, yet they also hold the key to improving our knowledge and procedures. In a further irony, it seems that a prerequisite for circumventing errors is our remaining open to their potential occurrence and learning from them when they do happen. This volume, the first to integrate

interdisciplinary perspectives on learning from errors at work, presents theoretical concepts and empirical evidence in an attempt to establish under what conditions professionals deal with errors at work productively—in other words, learn the lessons they contain. By drawing upon and combining cognitive and action-oriented approaches to human error with theories of adult, professional, and workplace learning this book provides valuable insights which can be applied by workers and professionals. It includes systematic theoretical frameworks for explaining learning from errors in daily working life, methodologies and research

instruments that facilitate the measurement of that learning, and empirical studies that investigate relevant determinants of learning from errors in different professions. Written by an international group of distinguished researchers from various disciplines, the chapters paint a comprehensive picture of the current state of the art in research on human fallibility and (learning from) errors at work. First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior.

This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the

neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought

processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

“An authoritative guide to help women navigate the workplace and their everyday life with greater success and impact” (Forbes). So, you’ve earned a seat at the table. What happens next? We all face hard decisions every day—and the choices we make, and how others perceive them, can be life changing. There are countless books on how to make those

tough calls, but How Women Decide is the first to examine a much overlooked truth: Men and women reach verdicts differently, and often in surprising ways. Stress? It makes women more focused. Confidence? Caution can lead to stronger resolutions. And despite popular misconceptions, women are just as decisive as men—though they may pay for it. Pulling from the latest science on decision-making, as well as lively stories of real women and their experiences, cognitive scientist Therese Huston teaches us how we can better shape our habits, perceptions, and strategies, not just to make the most of our own opportunities, but to

reform the culture and bring out the best results—regardless of who's behind them.

Getting the right diagnosis is a key aspect of health care - it provides an explanation of a patient's health problem and informs subsequent health care decisions. The diagnostic process is a complex, collaborative activity that involves clinical reasoning and information gathering to determine a patient's health problem. According to Improving Diagnosis in Health Care, diagnostic errors-inaccurate or delayed diagnoses-persist throughout all settings of care and continue to harm an unacceptable number of patients. It is likely that most people will experience

at least one diagnostic error in their lifetime, sometimes with devastating consequences. Diagnostic errors may cause harm to patients by preventing or delaying appropriate treatment, providing unnecessary or harmful treatment, or resulting in psychological or financial repercussions. The committee concluded that improving the diagnostic process is not only possible, but also represents a moral, professional, and public health imperative. Improving Diagnosis in Health Care a continuation of the landmark Institute of Medicine reports To Err Is Human (2000) and Crossing the Quality Chasm (2001) finds that

diagnosis-and, in particular, the occurrence of diagnostic errors"has been largely unappreciated in efforts to improve the quality and safety of health care. Without a dedicated focus on improving diagnosis, diagnostic errors will likely worsen as the delivery of health care and the diagnostic process continue to increase in complexity. Just as the diagnostic process is a collaborative activity, improving diagnosis will require collaboration and a widespread commitment to change among health care professionals, health care organizations, patients and their families, researchers, and policy makers. The recommendations of Improving

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Diagnosis in Health Care contribute to the growing momentum for change in this crucial area of health care quality and safety.

***Patient-Centred Medicine in Transition
Trainer's Manual***

***Intuition and Metacognition in Medical Education
Brain, Mind, Experience, and School: Expanded
Edition***

***Philosophical Roots, Scientific Investigations
Metacognitive Diversity***

This Handbook presents in-depth research conducted on a myriad of issues within the field of financial literacy. Split into

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six sections, it starts by presenting prevalent conceptions of financial literacy before covering financial literacy in the policy context, the state and development of financial literacy within different countries, issues of assessment and evaluation of financial literacy, approaches to teaching financial literacy, and teacher training and teacher education in financial literacy. In doing so, it provides precise definitions of the construct of financial literacy and elaborates on the state and recent

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developments of financial literacy around the world, to show ways of measuring and fostering financial literacy and to give hints towards necessary and successful teacher trainings. The book also embraces the diversity in the field by revealing contrasting and conflicting views that cannot be bridged, while at the same time making a contribution by re-joining existing materials in one volume which can be used in academic discourse, in research-workshops, in university lectures and in the definition of program initiatives

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within the wider field of financial literacy. It allows for a landscape of financial literacy to be depicted which would foster the implementation of learning opportunities for human beings for sake of well-being within financial living-conditions. The Handbook is useful to academics and students of the topic, professionals in the sector of investment and banking, and for every person responsible for managing his or her financial affairs in everyday life. Clinical reasoning is the foundation of

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professional clinical practice. Totally revised and updated, this book continues to provide the essential text on the theoretical basis of clinical reasoning in the health professions and examines strategies for assisting learners, scholars and clinicians develop their reasoning expertise. key chapters revised and updated nature of clinical reasoning sections have been expanded increase in emphasis on collaborative reasoning core model of clinical reasoning has been revised and updated

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Being a good clinician is not just about knowledge - how doctors and other healthcare professionals think, reason and make decisions is arguably their most critical skill. While medical schools and postgraduate training programmes teach and assess the knowledge and skills required to practice as a doctor, few offer comprehensive training in clinical reasoning or decision making. This is important because studies suggest that diagnostic error is common and results in significant harm to patients - and errors

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in reasoning account for the majority of diagnostic errors. The ABC of Clinical Reasoning covers core elements of the thinking and decision making associated with clinical practice - from what clinical reasoning is, what it involves and how to teach it. Informed by the latest advances in cognitive psychology, education and studies of expertise, the ABC covers: Evidence-based history and examination Use and interpretation of diagnostic tests How doctors think - models of clinical reasoning Cognitive and

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affective biases Metacognition and cognitive de-biasing strategies Patient-centred evidence based medicine Teaching clinical reasoning From an international team of authors, the ABC of Clinical Reasoning is essential reading for all students, medical professionals and other clinicians involved in diagnosis, in order to improve their decision-making skills and provide better patient care.

The Geneva Declaration, a modern successor to the Hippocratic Oath, was recently revised to include the clause "I will

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attend to my own health, well-being, and abilities in order to provide care of the highest standard." As the practice of medicine enters the modern era, a combination of disruptive factors, including the increased use of electronic health records and changes to the US healthcare system, have left physicians struggling to find happiness in their careers. Principles of Medical Professionalism emphasizes an often-neglected aspect of medical professionalism: how and why physicians

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ought to focus on their self-care, happiness, and well-being as they advance through the process of socialization into the medical community of practice. This book will help students manage their expectations about the profession while becoming more resilient to the disruptions in the field and equip health professionals of all levels with the practical knowledge and tools to integrate the values of medical professionalism into their professional identity. Ultimately, this book aims to empower physicians to

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*transform their patient care in a way that
incorporates an attention to healing,
caring, and compassion while upholding a
duty to serve the patient and society.*

Dual Processes and Beyond

Medical Ethics Education: An

*Interdisciplinary and Social Theoretical
Perspective*

Rational Intuition

Human Fallibility

*Mapping a Way of Knowing for Professional
Reflective Inquiry*

Irreducible Uncertainty, Inevitable Error,

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Unavoidable Injustice

Combining theoretical rigor, practical relevance and pedagogical innovation, Human Resource Development: From Theory into Practice is an essential resource for students working towards a career in human resource development (HRD), human resource management (HRM), occupational and organizational psychology, and related areas of business management and organization. Key features: • Aligns with the CIPD Professional Standards and the CIPD's Level 7 Diploma in Learning and Development. • Covers all the basics in the fundamentals of HRD theory and

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practice, as well as cutting-edge topics such as the e-learning, 'hybrid learning', neuroscience and learning, 'learning ecosystems', and the 'new learning organization' science of learning. • Follows a unique framework based on the a distinction between 'micro-HRD', which zooms-in on the fine detail, meso, and 'macro-HRD', which zooms-out to look at the bigger picture. • Includes a rich array of research insights, case studies and examples from a wide range of contexts. • Offers a variety of learning features, including 'perspectives from practice' and 'in their own words', which

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help to bridge the gap between theory and practical application. This up-to-date and authoritative textbook is accompanied by a comprehensive instructor's manual and PowerPoint slides to support lecturers in their teaching.

From the O.J. Simpson verdict to peace-making in the Balkans, the critical role of human judgement--complete with its failures, flaws, and successes--has never been more hotly debated and analyzed than it is today. This landmark work examines the dynamics of judgement and its impact on events that take place in human society, which require the

direction and control of social policy. Research on social policy typically focuses on content. This book concentrates instead on the decision-making process itself. Drawing on 50 years of empirical research in decision theory, Hammond examines the possibilities for wisdom and cognitive competence in the formation of social policies, and applies these lessons to specific examples, such as the space shuttle Challenger disaster and the health care debate. Uncertainly, he tells us, can seldom be fully eliminated; thus error is inevitable, and injustice for some unavoidable. But the capacity for make wise

judgments increases to the extent that we understand the potential pitfalls and their origin. The judgment process for example involves an ongoing rivalry between intuition and analysis, accuracy and rationality. The source of this tension requires an examination of the evolutionary roots of human judgement and how these fundamental features may be changing as our civilization increasingly becomes an information and knowledge-based society. With numerous examples from law, medicine, engineering, and economics, the author dramatizes the importance of judgment and its role in the

formation of social policies which affect us all, and issues the first comprehensive examination of its underlying dynamics.

This book explores the idea that we have two minds - one automatic, unconscious, and fast, the other controlled, conscious, and slow. It brings together leading researchers on dual-process theory to summarize the state of the art highlight key issues, present different perspectives, and provide a stimulus to further work.

There is a diversity of 'ethical practices' within medicine as an institutionalised profession as well as a need for ethical

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specialists both in practice as well as in institutionalised roles. This Brief offers a social perspective on medical ethics education. It discusses a range of concepts relevant to educational theory and thus provides a basic illumination of the subject. Recent research in the sociology of medical education and the social theory of Pierre Bourdieu are covered. In the end, the themes of Bourdieuan Social Theory, socio-cultural apprenticeships and the 'characterological turn' in medical education are draw together the context of medical ethics education.

On Apology

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*Clinical Practice and Systems Oversight
Brunner & Suddarth's Textbook of Medical-
Surgical Nursing*

ABC of Clinical Reasoning

Metacognition in Learning and Instruction

Safer Care Human Factors for Healthcare

**A definitive and authoritative guide to a vibrant
and growing discipline in current philosophy, The
Bloomsbury Companion to Contemporary
Philosophy of Medicine presents an overview of
the issues facing contemporary philosophy of
medicine, the research methods required to
understand them and a trajectory for the**

discipline's future. Written by world leaders in the discipline, this companion addresses the ontological, epistemic, and methodological challenges facing philosophers of medicine today, from the debate between evidence-based and person-centered medicine, medical humanism, and gender medicine, to traditional issues such as disease, health, and clinical reasoning and decision-making. Practical and forward-looking, it also includes a detailed guide to research sources, a glossary of key terms, and an annotated bibliography, as well as an introductory survey of research methods and

discussion of new research directions emerging in response to the rapid changes in modern medicine. "Philosophy needs medicine', Hillel Braude argues, 'to become more relevant'. By showing how modern medicine provides philosophers with a rich source of material for investigating issues facing contemporary society, The Bloomsbury Companion to Contemporary Philosophy of Medicine introduces the opportunities medicine offers philosophers together with the resources and skills required to contribute to contemporary debates and discussions.

While communication theory has not recognized the implications of the social intuitionist model, psychologists have gathered an impressive body of evidence to support the theory. In social cognition research, there was the idea that human inferential processes are conscious, rational, logical, and accurate, and this belief continues somewhat in the behavioral sciences although there is evidence that it is incorrect. A fresh examination is needed on just how these inferences by the receiver and the implications by the sender, carried out at high speed, impact our understanding of the communication

process. Simply put, until now the default case in communication theory is the belief that we consciously reason and then we act. However, that may not be entirely true. Rationalist Bias in Communication Theory applies social intuition theory to human communication. This book explores how research has missed accounting for a critical fact about human communication in the theories of communication, namely that we as humans can respond to one another and to all kinds of stimuli faster than we can deliberate. By applying intuitive cognition to communication, a new light can be shed on the communication

process, which is what the chapters prove and discuss. This book is valuable for social scientists, practitioners, researchers, academicians, and students interested in new theories in communication theory.

Unique and stimulating, this book addresses metacognition in both the neglected area of teaching and the more well-established area of learning. It addresses domain-general and domain-specific aspects of metacognition, including applications to the particular subjects of reading, speaking, mathematics, and science. This collection spans theory, research and

practice related to metacognition in education at all school levels, from elementary through university.

One of the most profound interactions that can occur between people, apologies have the power to heal humiliations, free the mind from deep-seated guilt, remove the desire for vengeance, and ultimately restore broken relationships. With On Apology, Aaron Lazare offers an eye-opening analysis of this vital interaction, illuminating an often hidden corner of the human heart. He discusses the importance of shame, guilt, and humiliation, the initial reluctance to apologize,

the simplicity of the act of apologizing, the spontaneous generosity and forgiveness on the part of the offended, the transfer of power and respect between two parties, and much more. Readers will not only find a wealth of insight that they can apply to their own lives, but also a deeper understanding of national and international conflicts and how we might resolve them. The act of apologizing is quite simply immensely fulfilling. On Apology opens a window onto this common occurrence to reveal the feelings and actions at the heart of this profound interaction.

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Human Judgment and Social Policy

Rationalist Bias in Communication Theory

Personal and Professional Growth for Health Care Professionals

Medical Education for the Future

Biophysics and Neurophysiology of the Sixth Sense

From Theory into Practice

Brunner & Suddarth ' s Textbook of Medical-Surgical Nursing (Single Volume), 15th Edition

Keeping tomorrow ' s nurses at the forefront of today ' s changing healthcare environment,

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Brunner & Suddarth ' s Textbook of Medical-Surgical Nursing, 15th Edition delivers the most comprehensive resource available for nursing students in the medical-surgical course. This bestselling text is designed for the way students like to learn, combining a highly readable approach with engaging case studies and learning tools to help students explore essential patient care practices in real-world terms and gain a more practical understanding of how they ' ll apply what they ' ve learned in practice. Trusted by instructors, students, and

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practicing nurses for nearly 60 years, this landmark resource has been comprehensively updated for the 15th Edition to reflect the latest research, evidence-based practices, settings, issues, ethical challenges, and concerns of today ' s healthcare practice. Complete integration with Lippincott® CoursePoint+ allows you to easily map out your entire course, provide personalized student remediation, and simulate real-world nursing scenarios involving patients mentioned in vignettes in the text, giving your students

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unparalleled preparation for success in the medical-surgical nursing workforce. Also Available as a two-volume set (978-1-9751-6828-5) Ensure a mastery of essential nursing skills and equip students for success throughout the nursing education continuum with the complete Brunner & Suddarth ' s Textbook of Medical-Surgical Nursing, 15th Edition solution (available for separate purchase): Lippincott® CoursePoint+ for Brunner & Suddarth ' s Textbook of Medical-Surgical Nursing, 15th Edition Study Guide for

Brunner & Suddarth ' s Textbook of Medical-
Surgical Nursing, 15th Edition vSim for Nursing
| Medical-Surgical Lippincott® DocuCare

The first reference on rationality that
integrates accounts from psychology and
philosophy, covering descriptive and normative
theories from both disciplines. Both analytic
philosophy and cognitive psychology have made
dramatic advances in understanding rationality,
but there has been little interaction between
the disciplines. This volume offers the first
integrated overview of the state of the art in

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the psychology and philosophy of rationality. Written by leading experts from both disciplines, *The Handbook of Rationality* covers the main normative and descriptive theories of rationality—how people ought to think, how they actually think, and why we often deviate from what we can call rational. It also offers insights from other fields such as artificial intelligence, economics, the social sciences, and cognitive neuroscience. The Handbook proposes a novel classification system for researchers in human rationality, and it creates new connections

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between rationality research in philosophy, psychology, and other disciplines. Following the basic distinction between theoretical and practical rationality, the book first considers the theoretical side, including normative and descriptive theories of logical, probabilistic, causal, and defeasible reasoning. It then turns to the practical side, discussing topics such as decision making, bounded rationality, game theory, deontic and legal reasoning, and the relation between rationality and morality. Finally, it covers topics that arise in both

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theoretical and practical rationality, including visual and spatial thinking, scientific rationality, how children learn to reason rationally, and the connection between intelligence and rationality. From Mark Quirk, recipient of the 2006 Society of Teachers of Family Medicine's Excellence in Education award, comes the latest on improving medical education. In this volume, Quirk explores metacognition, the idea that we can think about the way we or other people think, and thus gain a better understanding of ourselves, our own cognitive processes, and

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the patients we seek to help. Written for medical educators--from medical school faculty to residents--this book will help you teach your students and interns how to extrapolate lessons from experience and integrate learning and practice. It will help them to think more clearly and thoroughly about what they read, hear, and learn on a day-to-day basis and thus become more informed and humanistic doctors.

Part 1: Fundamentals of medicine Clinical decision-making 2. Clinical therapeutics and good prescribing 3. Clinical genetics 4. Clinical

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immunology 5. Population health and epidemiology 6. Principles of infectious disease Part 2: Emergency and critical care medicine 7. Poisoning 8. Envenomation 9. Environmental medicine Part 3: Clinical Medicine 10. Acute medicine and critical illness 11. Infectious disease 12. HIV infection and AIDS 13. Sexually transmitted infections 14. Clinical biochemistry and metabolic medicine 15. Nephrology and urology 16. Cardiology 17. Respiratory medicine 18. Endocrinology 19. Nutritional factors in disease 20. Diabetes

mellitus 21. Gastroenterology 22. Hepatology
23. Haematology and transfusion medicine 24.
Rheumatology and bone disease 25. Neurology
26. Stroke medicine 27. Medical ophthalmology
28. Medical psychiatry 29. Dermatology 30.
Maternal medicine 31. Adolescent and
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Clinical Practice and Systems Oversight, 2

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The Handbook of Rationality

How People Learn

Philosophers have warned of the perils of a life spent without reflection, but what constitutes reflective inquiry - and why it's necessary in our lives - can be an elusive concept.

Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire, the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects, not as a fanciful or nostalgic exercise, but as a powerful means of seeing familiar events anew, encouraging critical thinking and

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crucial insight, teaching and learning. In its opening pages, two seasoned educators, Maxine Greene and Lee Shulman, discuss reflective inquiry as a form of active attention (Thoreau's "wide-awakeness"), an act of consciousness, an process by which people can understand themselves, their work (particularly in the form of life projects), and others. Building on this foundation, the Handbook analyzes through the work of 40 internationally oriented authors: - Definition issues concerning reflection, what it is and is not; - Worldly social and moral conditions contributing to the growing interest in reflective inquiry in professional education; - Reflection as promoted across professional educational domains, including K-12 education, teacher education,

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occupational therapy, and the law; - Methods of facilitating and scaffolding reflective engagement; - Current pedagogical and research practices in reflection; - Approaches to assess reflective inquiry. Educators across the professions as well as adult educators, counselors and psychologists, and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times.

The two-volume Emergency Medical Services: Clinical Practice and Systems Oversight delivers a thorough foundation upon which to succeed as an EMS medical director and prepare for the NAEMSP National EMS Medical Directors Course and Practicum. Focusing on EMS in the

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'real world', the book offers specific management tools that will be useful in the reader's own local EMS system and provides contextual understanding of how EMS functions within the broader emergency care system at a state, local and national level. The two volumes offer the core knowledge trainees will need to successfully complete their training and begin their career as EMS physicians, regardless of the EMS systems in use in their areas. A companion website rounds out the book's offerings with audio and video clips of EMS best practice in action. Readers will also benefit from the inclusion of: A thorough introduction to the history of EMS An exploration of EMS airway management, including procedures and challenges, as well as how to manage ventilation,

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oxygenation, and breathing in patients, including cases of respiratory distress Practical discussions of medical problems including the challenges posed by the undifferentiated patient, altered mental status, cardiac arrest and dysrhythmias, seizures, stroke, and allergic reactions An examination of educational systems, structure, and leadership

This book challenges functional models for more aesthetic ethical models, where communication is grounded in values systems of cultures. Here, communication is treated as a distributed phenomenon involving networks of persons, activities and artifacts, and extends beyond doctor-patient relationships to working in and across teams around patients. The purpose of the book is to stimulate thinking about how

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patient care and safety may be improved through a focus on the 'non-technical' work of doctors – interpersonal communication, teamwork and situation awareness in teams. The focus is then not on the personality of the doctor, but on the dynamics of relationships which form doctors' multiple identities.

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

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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 consistently to the field, the authors provide a fundamental reconceptualisation of medical teaching and learning, with emphasis upon learning at the bedside and in the clinic. They offer a wealth of practical and conceptual insights into the

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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: Call for Reform of Medical School and Residency "This book

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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
Human Resource Development

Intuition and Metacognition in Medical Education : Avoiding "rush to Judgment" and "paralysis Through Analysis"

The Heart of the Matter

The British National Bibliography

A Mid-Course Correction

Theory, Research and Practice

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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

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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,

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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.

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

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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;

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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.

How can intuition research inform practice? As the use of intuition in business has become more widely

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accepted, companies struggle to understand how to use this additional resource efficiently, while corporate trainers and university educators lack tools to develop it as a skill. This truly international Handbook provides relevant answers in a concise, digestible format using real-life examples and new research.

Remediation in medical education is the act of facilitating a correction for trainees who started out on the journey

toward becoming excellent physicians but have moved off course. This book offers an evidence-based and practical approach to the identification and remediation of medical trainees who are unable to perform to standards. As assessment of clinical competence and professionalism has become more sophisticated and ubiquitous, medical educators increasingly face the challenge of implementing effective and respectful means to work with trainees

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who do not yet meet expectations of the profession and society. Remediation in Medical Education: A Mid-Course Correction describes practical stepwise approaches to remediate struggling learners in fundamental medical competencies; discusses methods used to define competencies and the science underlying the fundamental shift in the delivery and assessment of medical education; explores themes that provide context for remediation, including

professional identity formation and moral reasoning, verbal and nonverbal learning disabilities, attention deficit disorders in high-functioning individuals, diversity, and educational and psychiatric topics; and reviews system issues involved in remediation, including policy and leadership challenges and faculty development.

The Ambiguity of Errors for Work and Learning

A Practical Guide for Medical Teachers,

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E-Book

In Two Minds

***Clinical Reasoning in the Health
Professions***

The Consultation Expertise Model

Principles of Medical Professionalism