

Teaching Clinical Reasoning Acp Teaching Medicine

The complexity of hospitalized patients and the day-to-day issues that arise on inpatient services make teaching in the hospital as challenging as it is unique. Hospital-based medical educators (hospitalists and attending physicians) must be adaptable and teach a wide range of topics, all while administering effective patient care. Written by experts in the field, *Teaching in the Hospital* offers a unique perspective on the goals of inpatient teaching and practical advice for hospitalists and attendings who teach on the wards. This book provides hospital-based educators with tools and techniques for: Establishing and communicating expectations and responsibilities Conducting rounds to ensure education complements patient care Enhancing learning by using illustrations, analogies, mnemonics, and other "tricks of the trade" Coaching learners in the science of clinical reasoning, communication, time management, and interpersonal relations This unique book includes clinical problem-based "teaching scripts" illustrating the dialogues that can take place around 15 of the most frequently encountered inpatient clinical problems. A part of ACP's Teaching Medicine Series, this title is available individually or as a part of the complete six-book set. This book addresses the point of intersection between cognition, metacognition, and culture in learning and teaching Science, Technology, Engineering, and Mathematics (STEM). We explore theoretical background and cutting-edge research

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

about how various forms of cognitive and metacognitive instruction may enhance learning and thinking in STEM classrooms from K-12 to university and in different cultures and countries. Over the past several years, STEM education research has witnessed rapid growth, attracting considerable interest among scholars and educators. The book provides an updated collection of studies about cognition, metacognition and culture in the four STEM domains. The field of research, cognition and metacognition in STEM education still suffers from ambiguity in meanings of key concepts that various researchers use. This book is organized according to a unique manner: Each chapter features one of the four STEM domains and one of the three themes—cognition, metacognition, and culture—and defines key concepts. This matrix-type organization opens a new path to knowledge in STEM education and facilitates its understanding. The discussion at the end of the book integrates these definitions for analyzing and mapping the STEM education research. Chapter 4 is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com

Become a better educator in anesthesia, understanding and implementing best practices and evidence-based principles in a range of settings. This book examines the challenges of cross-professional comparisons and proposes new forms of performance assessment to be used in professions education. It addresses how complex issues are learned and assessed across and within different disciplines and professions in order to move the process of “performance assessment for learning” to

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

the next level. In order to be better equipped to cope with increasing complexity, change and diversity in professional education and performance assessment, administrators and educators will engage in crucial systems thinking. The main question discussed by the book is how the required competence in the performance of students can be assessed during their professional education at both undergraduate and graduate levels. To answer this question, the book identifies unresolved issues and clarifies conceptual elements for performance assessment. It reviews the development of constructs that cross disciplines and professions such as critical thinking, clinical reasoning, and problem solving. It discusses what it means to instruct and assess students within their own domain of study and across various roles in multiple contexts, but also what it means to instruct and assess students across domains of study in order to judge integration and transfer of learning outcomes. Finally, the book examines what it takes for administrators and educators to develop competence in assessment, such as reliably judging student work in relation to criteria from multiple sources. "... the co-editors of this volume, Marcia Mentkowski and Paul F. Wimmers, are associated with two institutions whose characters are so intimately associated with the insight that assessment must be integrated with curriculum and instructional program if it is to become a powerful influence on the educational process ..." Lee Shulman, Stanford University

Evidence, Communication and Decision-Making
Clinical Thinking

How-to Guide for Active Learning

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

The Ultimate Guide To Choosing a Medical Specialty Neuroscience in Education

Practical Teaching in Emergency Medicine

Critical thinking is an essential skill for learners and teachers alike. Therefore, it is essential that educators be given practical strategies for improving their critical thinking skills as well as methods to effectively provide critical thinking skills to their students. The Handbook of Research on Critical Thinking and Teacher Education Pedagogy examines and explains how new strategies, methods, and techniques in critical thinking can be applied to classroom practice and professional development to improve teaching and learning in teacher education and make critical thinking a tangible objective in instruction. This critical scholarly publication helps to shift and advance the debate on how critical thinking should be taught and offers insights into the significance of critical thinking and its effective integration as a cornerstone of the educational system. Highlighting topics such as early childhood education, curriculum, and STEM education, this book is designed for teachers/instructors, instructional designers, education professionals, administrators, policymakers, researchers, and academicians. Assessment in Health Professions Education, 2nd Edition, provides a comprehensive guide for educators in the health professions—medicine, dentistry, nursing, pharmacy and allied health

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

fields. This second edition has been extensively revised and updated by leaders in the field. Part I of the book presents an introduction to assessment fundamentals and their theoretical underpinnings from the perspective of the health professions. Part II covers specific assessment methods, with a focus on validity, best practices, challenges, and practical guidelines for the effective implementation of successful assessment programs. Part III addresses special topics and recent innovative approaches, including narrative assessment, situational judgment tests, programmatic assessment, mastery learning settings, and the Key Features approach. This accessible text addresses the essential concepts for the health professions educator and provides the background needed to understand, interpret, develop, and effectively implement assessment methods.

Teaching Clinical Reasoning American College
Despite diagnosis being the key feature of a physician's clinical performance, this is the first book that deals specifically with the topic. In recent years, however, considerable interest has been shown in this area and significant developments have occurred in two main areas: a) an awareness and increasing understanding of the critical role of clinical decision making in the process of diagnosis, and of the multiple factors that impact it, and b) a similar appreciation of the role of the healthcare system in supporting

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

clinicians in their efforts to make accurate diagnoses. Although medicine has seen major gains in knowledge and technology over the last few decades, there is a consensus that the diagnostic failure rate remains in the order of 10-15%. This book provides an overview of the major issues in this area, in particular focusing on where the diagnostic process fails, and where improvements might be made.

Radiology Education

A Systems Approach in Family Planning and Abortion

Best Practices for Health & Well-Being Assessment

The good, the bad, and the ugly

Cognition, Metacognition, and Culture in STEM Education

Clinical reasoning is the foundation of 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

An Australian text designed to address the key area of clinical reasoning in nursing practice. Using a series of authentic scenarios, Clinical Reasoning guides students through the clinical reasoning process while challenging them to think

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

critically about the nursing care they provide. With scenarios adapted from real clinical situations that occurred in healthcare and community settings, this edition continues to address the core principles for the provision of quality care and the prevention of adverse patient outcomes.

GEOFF NORMAN McMaster University, Hamilton, Canada

CEES VAN DER VLEUTEN University of Maastricht,

Netherlands DA VID NEWBLE University of Sheffield,

England

The International Handbook of Research in Medical Education is a review of current research findings and contemporary issues in health sciences education. The orientation is toward research evidence as a basis for informing policy and practice in education. Although most of the

research findings have accrued from the study of medical education, the handbook will be useful to teachers and researchers in all health professions and others concerned with professional education. The handbook comprises 33 chapters organized into six sections: Research Traditions, Learning,

The Educational Continuum, Instructional Strategies, Assessment, and Implementing the Curriculum. The research orientation of the handbook will make the book an invaluable resource to researchers and scholars, and should help practitioners to identify research to place their educational decisions on a sound empirical footing.

THE FIELD OF RESEARCH IN MEDICAL EDUCATION The discipline of medical education began in North America more than thirty years ago with the founding of the first office in medical education at Buffalo, New York, by George Miller in the early 1960s. Soon after, large offices were established in medical schools in Chicago (University of Illinois), Los Angeles (University of Southern California) and Lansing (Michigan

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

State University). All these first generation offices mounted master's level programs in medical education, and many of their graduates went on to found offices at other schools. A part of the new Teaching Medicine Series, this new title focuses on various methods for teaching medicine.

Interpreting the Shadows

Practical Guide to the Evaluation of Clinical Competence E-Book

Information Mastery

International Handbook of Research in Medical Education

International Handbook of Thinking and Reasoning

ABC of Clinical Reasoning

A part of the new Teaching Medicine Series, this new title acts as a guide for mentoring and fostering professionalism in medical education and training.

"Threshold Concepts in Practice brings together fifty researchers from sixteen countries and a wide variety of disciplines to analyse their teaching practice, and the learning experiences of their students, through the lens of the Threshold Concepts Framework. In any discipline, there are certain concepts – the 'jewels in the curriculum' – whose acquisition is akin to passing through a portal. Learners enter new conceptual (and often affective) territory. Previously inaccessible ways of thinking or practising come into view, without which they cannot progress, and which offer a transformed internal view of subject landscape, or even world view. These conceptual gateways are integrative, exposing the previously hidden interrelatedness of ideas, and are irreversible. However they frequently present troublesome knowledge and are often points at which students become stuck. Difficulty in understanding may leave the learner in a 'liminal' state of transition, a

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

'betwixt and between' space of knowing and not knowing, where understanding can approximate to a form of mimicry. Learners navigating such spaces report a sense of uncertainty, ambiguity, paradox, anxiety, even chaos. The liminal space may equally be one of awe and wonderment. Thresholds research identifies these spaces as key transformational points, crucial to the learner's development but where they can oscillate and remain for considerable periods. These spaces require not only conceptual but ontological and discursive shifts. This volume, the fourth in a tetralogy on Threshold Concepts, discusses student experiences, and the curriculum interventions of their teachers, in a range of disciplines and professional practices including medicine, law, engineering, architecture and military education. Cover image: Detail from 'Eve offering the apple to Adam in the Garden of Eden and the serpent' c.1520–25. Lucas Cranach the Elder (1472–1553). Bridgeman Images. All rights reserved.

At a time when society is demanding accountability from the medical education system and residency review committees are demanding written curricula, this book offers a practical, yet theoretically sound, approach to curriculum development in medicine. Short, practical, and generic in its approach, the book begins with an overview of a six-step approach to curriculum development. Each succeeding chapter then covers one of the six steps: problem identification, targeted needs assessment, goals and objectives, education methods, implementation, and evaluation. Additional chapters address curriculum maintenance, enhancement, and dissemination. Throughout, examples are used to illustrate major points. An appendix provides the reader with a selected list of published and unpublished

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

resources on funding, faculty development, and already developed curricula.

This is a book about scholarship in the broadest sense. The writing of this book has shown how through scholarship we can bring together academics, practitioners, scientists, radiologists, and administrators from around the world to begin the kinds of conversations that promise to move us to a new way of thinking about and enacting radiology education. Over the past century, we have witnessed tremendous change in biomedical science and the scope of this change has demanded new approaches to medical education. The most significant of the changes in medical education has been a fundamental paradigm shift from a teacher-centered approach to a student-centered approach. This shift, combined with the explosion of knowledge, has pressed medical schools to undertake major curricular and institutional reform. At the same time, progress in medical education research methods has led to innovative approaches to support the improvement of learning methods and evaluation. Over the past several years there has also been a shift toward thinking about and planning for medical education beyond the undergraduate level to include postgraduate and continuing medical education, but also to consider learning within the professional environment and the development of professional continuous education. Viewing medical education as a continuum that spans from the first year of medical school until retirement introduces new ways to conceptualize the teaching and learning needs that address lifelong learning demands that extend over 30 or 40 years.

A Practical Guide to Teaching and Assessing the ACGME Core Competencies

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

Clinical Reasoning

Assessment in Health Professions Education

Assessing Competence in Professional Performance
across Disciplines and Professions

Learning, Teaching and Assessment

Educational Design

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 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 affective biases Metacognition and cognitive debiasing 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.

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

Emergency medicine attendings who wish to hone their teaching skills can find a number of books on educational strategies written by physicians from other disciplines. However, until the publication of the first edition of this book, they did not have access to a text written by emergency medicine physicians on methods of teaching that are directly applicable to teaching EM. This book was compiled to meet that need. Following the introductory section, which provides important background information, the book's contents are organized into 4 sections that correspond to the core needs and interests of EM educators: Section 2 focuses on practical and ethical considerations of teaching in the ED; Section 3 provides strategies for teaching specific groups of learners; Section 4 looks at the skills that are characteristic of the best EM educators; and Section 5 looks in depth at specific teaching techniques and strategies. Now more than ever this book addresses the needs of physician educators from all over the world. New chapters discuss lecturing to an international audience; using simulation as a teaching tool; how to make journal club work for you, and other topics that are of broad interest to medical educators in this field. In general, each chapter has been updated and reviewed to make sure the content was something that emergency physician educators could use in any country. The chapter contributors are widely regarded as leaders in the field of emergency medicine education and faculty development. Authors were given free rein to develop their chapters and write in their own style. They were asked to present their personal views on how to successfully teach the art of emergency medicine,

rather than review evidence-based guidelines regarding medical education. As a result, most of the chapters have few references. This first-person approach to a multi-authored textbook yields a compilation that varies in style from chapter to chapter and exposes the reader to a variety of communication techniques.

Behind heart disease and cancer, medical error is now listed as one of the leading causes of death. Of the many medical errors that may lead to injury and death, diagnostic failure is regarded as the most significant. Generally, the majority of diagnostic failures are attributed to the clinicians directly involved with the patient, and to a lesser extent, the system in which they work. In turn, the majority of errors made by clinicians are due to decision making failures manifested by various departures from rationality. Of all the medical environments in which patients are seen and diagnosed, the emergency department is the most challenging. It has been described as a "wicked" environment where illness and disease may range from minor ailments and complaints to severe, life-threatening disorders. The Cognitive Autopsy is a novel strategy towards understanding medical error and diagnostic failure in 42 clinical cases with which the author was directly involved or became aware of at the time. Essentially, it describes a cognitive approach towards root cause analysis of medical adverse events or near misses. Whereas root cause analysis typically focuses on the observable and measurable aspects of adverse events, the cognitive autopsy attempts to identify covert cognitive processes that may have contributed to outcomes. In this clinical setting, no

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

cognitive process is directly observable but must be inferred from the behavior of the individual clinician. The book illustrates unequivocally that chief among these cognitive processes are cognitive biases and other flaws in decision making, rather than knowledge deficits.

CD-ROM contains 11 bonus chapters and searchable text in PDF.

A Six Step Approach

Evidence-based Medicine

Methods for Teaching Medicine

Clinical Reasoning and Decision Making in Physical Therapy

Health Professions Education

Diagnosis

Chapter topics include: Clinical Reasoning and Diagnostic Error Theoretical Concepts to Consider in Providing Clinical Reasoning Instruction Developing a Curriculum in Clinical Reasoning Educational Approaches to Common Cognitive Errors General Teaching Techniques Assessment of Clinical Reasoning Faculty Development and Dissemination Lifelong Learning in Clinical Reasoning Remediation of Clinical Reasoning Novel Approaches and Future Directions Teaching Clinical Reasoning: Where do we go from here? The first book to teach physical assessment techniques based on evidence and clinical relevance. Grounded in an empirical approach to history-taking and physical assessment techniques, this text for healthcare clinicians and students focuses on patient well-being and health promotion.

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

It is based on an analysis of current evidence, up-to-date guidelines, and best-practice recommendations. It underscores the evidence, acceptability, and clinical relevance behind physical assessment techniques. Evidence-Based Physical Examination offers the unique perspective of teaching both a holistic and a scientific approach to assessment. Chapters are consistently structured for ease of use and include anatomy and physiology, key history questions and considerations, physical examination, laboratory considerations, imaging considerations, evidence-based practice recommendations, and differential diagnoses related to normal and abnormal findings. Case studies, clinical pearls, and key takeaways aid retention, while abundant illustrations, photographic images, and videos demonstrate history-taking and assessment techniques. Instructor resources include PowerPoint slides, a test bank with multiple-choice questions and essay questions, and an image bank. This is the physical assessment text of the future. Key Features:

- Delivers the evidence, acceptability, and clinical relevance behind history-taking and assessment techniques
- Eschews “ traditional ” techniques that do not demonstrate evidence-based reliability
- Focuses on the most current clinical guidelines and recommendations from resources such as the U.S. Preventive Services Task Force
- Focuses on the use of modern technology for assessment
- Aids retention through case studies, clinical pearls, and

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

key takeaways Demonstrates techniques with abundant illustrations, photographic images, and videos Includes robust instructor resources: PowerPoint slides, a test bank with multiple-choice questions and essay questions, and an image bank Purchase includes digital access for use on most mobile devices or computers

Providing a comprehensive and evidence-based reference guide for those who have a strong and scholarly interest in medical education, the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge, skills, and behaviour that doctors need. The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this.

Describing the theoretical educational principles that lay the foundations of best practice in medical education, the book gives readers a through grounding in all aspects of this discipline.

Contributors to this book come from a variety of different backgrounds, disciplines and continents, producing a book that is truly original and international.

Clinicians are taught masses of facts, but not how to use them in the messy reality of patient care.

This book provides a missing link between evidence and the clinical coalface. Though there are plenty of guides to evidence-based medicine, few explain how to build the information into patient oriented decision-making. Clinical Thinking allows you to

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

think both logically and laterally about daily clinical issues and look at problems from different angles. Uses realistic scenarios, frameworks and models Takes you through the whole decision-making process, from observation and narrative to evaluating the best evidence for the individual situation Illustrations and flow charts help clarify this new approach These methods have been tried and tested by the authors, internationally respected general practitioners and teachers in primary care – all leaders in the evidence-based medicine movement This book takes clinical medicine a big step forward in the direction of patient-focused practice!

Oxford Textbook of Medical Education

Evidence-Based Physical Examination

Learning Clinical Reasoning

A CanMEDS Guide for the Health Professions

The Cognitive Autopsy

Mentoring in Academic Medicine

In the past ten years, there has been growing interest in applying our knowledge of the functioning of the human brain to the field of education-including reading, learning, language and mathematics. This has resulted in the development of a number of new practices in education-some good, some bad and some just crazy. The 'good' is nearly always sound cognitive research that has clear implications for educational practice. The 'bad' is the use of neuroscience jargon to lure the unwary and to give an apparent scientific aura to flawed educational programs with no evidence base and which no reputable neuroscientist would endorse. The 'ugly' is simplistic interpretation and misapplication of cognitive theories leading to errors in their application. More and better could be done if neuroscientists and

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

educationalists acknowledge the limits of their disciplines and start listening to each other. Neuroscience in Education brings together an international group of leading psychologists, neuroscientists, educationalists and geneticists to critically review some of these new developments, examining the science behind these practices, the validity of the theories on which they are based, and whether they work. It will be fascinating reading for anyone involved in education, including teachers, psychologists, neuroscientists, and policy makers as well as interested parents.

Neither legalization of abortion nor scientific and political advances in contraception and abortion ensure that training and research in family planning are routinely integrated into medical education. Without integration, subsequent generations of healthcare professionals are not prepared to incorporate evidence-based family planning into their practices, teaching, or research. Omission of this crucial component prevents the cultural and professional normalization of an often stigmatized and embattled aspect of women's health. Taking the successful US-based Ryan and Family Planning Fellowship programs as templates for training, teaching, and academic leadership, this book describes the integration of family planning and pregnancy termination into curricula with an international outlook. With an evidence- and systems-based approach, the book is a unique and practical guide to inspire and train the next generation of healthcare professionals.

Publisher's Note: Products purchased from 3rd Party sellers are not guaranteed by the Publisher for quality, authenticity, or access to any online entitlements included with the product. Introducing an innovative, systematic approach to understanding differential diagnosis, Frameworks for Internal Medicine helps students learn to think like physicians and master the methodology behind diagnosing the most commonly encountered conditions in internal medicine. Designed to help medical educators implement better assessment methods, tools, and models directly into training programs, Practical Guide to the Evaluation of Clinical Competence, 2nd Edition, by Drs.

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

Eric S. Holmboe, Steven J. Durning, and Richard E. Hawkins, is a hands-on, authoritative guide to outcomes-based assessment in clinical education. National and international experts present an organized, multifaceted approach and a diverse combination of methods to help you perform effective assessments. This thoroughly revised edition is a valuable resource for developing, implementing, and sustaining effective systems for evaluating clinical competence in medical school, residency, and fellowship programs. Each chapter provides practical suggestions and assessment models that can be implemented directly into training programs, tools that can be used to measure clinical performance, overviews of key educational theories, and strengths and weaknesses of every method. Guidelines that apply across the medical education spectrum allow you to implement the book's methods in any educational situation. New chapters on high-quality assessment of clinical reasoning and assessment of procedural competence, as well as a new chapter on practical approaches to feedback. Reorganized for ease of use, with expanded coverage of Milestones/Entrustable Professional Assessments (EPAs), cognitive assessment techniques, work-based procedural assessments, and frameworks. The expert editorial team, renowned leaders in assessment, is joined by global leader in medical education and clinical reasoning, Dr. Steven Durning.

Clinical Reasoning in the Health Professions

Education in Anesthesia

Teaching in the Hospital

Facilitation, Assessment, and Implementation

Frameworks for Internal Medicine

Medical Decision Making

Employs a case-based approach to teach the basics of clinical reasoning, discusses steps in the clinical reasoning process, inductive and deductive strategies, data collection and its flaws, and assessing

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

the reliability of clinical evidence. This book clearly demonstrates how to best make medical decisions while incorporating clinical practice guidelines and decision support systems for electronic medical record systems. New to this edition is how medical decision making ideas are being incorporated into clinical decision support systems in electronic medical records and also how they are being used to shape practice guidelines and policies. This book focuses on large and small group educational settings and offers brief strategies to engage learners to assure active learning strategies are core to the learning environment. The book opens with an introduction on active learning principles. Each chapter follows with a specific description of a strategy written by authors who are experienced in using the strategy in a classroom environment with students. The chapters are designed to be accessible and practical for the reader to apply in their learning environments.

ABC of Learning and Teaching in Medicine is an invaluable resource for both novice and experienced medical teachers. It emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge, and is designed

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

to be practical and accessible not only to those new to the profession, but also to those who wish to keep abreast of developments in medical education. Fully updated and revised, this new edition continues to provide an accessible account of the most important domains of medical education including educational design, assessment, feedback and evaluation. The succinct chapters contained in this ABC are designed to help new teachers learn to teach and for experienced teachers to become even better than they are. Four new chapters have been added covering topics such as social media; quality assurance of assessments; mindfulness and learner supervision. Written by an expert editorial team with an international selection of authoritative contributors, this edition of ABC of Learning and Teaching in Medicine is an excellent introductory text for doctors and other health professionals starting out in their careers, as well as being an important reference for experienced educators.

How to Deliver the Best Learning Experience

ABC of Learning and Teaching in Medicine Evidence-Based Practice Across the Health Professions

The Scholarship of Teaching and Learning

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

*Theory and Practice of Teaching Medicine
Evidence-based Family Medicine*

Clinical reasoning is an essential non-negotiable element for all health professionals. The ability of the health professional to demonstrate professional competence, compassion, and accountability depend on a foundation of sound clinical reasoning. The clinical reasoning process needs to bring together knowledge, experience, and understanding of people, the environment, and organizations along with a strong moral compass in making sound decisions and taking necessary actions. While clinical reasoning and the role of mentors has been a focus of the continued growth and development of residency programs in physical therapy, there is a critical need to have a broader, in-depth look at how educators across academic and clinical settings intentionally facilitate the development of clinical reasoning skills across one's career. *Clinical Reasoning and Decision Making in Physical Therapy: Facilitation, Assessment, and Implementation* fills this need by providing a comprehensive and in-depth focus on development of the patient-client management skills of clinical reasoning and clinical decision-making. It takes into account teaching and learning strategies, assessment, and technological applications across the continuum from novice to residents/fellows-in-training, along with academic and clinical faculty for

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

both entry-level and specialist practice. Drs. Gina Maria Musolino and Gail Jensen have designed this comprehensive resource with contributions from professional colleagues. The text centers on life-long learning by encouraging the development of clinical reasoning abilities from professional education through residency education. The aim and scope of the text is directed for physical therapy education, to enhance clinical reasoning and clinical decision-making for developing professionals and post-professionals in both clinical and academic realms, and for the development of clinical and academic faculty. Clinical Reasoning and Decision Making in Physical Therapy uniquely offers both evidence-based approaches and pragmatic consultation from award-winning authors with direct practice experiences developing and implementing clinical reasoning/clinical decision-making in practice applications for teaching students, residents, patients, and clinical/academic faculty in classrooms, clinics, and through simulation and telehealth. Clinical Reasoning and Decision Making in Physical Therapy is the first of its kind to address this foundational element for practice that is key for real-world practice and continuing competence as a health care professional. Physical therapy and physical therapist assistant students, faculty, and clinicians will find this to be an invaluable resource to enhance their clinical reasoning and decision making

abilities.

An expanded and revised new E-book edition of the respected evidence-based practice (EBP) foundation text. Evidence-based Practice across the Health Professions, 2nd Edition E-book provides health professions students with the basic knowledge and skills necessary to become evidence-based clinicians. Years after its 2009 publication, Evidence-based Practice across the Health Professions remains one of the few truly multidisciplinary evidence-based practice textbooks meeting the needs of undergraduate and postgraduate students enrolled in inter-professional courses. Fully revised and expanded, the second edition of this key health textbook picks up where the first left off: demystifying the practice of finding and using evidence to inform decision-making across a range of professions and roles within the healthcare sector. Evidence-based Practice across the Health Professions, 2nd Edition E-book covers an additional three health disciplines - now totalling 12 - and features a new chapter on the important role of organisations in promoting evidence-based practice. Additional new content includes a greater emphasis on reflection, new clinical scenarios and additional examples of systematic reviews. The authors' focused, user-friendly approach helps students understand the importance and implications of evidence-based practice, and addresses the growing importance of

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

collaborative practice and the reality of multidisciplinary health teams in the overall healthcare environment. Worked examples of a wide range of case scenarios and appraised papers (some are discipline-specific and others are multidisciplinary). Designed to be used by students from a wide range of health professions, thus facilitating the student's ability to understand the needs of multi-disciplinary health-care teams in a real-life setting. Includes a detailed chapter on implementing evidence into practice and other topics that are not typically addressed in other texts, such as a chapter about how to communicate evidence to clients and another that discusses the role of clinical reasoning in evidence-based practice. Summary points at the end of each chapter. Supported by an Evolve resource package that contains revision questions that utilize a range of question formats. Three new health disciplines covered - human movement & exercise science, pharmacy and paramedicine - with new clinical scenarios. New chapter - Embedding evidence-based practice into routine clinical care. Elsevier's Evolve - an expanded suite of online assets to provide additional teaching and student resources. New examples of appraising and using systematic reviews of qualitative evidence (meta-synthesis). Nine new contributors including paramedicine, CAMS, qualitative EBP and nursing. New larger format and

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

internal design.

The first medical specialty selection guide written by residents for students! Provides an inside look at the issues surrounding medical specialty selection, blending first-hand knowledge with useful facts and statistics, such as salary information, employment data, and match statistics. Focuses on all the major specialties and features firsthand portrayals of each by current residents. Also includes a guide to personality characteristics that are predominate with practitioners of each specialty. "A terrific mixture of objective information as well as factual data make this book an easy, informative, and interesting read."

--Review from a 4th year Medical Student

The Routledge International Handbook of Thinking and Reasoning is an authoritative reference work providing a balanced overview of current scholarship spanning the full breadth of the rapidly developing and expanding field of thinking and reasoning. It contains 35 chapters written by leading international researchers, covering foundational issues as well as state-of-the-art developments in thinking and reasoning research. Topics covered range across all sub-areas of thinking and reasoning, including deduction, induction, abduction, judgment, decision making, argumentation, problem solving, expertise, creativity and rationality. The contributors engage with cutting-edge debates such as the status of dual-process theories of thinking, the role of unconscious,

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

intuitive, emotional and metacognitive processes in thinking, and the importance of probabilistic conceptualisations of thinking and reasoning. Authors also examine the importance of neuroscientific findings in informing theoretical developments, and explore the situated nature of thinking and reasoning across a range of real-world contexts such as mathematics, medicine and science. The Handbook provides a clear sense of the way in which contemporary ideas are challenging traditional viewpoints as "new paradigm of the psychology of reasoning" emerges. This paradigm-shifting research is paving the way toward a richer and more inclusive understanding of thinking and reasoning, where important new questions drive a forward-looking research agenda. It is essential reading for both established researchers in the field of thinking and reasoning as well as advanced students wishing to learn more about both the historical foundations and latest developments in this rapidly growing field.

Threshold Concepts in Practice

A Root Cause Analysis of Medical Decision Making

Curriculum Development for Medical Education

How to Practice and Teach EBM.

Teaching Clinical Reasoning

Advancing Women's Health Through Medical Education

The accompanying CD-ROM contains clinical

Read Free Teaching Clinical Reasoning Acp Teaching Medicine

examples, critical appraisals and background papers.

The Institute of Medicine study *Crossing the Quality Chasm* (2001) recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety. *Health Professions Education: A Bridge to Quality* is the follow up to that summit, held in June 2002, where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education. These core competencies include patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. This book recommends a mix of approaches to health education improvement, including those related to oversight processes, the training environment, research, public reporting, and leadership.

Educators, administrators, and health professionals can use this book to help achieve an approach to education that better prepares clinicians to meet both the needs of patients and the requirements of a changing health care system.

Handbook of Research on Critical Thinking and Teacher Education Pedagogy

A Bridge to Quality