

# Module 1: Basic Medical Education

## BASIC TEACHING AND LEARNING

- Learning psychology
- OLE concept
- Educational objective & lesson plan
- Teaching method
- Large and small group teaching
- Supervision and feedback
- Copyright in medical education

## BASIC CLINICAL TEACHING

- Laboratory teaching and PBL (preclinical staff)
- Ward round and teaching on the run
- Bedside and OPD teaching
- Procedural skill teaching
- Teaching with standardized patient
- Performance and workplace-based assessment
- Milestones & EPA & DOPS
- OSCE: theory and practice
- Professionalism

## BASIC ASSESSMENT AND EVALUATION

- Assessment and evaluation principle
- Standard setting and grading
- MCQ
- Item analysis
- Written exam and MEQ
- Portfolio

## OTHERS ESSENTIAL ISSUES IN MEDICAL EDUCATION

- Student support
- Generation gap
- Mental support for students
- Team based learning (TBL)
- Quality assurance (QA) in medical school

# Basic Medical Education

**Zubair Amin, Hoon Eng Khoo**



## **Basic Medical Education:**

**Basics in Medical Education** Zubair Amin, Hoon Eng Khoo, 2003 Medical education the art and science behind medical teaching and learning has progressed remarkably Teaching and learning have become more scientific and rigorous curricula are based on sound pedagogical principles and problem based and other forms of active and self directed learning have become the mainstream We have progressed from the role of problem identifier to that of solution provider This book provides a balanced overview of the OC whyOCO of medical education emphasizing the need for change and adaptation and the OC howOCO by demonstrating the way concepts and theories of medical education can be of immediate benefit to the medical teacher In short this is a simple and non intimidating book for general medical teachers to enhance their understanding of medical education and to improve their teaching Royalties from the sale of this book will benefit basic health care needs of children in developing countries Sample Chapter s Chapter 1 Questions and Questioning Technique 103 KB Contents Basic Competencies in Medical Teaching Historical Perspectives in Medical Education Educational Concepts and Philosophies Curriculum and Learning Cycle Educational Objectives Instructional Methodologies General Instructional Methodology Clinical Teaching Instructional Methodology Problem Based Learning Assessment and Evaluation Internet and Medical Education Research in Medical Education Readership Medical teachers from all disciplines as well as basic science and clinical teachers

**Basic Medical Education** David Cecil Sinclair, 1972 **Medical Education in the United States 1934-1939** Council on Medical Education and Hospitals (American Medical Association), 1940 *Medical Education at a Glance* Judy McKimm, Kirsty Forrest, Jill Thistlethwaite, 2017-01-30 Covering the core concepts activities and approaches involved in medical education *Medical Education at a Glance* provides a concise accessible introduction to this rapidly expanding area of study and practice This brand new title from the best selling *at a Glance* series covers the range of essential medical education topics which students trainees new lecturers and clinical teachers need to know Written by an experienced author team *Medical Education at a Glance* is structured under the major themes of the discipline including teaching skills learning theory and assessment making it an easy to digest guide to the practical skills and theory of medical education teaching and learning *Medical Education at a Glance* Presents core information in a highly visual way with key concepts and terminology explained Is a useful companion to the Association for the Study of Medical Education s ASME book *Understanding Medical Education* Covers a wide range of topics and themes Is a perfect guide for teaching and learning in both the classroom and clinical setting

**International Handbook of Research in Medical Education** Geoffrey R. Norman, Cees P.M. van der Vleuten, D.I. Newble, 2012-12-06 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 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

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

Essential Skills for a Medical Teacher is a new book that will serve as a perfect introduction for new teachers to the exciting opportunities facing them whether they are working in undergraduate postgraduate or continuing education It will also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students or trainees learning The contents are based on the authors extensive experience of what works in medical education whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels

About the authors Ronald M Harden is General Secretary for the Association of Medical Education in Europe Editor of Medical Teacher former Professor of Medical Education Director of the Centre for Medical Education and Teaching Dean at the University of Dundee UK and Professor of Medical Education at Al Imam University Riyadh Saudi Arabia He is internationally recognised for his commitment to developing new approaches to medical education curriculum planning and to teaching and learning His contributions to excellence in medical education have attracted numerous awards Jennifer M Laidlaw is Former Assistant Director of the Education Development Unit of the Scottish Council for Postgraduate Medical and Dental Education and the University of Dundee UK She has planned organised and lead courses on medical education both in Dundee and overseas She has acted as a medical education consultant for the World Health Organisation the British Council medical schools and colleges The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students providing readable guidelines and introducing new techniques that potentially could be adopted for use in any teaching programme Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student or trainee s learning can be

made more effective     *Basic Medical Language with Flash Cards* Danielle LaFleur Brooks, Myrna LaFleur Brooks, Dale M. Levinsky, 2023-02 Build the foundation you need to confidently communicate with your healthcare team Basic Medical Language 7th Edition makes it easy to master the medical terminology needed for success in the health professions This concise text helps you learn and recognize hundreds of medical terms by introducing the suffixes prefixes and combining forms used in building words Brief illustrated lessons present terms by body system and include exercises that ask you to build define and read commonly used medical terms From an expert writing team led by Danielle LaFleur Brooks this book includes realistic case studies and an Evolve website that simplifies learning with animations activities games quizzes and more     [Educating Physicians](#) Molly Cooke, David M. Irby, Bridget C. O'Brien, 2010-06-01 EDUCATING PHYSICIANS The current blueprint for medical education in North America was drawn up in 1910 by Abraham Flexner in his report Medical Education in the United States and Canada The basic features outlined by Flexner remain in place today Yet with the past century's enormous societal changes the practice of medicine and its scientific pharmacological and technological foundations have been transformed Now medical education in the United States is at a crossroads those who teach medical students and residents must choose whether to continue in the direction established over a hundred years ago or to take a fundamentally different course guided by contemporary innovation and new understandings about how people learn Emerging from an extensive study of physician education by The Carnegie Foundation for the Advancement of Teaching *Educating Physicians* calls for a major overhaul of the present approach to preparing doctors for their careers The text addresses major issues for the future of the field and takes a comprehensive look at the most pressing concerns in physician education today The key findings of the study recommend four goals for medical education standardization of learning outcomes and individualization of the learning process integration of formal knowledge and clinical experience development of habits of inquiry and innovation and focus on professional identity formation Like The Carnegie Foundation's revolutionizing Flexner Report of 1910 *Educating Physicians* is destined to change the way administrators and faculty in medical schools and programs prepare their physicians for the future     **Global Health Experiential Education** Akshaya Neil Arya, Jessica Evert, 2017-09-14 This book presents best practices for ethical and safe international health elective experiences for trainees and the educational competencies and evaluation techniques that make them valuable It includes commentaries discussions and descriptions of new global health education guidelines reviews of the literature as well as research Uniquely it will include ground breaking research on perspectives of partners in the Global South whose voices are often unheard student perspectives and critical discussions of the historical foundations and power dynamics inherent in international medical work *Global Health Experiential Education* is a timely book that will be of interest to academic directors of global health programmes and anyone involved in training and international exchanges across North America     **Council on Graduate Medical Education: First report of the council** Council on Graduate Medical Education

(U.S.),1988 Emergency Department Leadership and Management Stephanie Kayden,Philip D. Anderson,Robert Freitas,Elke Platz,2015 Written for a global audience by an international team the book provides practical case based emergency department leadership skills **Methods and Problems of Medical Education** Rockefeller Foundation,1928 **Yearbook** American Association of School Administrators,1929 Includes list of members **Recommendations as to Basic Medical Education** General Medical Council,1966 **Convergence** World Bank,2020-02-10 Policy makers across the Middle East and North Africa have for many years articulated plans to integrate their people spatially and economically Wishing to bring communities together and narrow economic gaps governments have made large capital investments in transport corridors and new cities Hoping to provide jobs in places with little economic activity governments have designated new industrial zones supported by spatially targeted business incentives Yet the results of these place based initiatives in MENA are limited The disparities between capital cities and lagging areas and between richer and poorer quarters of cities remain stark Across much of the region a fortunate few are connected to opportunity while many more people are marginal to the formal economy or live outside it seemingly forgotten Why have place based spatial initiatives in MENA countries largely underdelivered not yielding more sustainable jobs and growth Although the challenges are many and vary across the region this book explains that many of these place based policies get one thing wrong they attempt to treat inequity s spatial and physical symptoms not its causes This book presents the five roots causes of spatial inequity in institutional inefficiencies across MENA urban regulatory frictions credentialist education systems centralized control over local public services barriers to the spatial mobility of goods and people and barriers to market entry and lopsided business environments within cities within countries and across national borders Medical Journal and Record ,1927 Journal of the American Medical Association ,1926 Includes proceedings of the association papers read at the annual sessions and lists of current medical literature **Essential Skills for a Medical Teacher** Ronald M. Harden,Jennifer M Laidlaw,2016-07-26 Essential Skills for a Medical Teacher is a perfect introduction for new teachers to the exciting opportunities facing them whether they are working in undergraduate postgraduate or continuing education It will also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students or trainees learning The contents are based on the authors extensive experience of what works in medical education whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students providing readable guidelines and introducing new techniques that potentially could be adopted for use in any teaching programme Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student

or trainee s learning can be made more effective Medical Education is changing rapidly and this new edition takes full account of a number of important recent developments The text is fully updated after a thorough review of the medical education literature Five new chapters are incorporated The teacher is important Collaborations in the delivery of the education programme The authentic curriculum Student engagement Inter professional education New concepts added to the book include Content specification as threshold concepts Entrustable professional activities as an approach to outcomes Longitudinal integrated clinical clerkships as part of clinical teaching Integration of basic and clinical sciences Refinement and expansion of the FAIR principles Additional references to further reading

**ICA Health Summary** United States.  
International Cooperation Administration. Office of Public Health,1958

**The Impact of Health Services on Medical Education** John Z. Bowers,Elizabeth Purcell,1978

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characteristic is cut out of the chromosome the gene is transferred

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genome greenfluorescent protein gfp herbicide

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