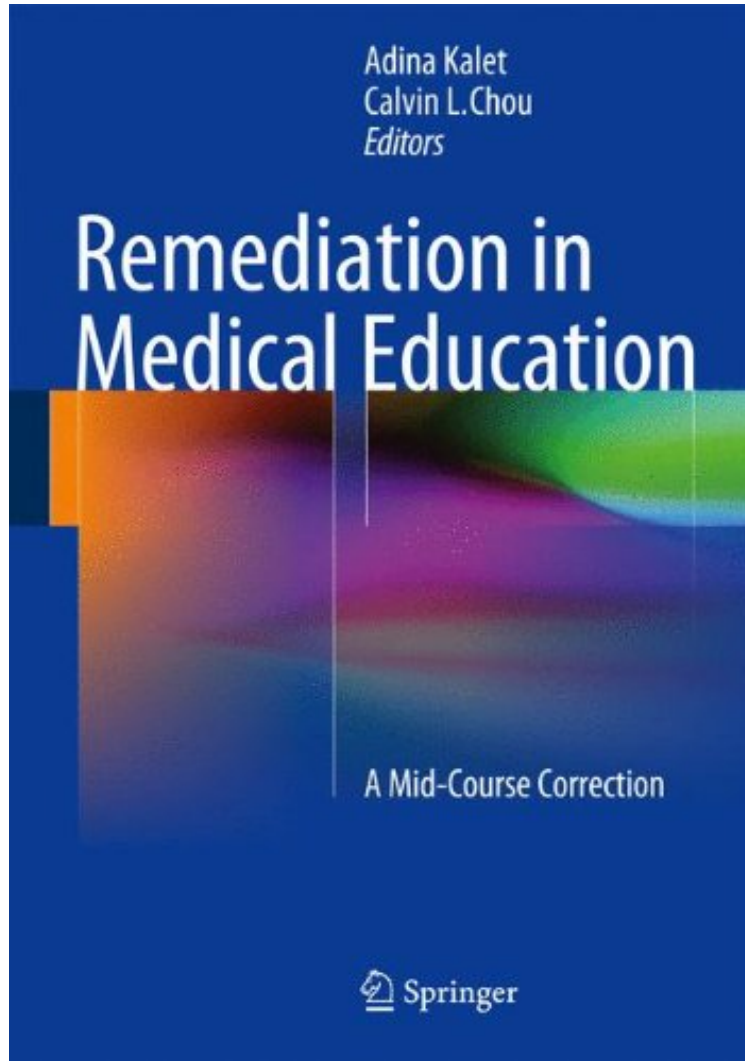


(Download free pdf) Remediation in Medical Education: A Mid-Course Correction

Remediation in Medical Education: A Mid-Course Correction

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From Springer : Remediation in Medical Education: A Mid-Course Correction before purchasing it in order to gage whether or not it would be worth my time, and all praised Remediation in Medical Education: A Mid-Course Correction:

1 of 1 people found the following review helpful. I have found this book to be one of my most useful medical education referencesBy FMDirectorAs a residency program director, I have found this book to be one of my most useful medical education references. Remediation was not an issue addressed in my faculty development fellowship, and it is the most challenging issue that I have faced as a program director. I have found this book to be very helpful in helping to both "diagnose" and develop a remediation plan for a struggling resident. Although many of the chapters seem to focus on medical student issues, the relevance to residency education is very good. I think any medical

educator, particularly one responsible for learner evaluation and promotion decisions, needs to have this book. 0 of 0 people found the following review helpful. Great book for anyone interested in medical education
By Patricia DAs a fourth-year medical student interested in medical education, I found this book to be a thoughtful, multidisciplinary introduction to many of the intersecting topics that surround the development and assessment of clinical competence. The breadth and depth of topics covered were unexpected and very welcome; some particular highlights included an analysis of the challenges of cross-racial supervision (including the cognitive burden of being perceived as an outsider as well as the importance of recognizing institutional bias) and a primer on the development of moral reasoning and its relationship with professional identity. All in all, I found this book to contain an incredibly well-curated selection of topics presented in a thoughtful manner that was both accessible and richly referenced. It is well worth a read for anyone with an interest in medical education (and not solely from the perspective of remediation!)
3 of 3 people found the following review helpful. I recommend this book for anyone involved in medical education
By Elizabeth Weinsell recommend this book for anyone involved in medical education. It enables teachers to classify "problem" learners by behaviors and really understand how to identify "where is the lesion" or problem and correct it. Often, teachers avoid dealing with these issues, "kicking the can down the road" because they lack the tools to dissect the problem and deal with the emotions that problem learners (and teachers) generate. This comprehensive and well written book is a gem of a resource. Should be mandatory reading for program and course directors in the medical fields.

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 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 aim of this book is to provide those of us who deal with medical learners in difficulty much-needed assistance in figuring out what is wrong and how to help. the book will be most useful to residency program directors (PD) as a reference work. It should be on every PDs shelf, as well as those of clerkship directors and those involved in student assessment, guidance, and remediation. (Paul Lazar, Family Medicine, stfm.org, June, 2015)
From the Back Cover
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About the Author
Adina L. Kalet, MD, MPH is a Professor of Medicine and Surgery at New York University and has conducted vast amounts of research on medical education over the course of her career. She is a member of the Society of General Internal Medicine and was recognized in 2008 with their National Award for Scholarship in Medical Education. She has co-directed the Primary Care Internal Medicine Residency, Medical Education for the Division of Primary Care, the Macy Initiative in Health Communication, and the Dean's Task Force on Clinical Assessment, all at NYU. She has also served as a Principal Investigator for the NYS Department of Health's project on medical school participation in ambulatory care and the co-director for the CDC's course on preparing primary care physicians for the psychosocial aspects of bioterrorism. Calvin Chou, MD, PhD is Professor of Clinical Medicine at UCSF, and staff physician at the VA Medical Center in San Francisco. As a faculty member of the American Academy on Communication in Healthcare, he is nationally recognized for his efforts in education and research to enhance communication between patients and physicians. Currently he is director of VALOR, an innovative longitudinal program based at the VA that emphasizes humanistic clinical skill development for medical students. He also holds the first endowed Academy

Chair in the Scholarship of Teaching and Learning at UCSF. He has delivered communication skills curricula for providers at medical centers across the country, including Mayo Clinic, Cleveland Clinic Foundation, Stanford University, and New York University.