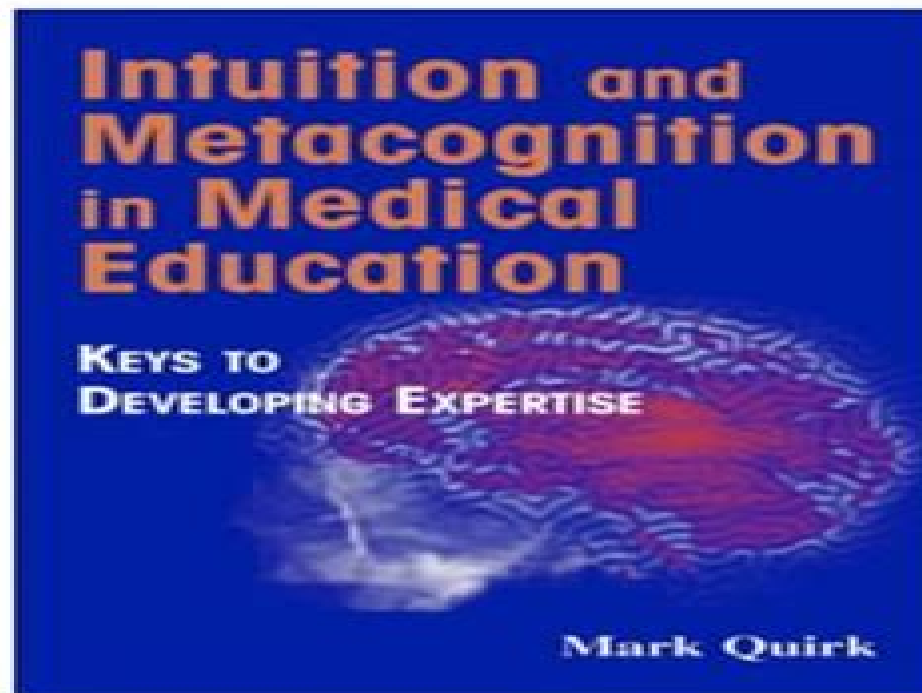


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Intuition and Metacognition in Medical Education Mark Quirk, 2006-08-01 From Mark Quirk recipient of the 2006 Society of Teachers of Family Medicine's Excellence in Education award comes the latest on improving medical education In this volume Quirk 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 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 **Becoming**

**and Being a Physician** Shmuel P. Reis, Adina L. Kalet, W. Wayne Weston, 2025-04-14 What does I am a doctor mean currently Structured around personal stories this book provides a rigorous review of current thinking and research on the physician's life cycle The book considers the trajectories and factors that influence a doctor's development over decades of a medical career Taking an integrated approach the authors consider the formal stages of a physician's training including medical school residency training and practice and review discourses around professionalism competency based education lifelong learning expertise development reflection and narrative that merge into the construct of medical professional identity formation Reflecting the dramatic changes that have occurred in the physician's role job description and reality of modern clinical practice further compounded by the pandemic this new book will support and encourage medical educators to ensure that the enduring values of the medical profession prevail *PracticeMind for Everyone* Hans Jensen, Oleksander Mycyk, 2024-05-07 PracticeMind for Everyone is a groundbreaking method book for all musicians that will transform your practice and performance Hans J rgen Jensen and Oleksander Mycyk define a mental practice model for piano percussion brass wind and string players filling the book with research backed practice techniques and methods that will dramatically improve your performance results The rst section delves into the mental motivational and psychological aspects of learning Demystifying the powerful metacognitive learning cycle the second part of the book focuses on topics such as goal setting and practice planning The chapters focusing on implementation explore the active part of practicing and the proven techniques you can apply in your daily practice sessions The nal section of this definitive guide to developing your practice mind encourages active listening feedback and evaluation of all steps of your musical journey PracticeMind for Everyone promotes a practice mindset that inspires greater motivation effectiveness and inspiration in all aspects of a musical life on and off the stage Fundamentals and Frontiers of Medical Education and Decision-Making Jordan Richard

Scheonherr, Meghan McConnell, 2024-07-22 Fundamentals and Frontiers of Medical Education and Decision Making brings together international experts to consider the theoretical practical and sociocultural foundations of health professions

education In this volume the authors review the foundational theories that have informed the early transition to competency based education Moving beyond these monolithic models the authors draw from learning and psychological sciences to provide a means to operationalize competencies The chapters cover fundamental topics including the transition from novices to experts the development of psychomotor skills in surgery the role of emotion and metacognition in decision making and how practitioners and laypeople represent and communicate health information Each section provides chapters that integrate and advance our understanding of health professions education and decision making Grounded in psychological science this book highlights the fundamental issues faced by healthcare professionals and the frontiers of learning and decision making It is important reading for a wide audience of healthcare professionals healthcare administrators as well as researchers in judgment and decision making

**Law in the Time of Oxymora** Rostam J. Neuwirth, 2018-05-16 What do different concepts like true lie bad luck honest thief old news spacetime glocalization symplexity sustainable development constant change soft law substantive due process pure law bureaucratic efficiency and global justice have in common What connections do they share with innumerable paradoxes like the ones of happiness time globalization sex and of free will and fate Law in the Time of Oxymora provides answers to these conundrums by critically comparing the apparent rise in recent years of the use of rhetorical figures called essentially oxymoronic concepts i e oxymoron enantiosis and paradoxes in the areas of art science and law Albeit to varying degrees these concepts share the quality of giving expression to apparent contradictions Through this quality they also challenge the scientific paradigm rooted in the dualistic thinking and binary logic that is traditionally used in the West as opposed to the East where a paradoxical mode of thinking and fuzzy logic is said to have been cultivated Following a review of oxymora and paradoxes in art and various scientific writings hundreds of hard cases featuring oxymora and a comprehensive review of the legal literature are discussed revealing evidence suggesting that the present scientific paradigm of dualism alone will no longer be able to tackle the challenges arising from increasing diversity and complexity coupled with an apparent acceleration of change Law in the Time of Oxymora reaches the surprising conclusion that essentially oxymoronic concepts may inaugurate a new era of cognition involving the ways the senses interact and how we reason think and make decisions in law and in life

**The British National Bibliography** Arthur James Wells, 2006 American Book Publishing Record, 2005 *Metacognition and Medical Humanities in Medical Education* Gabriela-Paula Florea, 2025-08-20 This book offers a pioneering interdisciplinary exploration into the role of metacognition in medical education and practice focusing on transforming the doctor patient relationship through cognitive metacognitive and humanistic approaches It provides critical insights into how metacognitive strategies can enhance communication empathy and decision making in clinical settings thereby improving patient outcomes healthcare quality and burnout syndrome prevention among healthcare practitioners The main topics covered in the book include the analysis of traditional and contemporary models of medical practice the cognitive dynamics between healthcare providers and patients and the

integration of metacognitive training in medical education and practice The volume delves into the philosophical underpinnings of medical practice comparing biomedical and biopsychosocial models while promoting a more nuanced relationship centered approach that considers individual belief systems and psychological needs This book advocates for a shift in mentalities rather than a paradigm shift These topics are not just important they are crucial as they address the ongoing quality of care crisis in healthcare systems worldwide By focusing on metacognition the book highlights the importance of self awareness reflection and critical thinking in medical practice It challenges conventional paternalistic models by promoting a collaborative humanistic approach that values the doctor patient relationship as a dynamic interdependent process

*Medical Education for the Future* Alan Bleakley, John Bligh, Julie Browne, 2011-02-21 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 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 so consistently to the field the authors provide a fundamental reconceptualisation of medical teaching and learning with an emphasis upon learning at the bedside and in the clinic They offer a wealth of practical and conceptual insights into the 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 A Call for Reform of Medical School and Residency* This book 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

**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

**Metacognition in Science Education** Anat Zohar, Yehudit Judy Dori, 2011-10-20 Why is metacognition gaining recognition both in education generally and in science learning in particular What does metacognition contribute to the theory and practice of science learning Metacognition in Science Education discusses emerging topics at the intersection of metacognition with the teaching and learning of science concepts and with higher order thinking more generally The book provides readers with a background on metacognition and analyses the latest developments in the field It also gives an account of best practice methodology Expanding on the theoretical underpinnings of metacognition and written by world leaders in metacognitive research the chapters present cutting edge studies on how various forms of metacognitive instruction enhance understanding and thinking in science classrooms The editors strive for conceptual coherency in the various definitions of metacognition that appear in the book and show that the study of metacognition is not an end in itself Rather it is integral to other important constructs such as self regulation literacy the teaching of thinking strategies motivation meta strategies conceptual understanding reflection and critical thinking The book testifies to a growing recognition of the potential value of metacognition to science learning It will motivate science educators in different educational contexts to incorporate this topic into their ongoing research and practice

**Problem-Based Learning** Howard S. Barrows, Robyn M. Tamblyn, 1980-03-15 In this book the authors address some basic problems in the learning of biomedical science medicine and the other health sciences Students in most medical schools especially in basic science courses are required to memorize a large number of facts facts which may or may not be relevant to medical practice Problem based learning has two fundamental postulates the learning through problem solving is much more effective for creating a body of knowledge usable in the future and that physician skills most important for patients are problem solving skills rather than memory skills This book presents the scientific basis of problem based learning and goes

on to describe the approaches to problem based medical learning that have been developed over the years at McMaster University largely by Barrows and Tamblyn Implementing Problem-Based Medical Education Arthur Kaufman, MD, 1985-09-15 A Springer Series on Medical Education book This is a book about the origins design implementation and effects of the Primary Care Curriculum at the University of New Mexico School of Medicine It is also so much more It is a first person account of a moving human experience in which some deeply caring people search for ways to provide a humane effective learning experience for students who are seen as preparing to be practitioners of a humane changing profession In the 1920s Gertrude Stein observed that the United States was now the oldest country in the world for it was the first to join the twentieth century Perhaps we must now view the University of New Mexico's PCC as among the oldest programs in medical education for it may prove to have been one of the first to join the twenty first century Hilliard Jason MD EdD Director National Center for Faculty Development in the Health Professions University of Miami School of Medicine

*Metacognition, Metahumanities, and Medical Education* Alan Bleakley, Quentin Eichbaum, Rachel Ellaway, 2024-09-30 This persuasive volume develops a novel approach to medical education and the medical humanities making a case for the integration of the two to explore the ways in which warm humanism and cold technologies can come together to design humane posthumanist futures in medicine There are many problems with conventional medical education It can be overly technocratic dehumanizing and empathy eroding introducing artefacts that lead to harm and reproduce inequality and injustice Use of the arts humanities and qualitative social sciences have been pursued as an antidote or balance to these problems Arguing against the purely instrumentalist use of medical humanities in this way this book addresses the importance of a genuine and open ended engagement with humanities approaches in medicine It discusses the impact of artificial intelligence and emerging theoretical frameworks and posthumanist perspectives such as object oriented ontology on meaning making in medicine It demonstrates how the key to such a transition is the recovery of the intrinsic art and humanity of metaphor heavy biomedical science in turn framed by models of dynamic complexity rather than static linearity This book is an important contribution to debates around the medical humanities and its role in medical education It is an essential read for scholars with an interest in these areas as well as those working in science and technology studies and the sociology of health and illness *Active Education for Future Doctors* Nomy Dickman, Barbara Schuster, 2020-05-11 This book is designed to aid the faculty of medical and other health related schools in developing the pedagogical skills to transform their teaching in multiple settings including the classroom the conference room the ambulatory office and the hospital from a passive learning experience to an active learning experience In this transformation the teacher morphs from the all knowing expert to the learning facilitator and coach After a brief review of adult learning theory the remainder of the book will focus on a broad variety of teaching techniques and classroom activities that flip the classroom from a passive to an active learning environment In addition to condensed explanations of each of the techniques examples of each process will be

presented with suggestions for flexing the techniques to better accommodate a variety of learning settings and a diversity of learners

**Achieving Excellence in Medical Education** Richard B. Gunderman, 2007-07-03 Offering theoretical insights and practical suggestions Achieving Excellence in Medical Education explores an essential question facing medical educators and learners What is our vision of educational excellence and what can be done to enhance performance Coverage includes resources for promoting excellence in medical education promises and pitfalls of new educational technologies and medical education's role in preparing future leaders

**Learning to Diagnose with Simulations** Frank Fischer, Ansgar Opitz, 2022-02-11 This open access book presents 8 novel approaches to measure and improve diagnostic competences with simulation The book compares the effects of interventions on these diagnostic competences in both teacher and medical education It includes analyses showing that important aspects of diagnostic competences and effects of instructional interventions aiming to facilitate them are comparable for teachers and doctors Through closely analyzing projects from medical education mathematics education biology education and psychology the reader is presented with multiple options for interventions that may be used in each of the subject areas and the improvements in diagnostic skills that could be expected from each simulation The book concludes with an outline of promising future research on the use of simulations to facilitate professional competences in higher education in general and for the advancement of diagnostic competencies in particular This is an open access book

**How Doctors Think and Learn** Derek Burke, 2020-08-10 This book describes the theoretical basis for the acquisition development and refining of professional medical skills from entry level into professional training to those developing specialist expertise Chapters review the presently available literature on educational theory the cognitive processes underpinning memory and learning skill acquisition competence and assessment and reflection A synthesis is also presented on why a particular theoretical foundation model of professional skill acquisition should be adopted based on the current understanding of traditional educational theory theories of cognitive development and neurophysiology How Doctors Think and Learn details the theoretical basis for acquiring and developing professional medical skills and is an essential resource for all those who deliver medical education training and professional development

*The Question of Competence* Brian D. Hodges, Lorelei Lingard, 2012-10-11 Medical competence is a hot topic surrounded by much controversy about how to define competency how to teach it and how to measure it While some debate the pros and cons of competence based medical education and others explain how to achieve various competencies the authors of the seven chapters in The Question of Competence offer something very different They critique the very notion of competence itself and attend to how it has shaped what we pay attention to and what we ignore in the education and assessment of medical trainees Two leading figures in the field of medical education Brian D Hodges and Lorelei Lingard drew together colleagues from the United States Canada and the Netherlands to explore competency from different perspectives in order to spark thoughtful discussion and debate on the subject The critical analyses included in the book's chapters cover the role of emotion the

implications of teamwork interprofessional frameworks the construction of expertise new directions for assessment models of self regulation and the concept of mindful practice The authors juxtapose the idea of competence with other highly valued ideas in medical education such as emotion cognition and teamwork drawing new insights about their intersections and implications for one another     Global Medical Education in Normal and Challenging Times Shabih H. Zaidi, Shahid Hassan, Shoaleh Bigdeli, Tabassum Zehra, 2024-05-29 This book is written by several medical educators from developed as well as developing countries based on decades of experience in teaching The unique experience gained during the COVID 19 pandemic has added new dimensions to the traditional pedagogy andragogy and heutagogy documented here The salient topics include distance learning virtual classrooms virtual workshops on OSCEs open book exams micro learning micro credentialing blended or digitalized curriculum delivery academic leadership communication skills professionalism telemedicine bioethics cyber clinics artificial intelligence etc This book is used as a text or reference book by physicians teachers scholars students and medical universities for teachers training capacity building and guidance on fundamental pillars of cognitive domains of knowledge skills and attitude as well as factual conceptual procedural and metacognitive skills It is also a source of guidance in faculty enhancement and toward continued quality improvement in medical education

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