



Association for the Study of Medical Education

# Understanding Medical Education New Releases

*Understanding Medical Education* is a series of extended papers designed to meet the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level. It provides an authoritative, up-to-date and comprehensive resource summarising the theoretical and academic bases to modern medical education practice.

Contemporary in style, easy to read and above all, useful. After reading a publication in the series the reader should not only be better informed about their field of interest but be able to assimilate their new knowledge into their clinical teaching or academic activities.

*Understanding Medical Education* is edited by Tim Swanwick, Director of Postgraduate General Practice Education in the London Deanery.



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# HOW TO ORDER

## NEW RELEASES 2007

### Best practice selection for medical education and training

Fiona Patterson and Eamonn Ferguson

Selection in medical education is a vastly under-researched topic, and there exist many uncharted territories for further exploration. Fiona Patterson and Eamonn Ferguson consider what is unique to selection in medicine emphasising the central role of job analysis studies and continual evaluation, to inform selection system design.

A wide variety of key concepts that underpin robust selection systems are introduced alongside a description of the current state of selection processes - in both undergraduate and postgraduate medical education - around the world.

Recommendations for best practice are made together with suggestions for a future research agenda.

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### Interprofessional education

Della Freeth

This paper examines the nature and diversity of interprofessional education, its characteristics and modes of delivery. The paper explores the challenges of facilitating and assessing interprofessional education and Della Freeth argues that good interprofessional education is just a special case of good professional education. The differences lie in realising the potential of learning within a deliberately mixed group and in overcoming, whether in person or electronically, the inevitable challenges of bringing mixed groups together.

### Managing remediation

Deborah Cohen, Melody Rhydderch and Ian Cooper

The management of poor performance in doctors poses considerable challenges to both employing organisations and educational bodies. The problem is complex and goes beyond a simple question of ability, since personality, motivation and organisational factors all impact on individual performance. In this paper, Cohen, Rhydderch and Cooper take us through the diagnostics and delivery of remedial training, which, they argue, is a multiprofessional activity, based around an individualised plan, with clarity and client engagement essential every step of the way.

### Evaluation: improving practice, influencing policy

David Wall

In this extended paper, David Wall covers the wide role of evaluation in medical education from micro- to macro-; from the evaluation of individual teaching episodes to entire curricula; for the purposes of improving pedagogy to influencing national policy. Evidence from rigorous and well-conducted educational evaluation, he argues, is essential to achieve the best medical education for our students, our trainees and all doctors engaged in continuing professional development.

### Self-assessment and self-regulated learning

Casey B. White and Larry D. Gruppen

The need for physicians to engage in effective self-regulated learning is well documented and pressing, given the links between continuing medical education and the quality of health care. However, there is little published evidence that medical schools and postgraduate training institutions are successfully helping students become effective self-regulated learners. Casey White and Larry Gruppen attempt to assure medical educators that self-regulated learning can be taught and that teachers play a pivotal role in helping students to develop the necessary skills. Their paper provides a theoretical and practical framework for self-regulated learning and proposes a model for its integration into medical education.

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