

# Reflective Teaching and Learning in the Health Professions

David Kember

# Reflective Teaching And Learning In The Health Professions

**Elizabeth A. Jones**



## **Reflective Teaching And Learning In The Health Professions:**

**Reflective Teaching and Learning in the Health Professions** David Kember, 2008-04-15 This book deals with the nature of professional education and the need to produce professionals who are capable of reflection upon practice. It derives comprehensive guidelines for developing curricula and teaching methods that encourage reflective thinking. It is heavily research based and the multiprofessional approach is unique to this subject matter. It will appeal to educators in all health science disciplines. The book includes an introduction to the concepts of reflection and reflective thinking and describes action research methodology used to carry out this study. Findings are presented in the form of case studies and the conclusions drawn are considered in the context of practical implementation.

**Reflective Teaching and Learning in the Health Professions** David Kember, 2001      Health Professional as Educator Susan B. Bastable, Pamela Gramet, Karen Jacobs, Deborah Sopczyk, 2010-10-06 Health Professional as Educator Principles of Teaching and Learning focuses on the role of the health professional as educator of patients, clients, staff and students in the clinical arena and classroom settings. It covers key principles of teaching and learning in both scope and depth, providing information from research and practice on the educational process, the characteristics of the learner and techniques and strategies of teaching and learning. This comprehensive text covers important topics including literacy, compliance and motivation, assessment of learning needs, learning styles and readiness to learn, behavioral objectives, teaching methods, instructional materials, technology in education, gender, socioeconomic and cultural influences on learning and evaluation of teaching and learning. Case studies are provided in each chapter for application of the concepts; review questions at the end of each chapter assist the reader with review of the important material presented; and an instructor's manual provides numerous materials for presentation and testing of content. Unlike other textbooks on education, this text contains a comprehensive coverage of literacy in the adult client population, including guidelines on how to develop and/or critique printed education materials for effective patient/client teaching. It also includes a chapter on writing behavioral objectives and developing teaching plans and learning contracts. There are unique topics included in this text such as the teaching and learning of motor skills, how to access motivation, the concept of the learning curve, the concept of the spacing effect, massed and distributive learning, gender, socioeconomic and cultural attributes of the learner, working with a wide variety of diverse populations and the ethics of student/teacher and client/teacher relationships. Publisher: *Clinical Education in the Health Professions* Clare Delany, Elizabeth Molloy, 2009  
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**Reflective Practice in Nursing** Chris Bulman,Sue Schutz,2013-01-10 From reviews of previous editions This excellent book provides useful guidance on the use of reflection in practice a helpful addition to any nursing library Primary Health Care an excellent investment in any nurses library portfolio Journal of Advanced Nursing An extremely welcome addition to nursing s literature on thoughtful knowledgeable practice Nursing Times This is an excellent practical guide to reflective practice I would highly recommend this book to all practice teachers and students Journal of Practice Nursing The ability to reflect on practice has become a competency demanded of every healthcare professional in recent years It can be a daunting prospect but this practical and accessible text guides the way using the latest research and evidence to support the development of skills in reflective practice and provides help and advice on how to get started how to write reflectively and how to continue to use reflective practice in everyday situations This fifth edition of Reflective Practice in Nursing is an indispensable guide for students and practitioners alike who wish to learn more about reflective practice as well as containing essential information for teachers and lecturers

*The Wiley Handbook of Sustainability in Higher Education Learning and Teaching* Kelum A. A. Gamage,Nanda Gunawardhana,2022-04-19 A comprehensive resource for higher education professionals interested in sustainability pedagogy In The Wiley Handbook of Sustainability in Higher Education Learning and Teaching a team of distinguished researchers delivers an insightful reference for higher education professionals seeking to embed sustainability in learning and teaching The book offers a way for higher education institutions to implement sustainability goals in their curricula and provides comprehensive guidance to educators researchers and practitioners The authors discuss recent developments in technological innovations best practices lessons learned current challenges and reflections in the area of sustainability teaching in higher education They also examine the impact of the COVID 19 pandemic on sustainability education With contributors from a variety of disciplines including engineering medicine urban design business environmental science and social science the book considers the embedding of sustainability in regenerative learning ecologies living laboratories and transgressive forms of learning It also includes A thorough introduction to activist learning for sustainability and outcome based education towards achieving sustainable goals in higher education Comprehensive explorations of factors that hinder the implementation of sustainability initiatives in higher education institutions Practical discussions of developing stakeholder agency in higher education sustainability initiatives In depth examinations of global trends and country specific initiatives in sustainability teaching Perfect for education developers seeking to incorporate sustainability The Wiley Handbook of Sustainability in Higher Education Learning and Teaching is also ideal for academics researchers policymakers and accreditation personnel working in the area of sustainability

**Bailliere's Study Skills for Nurses and Midwives** Sian Maslin-Prothero,2010 The text uses a number of

features to help the reader get the most from it including activities reflection points case studies and annotated further reading There are also a number of useful appendices including a simple guide to reference and citation systems

*Reflection in Action* Bairbre Redmond,2004 For those accessing health and social services the response of professionals often leaves them feeling as if they have been ignored or misunderstood Redmond explores how a reflective teaching and learning environment for professionals can bring about positive changes for those accessing their services **Beginning**

**Reflective Practice** Melanie Jasper,2003 This title introduces the concept of reflective practice and explains its purpose to the healthcare student or professional in the UK It demonstrates the skills necessary for effective reflective practice and explores the benefits of successful reflection in relation to pre registration profiles and Continuing Professional Development

**Theoretical Frameworks for Research in Chemistry/science Education** George M. Bodner,MaryKay Orgill,2007 Part of the Prentice Hall Series in Educational Innovation this concise new volume is the first book devoted entirely to describing and critiquing the various theoretical frameworks used in chemistry education science education research with explicit examples of related studies Provides a broad spectrum of theoretical perspectives upon which readers can base educational research Includes an extensive list of relevant references Presents a consistent framework for each subject area chapter A useful guide for practicing chemists chemistry instructors and chemistry educators for learning how to do basic educational research within the context of their own instructional laboratories and classrooms Integrated

Interdisciplinary Learning Between the Health and Social Care Professions Rosemary Tope,1996 Traditionally the various professions concerned with health and social care have undertaken their training and subsequent studies without interprofessional collaboration Increasingly these professions are considering an interdisciplinary approach as the most effective way to deliver quality client care However how do they proceed with implementing such radical changes this book based on empirical research provides answers to many of the questions The opinions of 1683 teachers and students from thirteen professions are presented overall and also in individual professional profiles The curriculum for each of the participating professions has been analysed and core subjects suitable for interdisciplinary learning identified together with how and when integration should take place This book should be valuable reading for all those involved or interested in the training of doctors nurses dentists dental surgery assistants dental hygienists dental technologists operating department practitioners nutritionists and dietitians occupational therapists physiotherapists podiatrists radiographers speech therapists and social workers **Beyond Reflective Practice** Helen Bradbury,2010 With contributions from some of the leading

experts in the field of reflective practice including David Boud this book provides a thought provoking look at the way forward in professional development and lifelong learning **Reflective Teaching** ,2004 **Transforming the**

**Curriculum: Preparing Students for a Changing World** Elizabeth A. Jones,2002-12-09 This monograph describes calls for educational reform and reviews many of the most significant curricular outcomes and innovations The focus is on

documenting changes institutions have made in response to calls for reform The chapters are 1 Introduction 2 Curriculum Reforms in the Professions Responding to Calls for Change 3 Implementing and Assessing Internships 4 Building Conditions That Promote Change and 5 Implications for the Implementation and Maintenance of Curriculum Transformation Contains 108 references SLD

**Teaching the Chinese Learner** David A. Watkins, John Burville Biggs, 2001 This is a sequel to The Chinese learner co published with the Comparative Education Research Centre in Hong Kong in 1996 This book extends the earlier work by focusing on the work of teachers It analyses the ways in which Chinese teachers think about their teaching and identifies differences in approach

**Aspects of Social Work and Palliative Care** Jonathan Parker, 2005 This text provides a wide range of central issues in palliative care social work practice and brings together a number of authors with expertise in their particular areas of practice

**Michigan Journal of Community Service Learning**, 2004

**The Development of Critical Reflection in the Health Professions** Sylvina Tate, Margaret Sills, 2004

**Clinical Education in the Health Professions** Clare Delany, Elizabeth Molloy, 2009-09-01 Clinical settings are dynamic educational spaces that present both opportunities and barriers to learning and teaching Designed to inform challenge and educate health professionals about the evidence underpinning clinical education practices and outcomes this multi disciplinary book brings together important concepts in healthcare education and addresses context and processes of learning professional identity and socialisation feedback and assessment ethics and inter professional education The authors encourage teaching and learning practices based on research findings expertise and innovation and the development of individual teaching methods and styles from a theoretical base that provides relevant principles direction and support With clear links between theory research and practice collaboration from a broad range of clinical disciplines and models for learning and teaching grounded in empirical research Clinical Education in the Health Professions will become a standard reference for all health professionals and educators examines patterns of practice in clinical education in the health professions using a qualitative research focus identifies the roles of university and clinical educators students peers and patients in clinical education highlights implicit tensions in clinical education practice and presents strategies to identify and address such tensions challenges the reader to consider new approaches to clinical education that may optimise students learning and enculturation into the health professions

**Educating Personnel for the Allied Health Professions and Services** Robert O. Hawkins, 1972

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