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What I Learned in Medical School ABC of Learning and Teaching in Medicine Everything I Learned in Medical School Learning Medicine How to Succeed at Medical School What I Learned in Medical School Learning by Lists for Medical Students Teaching and Learning in Medical and Surgical Education Effective Learning and Teaching in Medical, Dental and Veterinary Education Machine Learning and Medical Imaging The Art of Learning Medicine What Patients Taught Me Teaching and Learning in Medical School Learning in Medical School Machine Learning in Medical Imaging Computational Analysis and Deep Learning for Medical Care The Student Experience of Problem-based Learning in Medical Education in Different National Contexts Oxford Textbook of Medical Education Learning to Lead in the Academic Medical Center Basics in Medical Education Deep Learning for Medical Decision Support Systems Teaching and Learning in Medical Practice Deep Learning in Medical Image Analysis E-Learning in Medical Physics and Engineering Mothers in Medicine Learning about Teaching as Part of the Undergraduate Medical Curriculum Deep Learning for Medical Image Analysis Uncertainty for Safe Utilization of Machine Learning in Medical Imaging and Clinical Image-Based Procedures Learning from the Wounded The Modern Medical Student

Manual Problem-Based Learning in Medicine: A Practical Guide for Students and Teachers Understanding Medical Education Learning Geriatric Medicine Placement Learning in Medical Nursing,A guide for students in practice,1 Deep Learning in Healthcare The Bench and Me Uncertainty for Safe Utilization of Machine Learning in Medical Imaging, and Graphs in Biomedical Image Analysis WHAT YOUR DOCTOR DIDN'T LEARN IN MEDICAL SCHOOL Multi-Professional Learning for Nurses History, Medicine, and the Traditions of Renaissance Learning

Widespread changes are now occurring in the way doctors are trained, both at the undergraduate level and ongoing postgraduate continuing medical education. The initiative for postgraduate medical education has been taken up by the medical colleges which are all in the process of implementing educational programmes. 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 “why” of medical education, emphasizing the need for change and adaptation, and the “how”, by demonstrating the way concepts and theories of medical education can be of immediate benefit to the medical teacher. In this improved second edition, student assessment, curriculum, outcome-based education, clinical teaching, and problem-based learning receive more emphasis with the addition of new chapters, essential updates, and consolidation. The tone is more pragmatic, with implementable examples and incorporation of newer evidence and better practices. However, one thing has not changed: the book still targets medical teachers without a formal background in education. Do sleek high-tech hospitals teach more about medicine and less about humanity? Do doctors ever lose their tolerance for suffering? With sensitive observation and graceful prose, this book explores some of the difficult and deeply

personal questions a 23-year-old doctor confronts with her very first dying patient, and continues to struggle with as she strives to become a good doctor. In her travels, the doctor attends to terminal illness, AIDS, tuberculosis, and premature birth in small rural communities throughout the world. This book presents cutting-edge research and applications of deep learning in a broad range of medical imaging scenarios, such as computer-aided diagnosis, image segmentation, tissue recognition and classification, and other areas of medical and healthcare problems. Each of its chapters covers a topic in depth, ranging from medical image synthesis and techniques for muskuloskeletal analysis to diagnostic tools for breast lesions on digital mammograms and glaucoma on retinal fundus images. It also provides an overview of deep learning in medical image analysis and highlights issues and challenges encountered by researchers and clinicians, surveying and discussing practical approaches in general and in the context of specific problems. Academics, clinical and industry researchers, as well as young researchers and graduate students in medical imaging, computer-aided-diagnosis, biomedical engineering and computer vision will find this book a great reference and very useful learning resource. Providing a comprehensive and evidence-based reference guide for those who have a strong and scholarly interest in medical education, the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge, skills, and behaviour that doctors need. The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this. Describing the theoretical educational principles that lay the foundations of best practice in medical education, the book gives readers a through grounding in all aspects of this discipline. Contributors to this book come from a variety of different backgrounds, disciplines and locations, producing a book that is truly original and international. The idea for this book was originally conceived by Terrill Mast in conversations with Roland Folse. Dr. Mast was dedicated to the belief that all medical teachers should be generalists with skills and knowledge in all aspects of the field. Before his

untimely death, he recruited most of the prestigious contributors to this important new book. This comprehensive volume features a review of the major topics in medical and surgical education by today's leading authorities in the field. The assembled authors represent a "Who's Who" in medical education around the world. Each chapter provides a state-of-the-art overview of the topic along with the projected changes most likely to occur over the next decade. A "must-have" for anyone responsible for educating students, residents, and physicians in the medical and surgical fields, this new book addresses the critical medical educational issues of the next millennium, in one, comprehensive volume. Created in partnership with the Association for the Study of Medical Education (ASME), this completely revised and updated new edition of Understanding Medical Education synthesizes the latest knowledge, evidence and best practice across the continuum of medical education. Written and edited by an international team, this latest edition continues to cover a wide range of subject matter within five broad areas – Foundations, Teaching and Learning, Assessment and Selection, Research and Evaluation, and Faculty and Learners – as well as featuring a wealth of new material, including new chapters on the science of learning, knowledge synthesis, and learner support and well-being. The third edition of Understanding Medical Education: Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice Meets the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level Offers a global perspective on medical education from leading experts from across the world Providing practical guidance and exploring medical education in all its diversity, Understanding Medical Education continues to be an essential resource for both established educators and all those new to the field. ABC of Learning and Teaching in Medicine is an invaluable resource for both novice and experienced medical teachers. It emphasises the teacher’s role as a facilitator of learning rather than a transmitter of knowledge, and is designed to be practical and accessible not only to

those new to the profession, but also to those who wish to keep abreast of developments in medical education. Fully updated and revised, this new edition continues to provide an accessible account of the most important domains of medical education including educational design, assessment, feedback and evaluation. The succinct chapters contained in this ABC are designed to help new teachers learn to teach and for experienced teachers to become even better than they are. Four new chapters have been added covering topics such as social media; quality assurance of assessments; mindfulness and learner supervision. Written by an expert editorial team with an international selection of authoritative contributors, this edition of ABC of Learning and Teaching in Medicine is an excellent introductory text for doctors and other health professionals starting out in their careers, as well as being an important reference for experienced educators. Deep learning is providing exciting solutions for medical image analysis problems and is seen as a key method for future applications. This book gives a clear understanding of the principles and methods of neural network and deep learning concepts, showing how the algorithms that integrate deep learning as a core component have been applied to medical image detection, segmentation and registration, and computer-aided analysis, using a wide variety of application areas. Deep Learning for Medical Image Analysis is a great learning resource for academic and industry researchers in medical imaging analysis, and for graduate students taking courses on machine learning and deep learning for computer vision and medical image computing and analysis. Covers common research problems in medical image analysis and their challenges Describes deep learning methods and the theories behind approaches for medical image analysis Teaches how algorithms are applied to a broad range of application areas, including Chest X-ray, breast CAD, lung and chest, microscopy and pathology, etc. Includes a Foreword written by Nicholas Ayache A major, path-breaking work, History, Medicine, and the Traditions of Renaissance Learning is Nancy G. Siraisi's examination into the intersections of medically trained authors and history in the period 1450 to 1650. Rather

than studying medicine and history as separate disciplinary traditions, Siraisi calls attention to their mutual interaction in the rapidly changing world of Renaissance erudition. Far from their contributions being a mere footnote in the historical record, medical writers had extensive involvement in the reading, production, and shaping of historical knowledge during this important period. With remarkably detailed scholarship, Siraisi investigates doctors' efforts to explore the legacies handed down to them from ancient medical and anatomical writings and the difficult reconciliations this required between the authority of the ancient world and the discoveries of the modern. She also studies the ways in which sixteenth-century medical authors wrote history, both in their own medical texts and in more general historical works. In the course of her study, Siraisi finds that what allowed medical writers to become so fully engaged in the writing of history was their general humanistic background, their experience of history through the field of medicine's past, and the tools that the writing of history offered to the development of a rapidly evolving profession. Nancy G. Siraisi is one of the preeminent scholars of medieval and Renaissance intellectual history, specializing in medicine and science. Now Distinguished Professor Emerita of History at Hunter College and the Graduate Center, City University of New York, and a 2008 winner of a John D. and Catherine T. MacArthur Foundation Fellowship, she has written numerous books, includingTaddeo Alderotti and His Pupils(Princeton, 1981), which won the American Association for the History of Medicine William H. Welch Medal;Avicenna in Renaissance Italy(Princeton, 1987);The Clock and the Mirror(Princeton, 1997); and the widely used textbookMedieval and Early Renaissance Medicine(Chicago, 1990), which won the Watson Davis and Helen Miles Davis Prize from the History of Science Society. In 2003 Siraisi received the History of Science Society's George Sarton Medal, in 2004 she received the Paul Oskar Kristellar Award for Lifetime Achievement of the Renaissance Society of America, and in 2005 she was awarded the American Historical Association Award for Scholarly Distinction. "A fascinating study of Renaissance physicians as avid readers

and enthusiastic writers of all kinds of history: from case narratives and medical biographies to archaeological and environmental histories. In this wide-ranging book, Nancy Siraisi demonstrates the deep links between the medical and the humanistic disciplines in early modern Europe." ---Katharine Park, Zemurray Stone Radcliffe Professor of the History of Science, Harvard University "This is a salient but little explored aspect of Renaissance humanism, and there is no doubt that Siraisi has succeeded in throwing light onto a vast subject. The scholarship is wide-ranging and profound, and breaks new ground. The choice of examples is fascinating, and it puts Renaissance documents into a new context. This is a major book, well written, richly learned and with further implications for more than students of medical history." ---Vivian Nutton, Professor, The Wellcome Trust Centre for the History of Medicine, University College London, and author ofFrom Democedes to Harvey: Studies in the History of Medicine "Siraisi shows the many-dimensioned overlaps and interactions between medicine and 'history' in the early modern period, marking a pioneering effort to survey a neglected discipline. Her book follows the changing usage of the classical term 'history' both as empiricism and as a kind of scholarship in the Renaissance before its more modern analytical and critical applications. It is a marvel of erudition in an area insufficiently studied." ---Donald R. Kelley, Emeritus James Westfall Thompson Professor of History, Rutgers University, New Brunswick, and Executive Editor ofJournal of the History of Ideas The essence of problem-based learning is that a group of eight to 10 students decide for themselves what they need to study after discussing trigger material, such as a written problem. After a few days of self-study, they meet to share, compare, and relate what they have found to the original trigger matter, and to see if they have covered enough ground. Problem-based learning, as currently employed in medical education, originated at McMaster University in Canada, and has been adopted by about one-quarter of all medical schools in the US and about one-half of those in Canada, with Europe and the rest of the world catching up rapidly. Despite the widespread use of problem-based learning

in higher education (including medicine, dentistry, health sciences, law, economics and mathematics), there has until now been a serious lack of published practical advice of both students and teachers. This is a 'how to do it' book, intended for students, teachers and those still at school who are trying to decide whether or not to choose a medical school that uses problem-based learning or one that has a more traditional approach to medical education. After a brief introduction, the book explains what problem-based learning is and how it works, and how it fits in with what we know about how adults learn. There are chapters on how to design problems and trigger material, how a tutorial group works, and how self-assessment, peer-assessment and tutor assessment are undertaken. There is practical advice for students, e.g. how to make the transition from a traditional school education to a much more self-directed kind of activity, in which it might be easy to get lost without some practical guidance at the outset. There is practical advice for teachers, who have the job of helping students adapt and cope with the sudden change of no longer being told what to do. The book concludes with chapters on serious pitfalls and a brief discussion of what problem-based learning can be expected to achieve. STEPS IN THE TUTORIAL PROCESS IN PROBLEM-BASED LEARNING Steps 1 to 7: 1. Clarify unfamiliar terms 2. Define the problem(s) 3. Brainstorm possible hypotheses or explanations 4. Arrange explanations into a tentative solution 5. Define learning objectives 6. Gather information and private study 7. Share the results of information gathering and private study Steps 5 to 8 within a clinical medical curriculum: 5. Define learning objectives and requisite clinical experience 6. Gather information and requisite clinical experience 7. Share the results of information gathering and private study 8. Discuss clinical experience This book explores various applications of deep learning-oriented diagnosis leading to decision support, while also outlining the future face of medical decision support systems. Artificial intelligence has now become a ubiquitous aspect of modern life, and especially machine learning enjoysgreat popularity, since it offers techniques that are capable of learning from samples to solve newly encountered cases. Today,

a recent form of machine learning, deep learning, is being widely used with large, complex quantities of data, because today’s problems require detailed analyses of more data. This is critical, especially in fields such as medicine. Accordingly, the objective of this book is to provide the essentials of and highlight recent applications of deep learning architectures for medical decision support systems. The target audience includes scientists, experts, MSc and PhD students, postdocs, and any readers interested in the subjectsdiscussed. The book canbe used as a reference work to support courses on artificial intelligence, machine/deep learning, medical and biomedicaleducation. A group of vivid, first-person stories of medical students who don't "fit the mold" and have had challenges completing conventional medical training. This compelling title is a comprehensive, practical guide for current and aspiring leaders in academic medical centers (AMC). Offering both a broad overview of the dynamics of the AMC and a detailed “how-to” set of instructions for the wide-ranging situations that demand skilled leadership, this expertly designed volume is filled with meaningful examples and insights. Learning to Lead in the Academic Medical Center: A Practical Guide consists of five parts. The first three sections are narrative and intended to help the reader become a better leader. The first section looks at the AMC as a social system and emphasizes an understanding of group dynamics. The second section discusses the critical role of personality, while the third covers all the necessary leadership skill sets such as negotiation, persuasion, conflict resolution, running a meeting, and so on. The fourth section is a fascinating series of case vignettes to solve based on the material that preceded it. The final section provides a set of highly instructional solutions to those cases. An indispensable reference authored by three highly accomplished leaders in the field, Learning to Lead in the Academic Medical Center: A Practical Guide will be of great interest to all physicians and trainees who seek a comprehensive yet handy resource on the need-to-know basics of success in the AMC environment. This practical guide provides educators, programme administrators, and school directors with step-by-step instructions on how to

best implement the learning mangament system Moodle, focusing on the specific requirements of the education and training of Medical Physics and Engineering students. The purpose of this book is to develop the beginnings of a suitable theoretical framework for medical education which could be taken as a model for education in the other clinical professions. It should therefore prove relevant to those who teach in nursing or other allied health professions, where two of the editors come from. All the contributors have an impressive record of achievement in educational research and a wide range of publications. The book is aimed at the expert, but the clear expository style of the authors will make this suitable reading for the relative novice in the field. "Fantastic... I wish I had read your book before med school!" -Nathan Brajer, medical student "A great read and a great primer on how med students learn and think." -Jess Friedman, medical student and former teacher Succeeding at medical school is difficult under the best of circumstances, and poor study skills only make matters worse. This book offers a comprehensive, evidence-based methodology for learning medicine that will help you to take command of your medical school experience and become the best doctor you can be. With this book, you will: >Understand the science of learning and how to study most effectively > Learn how to control forgetting with spaced repetition > Get a guided tour of med school, with specific tips for how to learn each course subject This book provides a comprehensive overview of deep learning (DL) in medical and healthcare applications, including the fundamentals and current advances in medical image analysis, state-of-the-art DL methods for medical image analysis and real-world, deep learning-based clinical computer-aided diagnosis systems. Deep learning (DL) is one of the key techniques of artificial intelligence (AI) and today plays an important role in numerous academic and industrial areas. DL involves using a neural network with many layers (deep structure) between input and output, and its main advantage of is that it can automatically learn data-driven, highly representative and hierarchical features and perform feature extraction and classification on one network. DL can be used to model or simulate an intelligent system or

process using annotated training data. Recently, DL has become widely used in medical applications, such as anatomic modelling, tumour detection, disease classification, computer-aided diagnosis and surgical planning. This book is intended for computer science and engineering students and researchers, medical professionals and anyone interested using DL techniques. In The Modern Medical Student Manual, Chris Lovejoy presents a new and unique perspective on how medical students can succeed in the 21st century. He combines deep cross-discipline insights with his own personal experiences and those of students who have excelled in a wide range of domains; from coming top in Cambridge University medical exams to excelling in teaching and from winning essay prizes to combining Medicine with the arts at the highest level. With great succinctness and clarity, he lays out a roadmap for acing exams while studying less, finding a deeper level of enjoyment in work and setting yourself up to have a big positive impact on the medical field. In this far-reaching book, you will learn: Two powerful techniques for finding the optimum balance between work and play. The core science-backed learning principles for performing better while studying less. How to utilise techniques of world-class performers to excel in diagnostic skills. Four guiding principles for making the most of time spent on the wards. The best approach to scientific research as a student and a method for generating great research ideas. The challenges of communication in healthcare and how to prepare as a student. How to go from struggling to write essays to winning essay prizes. How to create a competitive medical CV through doing things you enjoy. Five techniques for pulling yourself out of a low mood when medicine or life gets you down. A step-by-step approach to take if you question whether medicine is really right for you. How to maximise the positive impact of your medical career and find a career path you love. Praise for The Modern Medical Student Manual: "Brilliant! Inspired me to make the most of my time in med school and has given me the tools to do so. The author's way of combining his own experiences as a med student with the ideas of lots of smart people to produce advice that's easy to implement in everyday life is

super useful." - Eveliina Ilola, Medical Student, Kings College London "Great book, would highly recommend to others. Perfect for anyone thinking about or currently studying medicine." - Ali Abdaal, Founder of 6med "This book addresses so many aspects of the medical school journey, and had it been available back when I started, it would have been incredibly valuable. The book offers some very refreshing and innovative approaches to learning, but also some great tips on truly making the most of the professional experience, over and above excelling at the basic medical degree." - Vignesh Vetrivel, Cambridge Medical Graduate and Strategy Consultant The book details deep learning models like ANN, RNN, LSTM, in many industrial sectors such as transportation, healthcare, military, agriculture, with valid and effective results, which will help researchers find solutions to their deep learning research problems. We have entered the era of smart world devices, where robots or machines are being used in most applications to solve real-world problems. These smart machines/devices reduce the burden on doctors, which in turn make their lives easier and the lives of their patients better, thereby increasing patient longevity, which is the ultimate goal of computer vision. Therefore, the goal in writing this book is to attempt to provide complete information on reliable deep learning models required for e-healthcare applications. Ways in which deep learning can enhance healthcare images or text data for making useful decisions are discussed. Also presented are reliable deep learning models, such as neural networks, convolutional neural networks, backpropagation, and recurrent neural networks, which are increasingly being used in medical image processing, including for colorization of black and white X-ray images, automatic machine translation images, object classification in photographs/images (CT scans), character or useful generation (ECG), image caption generation, etc. Hence, reliable deep learning methods for the perception or production of better results are a necessity for highly effective e-healthcare applications. Currently, the most difficult data-related problem that needs to be solved concerns the rapid increase of data occurring each day via billions of smart devices. To address the growing

amount of data in healthcare applications, challenges such as not having standard tools, efficient algorithms, and a sufficient number of skilled data scientists need to be overcome. Hence, there is growing interest in investigating deep learning models and their use in e-healthcare applications. Audience Researchers in artificial intelligence, big data, computer science, and electronic engineering, as well as industry engineers in transportation, healthcare, biomedicine, military, agriculture. Can you adapt to the wide variety of learning environments in medicine? Can you show your best abilities in the exams at the same time as learning to be a doctor? Can you balance your studies with an enjoyable social life? Can you develop your professionalism and manage your 'digital footprint'? How to Succeed at Medical School will help you learn these vital skills, and much more. Written by experienced medical school teachers and packed full of case studies, illustrations, quotes from other students, tip boxes, exercises, portfolios and learning techniques to help you communicate, study and revise - it’s an essential resource to help you thrive at medical school. This thoroughly updated second edition includes new chapters on Professionalism and Teaching, and provides invaluable insight into what to expect from the start of medical school right through to the start of your medical career. A group of vivid, first-person stories of medical students who don't "fit the mold" and have had challenges completing conventional medical training. This book constitutes the proceedings of the 10th International Workshop on Machine Learning in Medical Imaging, MLMI 2019, held in conjunction with MICCAI 2019, in Shenzhen, China, in October 2019. The 78 papers presented in this volume were carefully reviewed and selected from 158 submissions. They focus on major trends and challenges in the area, aiming to identify new-cutting-edge techniques and their uses in medical imaging. Topics dealt with are: deep learning, generative adversarial learning, ensemble learning, sparse learning, multi-task learning, multi-view learning, manifold learning, and reinforcement learning, with their applications to medical image analysis, computer-aided detection and diagnosis, multi-modality fusion, image reconstruction, image retrieval, cellular image analysis, molecular

imaging, digital pathology, etc. "Placement Learning in Medical Nursing covers the following areas: Takes a logical, step-by-step approach to preparing for learning on a medical nursing placement. Provides the principles of care, treatment and management of an individual, linking university-learned theory to clinical practice. Gives helpful evidence-based practice examples and resources to support placement learning. Identifies clinical skills that underpin care of an individual. Highlights potential learning opportunities and experiences available on a medical nursing placement. Explains how to develop your clinical portfolio by completing specific exercises and activities. Maps all activities and exercises to the NMC competencies. Advises on approaches to a range of situations that may arise as a student nurse. Adopts a case-study/patient pathway approach to consolidating learning, from pre-diagnosis, through a range of treatment options to discharge."--Publisher. This book constitutes the refereed proceedings of the Second International Workshop on Uncertainty for Safe Utilization of Machine Learning in Medical Imaging, UNSURE 2020, and the Third International Workshop on Graphs in Biomedical Image Analysis, GRAIL 2020, held in conjunction with MICCAI 2020, in Lima, Peru, in October 2020. The workshops were held virtually due to the COVID-19 pandemic. For UNSURE 2020, 10 papers from 18 submissions were accepted for publication. They focus on developing awareness and encouraging research in the field of uncertainty modelling to enable safe implementation of machine learning tools in the clinical world. GRAIL 2020 accepted 10 papers from the 12 submissions received. The workshop aims to bring together scientists that use and develop graph-based models for the analysis of biomedical images and to encourage the exploration of graph-based models for difficult clinical problems within a variety of biomedical imaging contexts. Machine Learning and Medical Imaging presents state-of- the-art machine learning methods in medical image analysis. It first summarizes cutting-edge machine learning algorithms in medical imaging, including not only classical probabilistic modeling and learning methods, but also recent breakthroughs in deep learning, sparse representation/coding,

and big data hashing. In the second part leading research groups around the world present a wide spectrum of machine learning methods with application to different medical imaging modalities, clinical domains, and organs. The biomedical imaging modalities include ultrasound, magnetic resonance imaging (MRI), computed tomography (CT), histology, and microscopy images. The targeted organs span the lung, liver, brain, and prostate, while there is also a treatment of examining genetic associations. Machine Learning and Medical Imaging is an ideal reference for medical imaging researchers, industry scientists and engineers, advanced undergraduate and graduate students, and clinicians. Demonstrates the application of cutting-edge machine learning techniques to medical imaging problems Covers an array of medical imaging applications including computer assisted diagnosis, image guided radiation therapy, landmark detection, imaging genomics, and brain connectomics Features self-contained chapters with a thorough literature review Assesses the development of future machine learning techniques and the further application of existing techniques This book constitutes the refereed proceedings of the First International Workshop on Uncertainty for Safe Utilization of Machine Learning in Medical Imaging, UNSURE 2019, and the 8th International Workshop on Clinical Image-Based Procedures, CLIP 2019, held in conjunction with MICCAI 2019, in Shenzhen, China, in October 2019. For UNSURE 2019, 8 papers from 15 submissions were accepted for publication. They focus on developing awareness and encouraging research in the field of uncertainty modelling to enable safe implementation of machine learning tools in the clinical world. CLIP 2019 accepted 11 papers from the 15 submissions received. The workshops provides a forum for work centred on specific clinical applications, including techniques and procedures based on comprehensive clinical image and other data. The Effective Learning and Teaching in Higher Education series will include over 20 volumes, each packed with up-to-date advice, guidance and expert opinion on teaching in the key subjects in higher education today and backed up by the authority of the Institute for Learning and Teaching. This book covers

all of the key issues concerning the effective teaching in medical, dental and veterinary education. It includes contributions from a wide range of experts in the field, with a broad and international perspective. It includes material on teaching and the support of learning, effectively using learning materials and IT in clinical education, assessment, developing effective learning environments, developing reflective practice, and personal development. Suitable for medical students, this book covers the whole spectrum of general medicine. It is a compilation of clinical, diagnostic, investigative and prognostic features of the symptoms and diseases covered in UK medical schools. Delivering effective health and social care, enhancing effective interprofessional collaboration and adopting effective teaching and learning strategies in the education of health and social care professionals, have become subjects of intense scrutiny and debate in recent years. This book is a timely response to an increasing number of initiatives being launched to enable collaboration between the various professions in health and social care. Multi-Professional Learning for Nurses argues that opportunities for interprofessional experiences, teaching and learning should be consciously and deliberately built into educational programmes available to practitioners as they move along numerous pathways from education and training to work. This expertly written and carefully edited book explores key questions such as: - Do we need multi-professional and inter-professional education and training? - Will joint training programmes between health and social care prepare practitioners for the new integrated context in which health and social care are likely to be delivered? - What are the constraints that are present in the planning and delivery of multi-professional and inter-professional education and training? Written by experienced health and social care educators with leading roles in planning, implementing, and evaluating multi-professional education, this text is a valuable resource. It offers critiques, ideas and practical guidance to those developing multi-professional, intra-professional and inter-professional curricula in the changing climate of health and social care. Women are entering medical school in equal numbers as men, yet still face

unique challenges in a profession where, overall, male physicians outnumber female physicians 3 to 1. Women in medicine also face decisions such as when to have a child during training and often struggle with work-life balance. This book features real stories and advice from mothers in medicine at all stages of training from medical student to practicing physician and addresses the topics that shape the lives, joys, and challenges of women in medicine today. The book is based on the best posts and wisdom shared on the Mothers in Medicine blog, which was established in 2008 by the editor and has published over 1500 posts and has over 4.8 million page views to date. The book is organized by themes that are unique to the physician-mother: career decisions, having children during training, navigating life challenges, practice issues, and work-life balance. Each chapter features an excerpt from the blog followed by an honest discussion of the key considerations, guidelines, and tips as related to each topic in the conversational, personal tone of the blog. The book concludes with a chapter that features the most popular questions posted on the Mothers in Medicine blog and a summary of the responses received from the community of readers. Mothers in Medicine: Career, Practice, and Life Lessons Learned is a valuable and contemporary resource for pre-medical students, medical students, residents, and physicians. Delivering a baby, sleep deprivation, giving bad news, dissecting bodies, seeing death—the journey of becoming an MD is not an easy one. Join the author as he takes you through his four years at Duke Medical School. Through this book, he explores the world of medicine through fresh eyes and shares the serious, the stressful, the entertaining, the unbelievable, the struggles, the sick, the unexplainable, and the stories that taught him everything he learned in medical school (besides all the book stuff, of course). This textbook presents hands-on training material for medical students. The style reflects the need for practice-based teaching with a modern edge in daily clinical routine; accordingly, it also employs online material and pocket cards. Each chapter begins with specific learning objectives, which are cross-referenced with the European curriculum for undergraduate medical education

released by the European Union of Medical Specialists (UEMS) together with the European Union Geriatric Medicine Society (EUGMS), as well as the minimum geriatric competences for medical students established by the American Geriatrics Society (AGS). World-renowned European experts in practicing and teaching the interdisciplinary field of Geriatrics contributed to this work, with the aim of offering the new generation of health professionals a global perspective on one of the greatest public health challenges of our time: the management of the steadily increasing number of older, multimorbid, and vulnerable persons. The major strength of this book – published under the auspices of the EUGMS – is its pragmatic, goal-oriented approach, which makes it suitable for bedside learning and patient-centered medicine; further, all of the chapters are firmly based on the pillars of the ageing process in all of its biological aspects, helping readers understand the pathophysiology of and rationale behind interventions for the main geriatric syndromes and disorders. Learning from the Wounded: The Civil War and the Rise of American Medical Science

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