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-- 12 Contemporary context of allied health education -- 13 Contemporary context of paramedicine education -- 14 Contemporary context of dental education -- 15 Contemporary context of interprofessional practice education -- 16 Historical perspectives on medical education -- 17 Historical perspectives on dental education -- 18 Historical perspectives on surgical education -- 19 Historical perspectives on nursing and midwifery education -- 20 Historical perspectives on allied health education -- 21 Historical perspective on interprofessional education -- Part 2: Philosophical and theoretical underpinning of health professional education -- 22 Philosophical positions in contemporary educational practice -- 23 Perspectives on learning: Overview of theories -- 24 Focus on theory: Cognitive neuroscience -- 25 Focus on theory: Expertise theories -- 26 Focus on theory: Mastery learning -- 27 Focus on theory: Threshold concepts -- 28 Focus on theory: Social semiotics -- 29 Focus on theory: Workplace-based learning theories -- 30 Focus on theory: Communities of practice -- 31 Focus on theory: Socio-material and complexity theories -- 32 Focus on theory: Activity theory -- 33 Focus on theory: Discovery learning -- 34 Focus on theory: Experiential learning -- 35 Focus on theory: Reflective practice -- 36 Focus on theory: Transformative learning -- 37 Focus on theory: Self-regulatory learning -- 38 Focus on theory: Foucault -- 30 Focus on theory: Bourdieu -- 40 Focus on theory: Baudrillard -- 41 Focus on theory: Professional identity theories -- 42 Making use of theory in health professions education: Scenario 1 -- 43 Making use of theory in health professions education: Scenario 2 -- 44 Making use of theory in health professions education: Scenario 3 -- 45 Making use of theory in health professions education: Scenario 4 -- Part 3 Curriculum considerations in health professions education -- 46 Approaches to curriculum design in health professions education -- 47 Health professional curricula and public engagement -- 48 The role of patients in health professions education -- 49 The emergence of competency-based health professions education -- 50 Interprofessional education: Why, when and how -- 51 Ethical issues in educational practice -- 52 Simulation in clinical re-placement -- 53 Managing the explosion of clinical knowledge for health professions -- 54 Approaches to developing clinical skills -- 55 Developing professional identity in health professional students -- 56 Hidden, informal and formal curricula in health professions education -- 57 Conversations to support learning in health professions education -- 58 The arts and humanities in health professions education -- 59 Creating safety in simulation-based education -- 60 Debriefing practices in simulation-based education -- 61 Written feedback in health professions education -- 62 Formal and informal supervision in health professions education -- 63 Ad hoc supervision in general practice -- 64 Identifying and managing underperforming students/trainees -- 65 Managing diversity in health professions education -- 66 Expanding scope of practice in health professions education -- Part 4 Supporting learning in clinical settings -- 67 Learning and teaching at the bedside: Expert commentary from an interprofessional perspective -- 68 Learning and teaching at the bedside: Expert commentary from a medical perspective -- 69 Learning and teaching at the bedside: Expert commentary from a nursing perspective -- 70 Learning and teaching at the bedside: Expert commentary from a midwifery perspective -- 71 Learning and teaching at the chair side: Expert commentary from a dental perspective -- 72 Learning and teaching in the operating theatre: Expert commentary from a surgical perspective -- 73 Learning and teaching in the operating theatre: Expert commentary from an anaesthetic perspective

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Sommario/riassunto

This book compiles the state of the art and science of health professions education into one truly international resource with expertise in many and varied topics. It aligns profession specific contributions with inter-professional offerings, and prompts readers to think deeply about their educational practices. The book explores the

contemporary context of health professions education, philosophical and theoretical underpinnings, whole of curriculum considerations, supporting learning in clinical settings. In specific topics, it approaches to assessment, evidence-based educational methods, governance, quality improvement, scholarship and leadership in health professions education and some forecasting of trends and practices. This book offers an invaluable resource for students, educators, academics and others interested in health professions education.