

1. Record Nr.	UNINA990002689740403321
Autore	Porter, T.W.
Titolo	Auditing : a conceptual approach. / by T. W . Porter and J.C. Burton
Pubbl/distr/stampa	Belmont (California) : Wadsworth, 1971
Locazione	ECA
Collocazione	26-5-15
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
2. Record Nr.	UNISA990000364310203316
Autore	SMITH, Adrian
Titolo	APL.A design handbook for commercial systems / Adrian Smith
Pubbl/distr/stampa	Chichester : J. Wiley & Sons, 1982
Descrizione fisica	IX, 180 p. : 23 cm
Collana	Wiley series in information processing
Disciplina	001.6424
Collocazione	001.642 4 SMI
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia

3. Record Nr.	UNINA9910822212103321
Autore	Seabrook Mary <1960->
Titolo	How to teach in clinical settings / / Mary Seabrook
Pubbl/distr/stampa	Chichester, England : , : Wiley-Blackwell, , 2014 ©2014
ISBN	1-118-62092-5 1-118-62088-7 1-118-62090-9
Edizione	[1st ed.]
Descrizione fisica	1 online resource (xiii, 121 pages)
Collana	HOW - How To
Disciplina	610.711
Soggetti	Medical education Medicine - Study and teaching Clinical medicine - Study and teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Creating an effective learning environment -- Teaching in clinical contexts -- Workplace-based assessment and feedback -- Common problems in clinical teaching -- Next steps.
Sommario/riassunto	'How to Teach in Clinical Settings' is a practical guide to support all doctors wishing to develop their skills in clinical teaching and supervision. It provides hands on strategies to address common problems such as giving critical feedback effectively and teaching mixed-level groups. It gives guidance on the particular challenges of teaching in clinical settings including the need to manage teaching with service provision, to engage patients, motivate students, and to judge the balance of support and independence appropriate for each trainee.