Record Nr. UNINA9910968208003321 Academic general practice in the UK medical schools, 1948-2000 / / Titolo edited by John Howie and Michael Whitfield Pubbl/distr/stampa Edinburgh,: Edinburgh University Press, c2011 **ISBN** 9786613221650 9780748671250 0748671250 9781283221658 1283221659 9780748643745 0748643745 Edizione [1st ed.] Descrizione fisica 1 online resource (xv, 152 pages) : digital, PDF file(s) HowieJohn Altri autori (Persone) WhitfieldMichael Disciplina 610.71141 Soggetti Medical colleges - Great Britain Medical education - Great Britain Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Note generali Title from publisher's bibliographic system (viewed on 02 Oct 2015). Nota di bibliografia Includes bibliographical references and index. Nota di contenuto 1. The University of Aberdeen / Lewis Ritchie and John Howie -- 2. The University of Dundee / James Knox and Frank Sullivan -- 3. The University of Edinburgh / John Howie and David Weller -- 4. The University of Glasgow David Hannay and Graham Watt -- 5. The Cardiff University School of Medicine / Nigel Stott and Chris Butler -- 6. Academic General Practice in Ireland /Tom O'Dowd and colleagues --7. The University of Birmingham Michael Drury and Richard Hobbs -- 8. The University of Bristol / Michael Whitfield and Debbie Sharp -- 9. The University of Cambridge / Bob Berrington, John Perry, Nigel Oswald. Martin Roland, John Benson and Ann Louise Kinmonth -- 10. The University of Exeter / Denis Pereira -- Gray -- 11. The University of Leeds /John Wright and Conrad Harris -- 12. The University of Leicester Robin Fraser -- 13. The University of Liverpool / Brian McGuinness, Ian

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The first collective record of the evolution of general medical practice as an academic discipline over half a century. This anthology captures the stories of the early struggles to set up university departments between visionary supporters and traditionalist blockers as well as the steadily increasing successes aided by a dedicated funding system. The accounts are written where possible by the people involved in the early developments of their subject. These tales are of vision, commitment and resilience and are interesting both in their own right and for the more general lessons they tell us about the processes of creating institutional change within a modern democracy. * Demonstrates the radical shifts in the shape of medical education in the last two decades * Provides vivid personal accounts from early academic leaders * Includes comment on contemporary medical and educational developments.