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Mora Claramita, Ardi Findyartini, Dujeeпа D.
Samarasekera, Hiroshi Nishigori

Late Fertility : Its Causal Effects on Health of the Newborn and Its Implications in Fertility Decision Process

Marie Vandresse, 2008 This doctoral thesis is devoted to the study of the effects of late fertility on health of the newborn and to the implications of late fertility in the fertility decision process. Late fertility is defined as the reproduction process after 30 years old. The interest lies as well from the maternal age point of view as from the paternal age point of view. The first part is devoted to the study of the determinants of infant morbidity and mortality with a particular attention to the parental age, without neglecting the other determinants. The originality of this part is located from the methodological point of view. We construct a structural model of infant morbidity/mortality in order to isolate the causal effect of late fertility. By a structural model we mean a model which represents a set of causal relationships represented mathematically by a multi-equation model and graphically by directed acyclic graphs. As a complementary approach, a chapter of the thesis is devoted to an exploratory model highlighting the role of the extreme values rather than average values traditionally of interest in most statistical analyses. Both methods are tested with Hungarian data: individual registration forms of livebirths and infant deaths (1984-1984 and 1994-1998), and the Hungarian casecontrol surveillance of congenital abnormalities (1997-2002). The second part analyses the effect of parental ageing in the fertility decision

process. We try to determine whether the detrimental effect of late fertility on health of the child and on fecundity of the couples intervene in the preferences for a child. We assume that parental age influences the preferences for a child through effects on the desire for a child and on the beliefs in the capacity of reproduction of a healthy child. This hypothesis is tested using the data from the National Survey of Family Growth (United States, 2002) and from the Fertility and Family Survey (Hungary, Czech Republic and Belgium).

(No. 96) Health Notebook. Paperback |size 6x9 Inch| |200 Pages Thick| MeDu Book,2020-02-11 Cover is four people holding medical tools for physical examination Prevention and wellness are indispensable for any individual. Notebook The health notebook is a health monitoring tool for those who want to monitor their blood sugar. You are concerned about your health and those of your family members, what you need is a notebook for a health monitoring journey. Keep a note: Health notebooks help you regularly monitor your sugar levels to prevent diabetes or find a treatment that's right for you. - Inside 1: BLOOD PRESSURE LOG - Inside 2: A table that records your blood sugar level by day Detail: Notebook Health notebook Paperback, 200 pages thick Form: spiral Notebook Health notebook is published on Amazon by author MeDu Book Click Buy now for yourself or your loved one on this Valentine. We wish you many great experiences. Notebook_for_kindle The_best_notebook Notebook_as_a_gift Notebook_as_a_gift_for_Valentine's_day

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Learning and Teaching in Clinical Contexts Clare Delany, Elizabeth Molloy, 2018-06-06 Featuring the perspectives of more than 40 leading international researchers, theorists and practitioners in clinical education, *Learning and Teaching in Clinical Contexts: A Practical Guide* provides a bridge between the theoretical aspects of clinical education and the delivery of practical teaching strategies. Written by Clare Delany and Elizabeth Molloy, each chapter weaves together education theory, education strategies and illustrative learning and teaching case scenarios drawn from multidisciplinary clinical contexts. The text supports clinicians and educators responsible for designing and delivering health professional education in clinical workplaces and clinicians undertaking continuing education in workplace teaching. The book is divided into four sections, each addressing a key aspect of the learner and educator experience. Section 1 considers the learner's needs as they make key transitions from classroom to workplace, or recent graduate to competent clinician. Section 2 focuses on the influence of workplace contexts and how they can be used as positive catalysts to enhance learning. Section 3 highlights the role of workplace assessments as embedded processes to positively influence learning. Section 4 provides an overview of the changing roles of the clinical educator and processes and models of professional development to build educational expertise. Demonstrates the integrated nature of three key threads within the

field of clinical education: theory, method and context Highlights theoretical frameworks: cognitive, psychological, sociocultural, experiential and ethical traditions and how they inform teaching decisions Incorporates case studies throughout to provide a context to learning and teaching in clinical education Includes practical tips from expert practitioners across different topics Includes an eBook with print purchase on evolve

Challenges and Opportunities in Health

Professions Education Mora Claramita, Ardi Findyartini, Dujeepta D. Samarasekera, Hiroshi Nishigori, 2022-02-22 This book addresses health professions educational challenges specific to non-Western cultures, implementing a shifting paradigm for educating future health professionals towards patient-centered care. While health professions education has received increasing attention in the last three decades, promoting student-centered learning principles pioneered by leaders in the medical community has, for the most part, remain rooted in the Western context. Building from Hofstede's analysis of the phenomena of cultural dimensions, which underpin the way people build and maintain their relationships with others and influence social, economic, and political well-being across nations, this book demarcates the different cultural dimensions between East and West, applied to medical education. The respective 'hierarchical' and 'collectivist' cultural dimensions are unpacked in several studies stemming from non-western countries, with the capacity to positively

influence healthcare education and services. The book provides new insights for researchers and health professional educators to understand how cultural context influences the input, processes, and output of health professionals' education. Examples include how cultural context influences the ways in which students respond to teachers, how teachers giving feedback to students, and the challenges of peer feedback and group work. The authors also examine causes for student hesitation in proposing ideas, the pervasive cultural norm of maintaining harmony, the challenges of teamwork in clinical settings, the need to be sensitive to community health needs, the complexity of clinical decision making, and the challenge of how collectivist cultural values play into group dynamics. This book aims to advocate a more culturally-sensitive approach to educating health professionals, and will be relevant to both students and practitioners in numerous areas of public health and medical education.

Curriculum Development for Medical Education

Patricia A. Thomas, David E. Kern, Mark T.

Hughes, Sean A. Tackett, Belinda Y. Chen, 2022-08-30

This book presents a practical framework for the development, implementation, and dissemination of quality health professions curricula. The book is intended for faculty and others who, while content experts, may not have a background in education or implementation science but have an interest or responsibility as educators in their discipline--

Educational Principles and Practice in

Veterinary Medicine Katherine Fogelberg, 2024-02-21

An in-depth, veterinary-centered reference to the

discipline of education Educational Principles and Practice in Veterinary Medicine provides a detailed, comprehensive reference to the discipline of education both broadly and as it relates to veterinary medicine. Written for veterinary faculty members, instructors, and educators in other health professions, the book offers an in-depth examination of knowledge and skills related to veterinary education. It discusses educational theory, how people learn, the structure and function of higher education, and educational technologies, among many other topics of importance. Sections cover educational leadership; professional development for faculty; research methods and study design; administration; outcomes and assessment; accreditation; and the roles of the professional program instructor. Educational Principles and Practice in Veterinary Medicine: Provides a detailed exposition to the discipline of education, encompassing both theory and practice Covers essential topics such as educational theory, the structure and function of higher education, and educational technologies, all tailored to veterinary education Acts as a reference to education-related knowledge and skills, with an emphasis on how these topics relate to veterinary medicine Supports veterinary faculty and instructors interested in taking their knowledge and skills to the next level Educational Principles and Practice in Veterinary Medicine offers veterinary faculty and instructors a complete resource for understanding the field of education and improving their skills and knowledge.

Guidebook for Clerkship Directors Alliance for Clinical Education, 2014-08-26 ... a must-read for the individual who has accepted the responsibility to direct a clinical clerkship for a medical school. -- JAMA

Body Talk in the Medical Humanities Jennifer Patterson, Francia Kinchington, 2019-10-28 This exciting book draws on the insight and experience of 21 medical practitioners and researchers in the wider field of the medical humanities to ask fundamental questions related to illness, bodily experience, the experience and role of medical and healthcare professionals, and the contribution of language and communication to enable understanding. It opens up a range of conversations, reflections and research to present an innovative approach to the field of body studies, investigating complex questions that are associated with self and body and medical and healthcare professionals who work with bodies that are ill. Areas of pain, disability, vulnerability, life experienced through chronic conditions and the insights of listening to the ill and the dying are examined within the individual contributions. The chapters explore a range of key spaces, gaps and tensions between talk and bodies, from embodied experiences and patient-doctor relationships to negotiating institutional constraints and reading, looking and enacting as methods of improving intersubjective, relational and ethical practices.

Helping a Field See Itself Mario Veen, Anna T. Cianciolo, 2023-08-22 The perceived value of philosophy to medical education is increasing. But

beyond the occasional application of philosophical concepts, what does it mean to be philosophical about medical education and to do philosophy—to create new concepts and ways of thinking about what medical education is? The complex and dynamic nature of academic medicine requires medical educators to reflect on their practices, to question assumptions, and to embrace the ambiguity of a world that cannot be captured by any one model or theory. This volume explores philosophy as a practice in medical education. We use persistent problems that vex medical educators as a starting point to do philosophy, asking fundamental questions to probe them: How are teaching and learning related? How do we educate the value of personal experience relative to scientific evidence? We also challenge the assumptions underlying these problems with alternatives: What if teaching does not cause learning? What if we cannot divide our inner and outer world? We then explore ways forward: If we cannot cause learning, how do we reconceptualize the educational process? How do we help physician trainees critically reflect on medical epistemology throughout their professional development? Each chapter explores one theme in medical education (e.g., education, science, inequality, technology, mortality) from a philosophical perspective, opening it up to fundamental re-examination and inviting readers to continue exploration beyond the printed words. This book is a step towards enabling medical educators to practice philosophy themselves at appropriate moments in their work. In this way, it

aims to establish medical education as a mature field with its own philosophy. The chapters in this book were originally published in the journal Teaching and Learning in Medicine.

An Introduction to Medical Teaching Kathryn N. Huggett, Kelly M. Quesnelle, William B. Jeffries, 2022-03-16 This is an introductory text designed to provide medical teachers with a comprehensive introduction to the core concepts of effective teaching practice. It contains introductory-level information about innovations for curriculum design, delivery, and assessment, all in a singular text. The work offers brief, focused chapters with content that can be easily assimilated by the reader. The topics are relevant to basic science and clinical teachers, and the work does not presume readers possess prerequisite knowledge of education theory or instructional design. The book builds upon and extends the content of the second edition by incorporating additional content to reflect advances in cognitive science and by updating existing chapters to keep pace with modern educational trends and technologies.

The Medical/Health Humanities-Politics, Programs, and Pedagogies Therese Jones, Kathleen Pachucki, 2022-10-26 This book covers a brief history of the Health Humanities Consortium and contains a toolkit for those academic leaders determined to launch inter- and multi-disciplinary health humanities programs in their own colleges and universities. It offers remarkable discussions and descriptions of pedagogical practices from undergraduate programs through medical education

and resident training; philosophical and political analyses of structural injustices and clinical biases; and insightful and informative analyses of imaginative work such as comics, literary texts, and paintings. Previously published in Journal of Medical Humanities Volume 42, issue 4, December 2021 Chapters “Reflective Writing about Near-Peer Blogs: A Novel Method for Introducing the Medical Humanities in Premedical Education”, “Medical Students’ Creation of Original Poetry, Comics, and Masks to Explore Professional Identity Formation”, “Reconsidering Empathy: An Interpersonal Approach and Participatory Arts in the Medical Humanities” and “The Health Benefits of Autobiographical Writing: An Interdisciplinary Perspective” are available open access under a Creative Commons Attribution 4.0 International License via link.springer.com.

Insights in Healthcare Professions Education: 2021 Lynn Valerie Monrouxe, Jacqueline G. Bloomfield, 2022-12-06

Language, Health and Culture Olga Zayts-Spence, Susan M. Bridges, 2023-08-15 Language, Health and Culture brings together contributions by linguistic scholars working in the area of health communication in Asia—in particular, in Hong Kong, Mainland China, Singapore, Japan and Taiwan. Olga Zayts-Spence and Susan M. Bridges, along with the contributors, draw on a diverse range of authentic data from different (primary, secondary, digital) healthcare contexts across Asia. The contributions probe empirical analyses and meta-reflections on the empirical, epistemological and theoretical foundations of

doing research on language and health communication in Asia. While many of the medical and technological advances originate from the 'non-English-dominant'/'peripheral' contexts, when it comes to health communication, there is a strong tendency to downplay and marginalize the scope and the impact of the ripe research tradition in these contexts. The contributions to the edited volume problematize the hegemony of dominant (Anglocentric) traditions in health communication research by highlighting culture- and context-specific ways of interpreting different health realities through linguistic lenses.

Advanced Methodologies and Technologies in Medicine and Healthcare Khosrow-Pour, D.B.A., Mehdi, 2018-10-05 Advancements in medical and healthcare technologies pave the way to improving treatments and diagnoses while also streamlining processes to ensure the highest quality care is given to patients. In the last few decades, revolutionary technology has radically progressed the healthcare industry by increasing life expectancy and reducing human error. Advanced Methodologies and Technologies in Medicine and Healthcare provides emerging research on bioinformatics, medical ethics, and clinical science in modern applications and settings. While highlighting the challenges medical practitioners and healthcare professionals face when treating patients and striving to optimize their processes, the book shows how revolutionary technologies and methods are vastly improving how healthcare is implemented globally. This book is an important

resource for medical researchers, healthcare administrators, doctors, nurses, biomedical engineers, and students looking for comprehensive research on the advancements in healthcare technologies.

Development of a Surgeon: Medical School through Retirement, An Issue of Surgical Clinics of North America Ronald F. Martin,Paul J.

Schenarts,2016-03-09 This issue of Surgical Clinics of North America, guest edited by Drs. Ronald Martin and Paul Schenarts, is devoted to Development of a Surgeon: Medical School through Retirement. They have assembled expert authors to review the following topics: Residency Surgical Training at a University Academic Medical Center; Fellowship Training: Need and Contributions; Evolving Educational Techniques in Surgical Training; Transition to Practice: From Trainee to Staff Surgeon; The Value of the Surgeon Emeritus; Alternative Methods and Funding for Surgical Training; Medical School Training for the Surgeon; Residency Surgical Training at an Independent Academic Medical Center; Assessment of Competence: The ACGME/RRC Perspective; Assessment of Competence: The American Board of Surgery Perspective; The Impaired Surgeon; Continuing Medical Education: The American College of Surgeons Perspective; Workforce Needs and Demands in Surgery, and more!

Clinical teaching and practice in intensive care medicine and anesthesiology Longxiang Su,Matthieu Komorowski,Le Shen,Ignacio Martin-Loeches,2023-09-19

The Diversity Promise: Success in Academic

Surgery and Medicine Through Diversity, Equity, and Inclusion Michael W. Mulholland, 2020-03-11

Issues of diversity, equity, and inclusion are of utmost importance in today's medical schools, and the University of Michigan is at the forefront of effecting change in this key area of medical education. Drs. Michael Mulholland and Erika Newman and the Department of Surgery at the University of Michigan School of Medicine developed the Michigan Promise with the goal of achieving better results and assisting other schools of medicine to make progress in this area, as well. *The Diversity Promise: Success in Academic Surgery and Medicine Through Diversity, Equity, and Inclusion* discusses the structure and implementation of this innovative program—information that is easily transferrable to any department in a school of medicine.

A Dictionary of Terms Used in Medicine and the Collateral Sciences Richard Dennis Hoblyn, 1892

Gender Equity in the Medical Profession Bellini, Maria Irene, Papalois, Vassilios E., 2019-08-16 The presence of women in the practice of medicine extends back to ancient times; however, up until the last few decades, women have comprised only a small percentage of medical students. The gradual acceptance of women in male-dominated specialties has increased, but a commitment to improving gender equity in the medical community within leadership positions and in the academic world is still being discussed. *Gender Equity in the Medical Profession* delivers essential discourse on strategically handling discrimination within medical school, training programs, and consultancy

positions in order to eradicate sexism from the workplace. Featuring research on topics such as gender diversity, leadership roles, and imposter syndrome, this book is ideally designed for health professionals, doctors, nurses, hospital staff, hospital directors, board members, activists, instructors, researchers, academicians, and students seeking coverage on strategies that tackle gender equity in medical education.

Handbook of Research on Updating and Innovating Health Professions Education: Post-Pandemic Perspectives Ford, Channing R., Garza, Kimberly B., 2021-10-08 The outbreak of the Coronavirus in early 2020 resulted in unprecedented changes to health professions education. The pervasive stay-at-home orders resulted in faculty, who were trained for preparing the next generation of health professionals in a traditional learning environment, throwing out their lesson plans and starting anew. New approaches to teaching and learning were created quickly, and without the typical extensive planning, which introduced several challenges. However, lessons learned from these approaches have also resulted in increased technology adoption, innovative assessment strategies, and increased creativity in the learning environment. The Handbook of Research on Updating and Innovating Health Professions Education: Post-Pandemic Perspectives explores the various teaching and learning strategies utilized during the pandemic and the innovative approaches implemented to evaluate student learning outcomes and best practices in non-traditional academic situations and environments. The chapters focus

specifically on lessons learned and best practices in health professions education and the innovative and exciting changes that occurred particularly with the adoption and implementation of technology. It provides resources and strategies that can be implemented into the current educational environments and into the future. This book is ideal for inservice and preservice teachers, administrators, teacher educators, practitioners, medical trainers, medical professionals, researchers, academicians, and students interested in curriculum, course design, development of policies and procedures within academic programs, and the identification of best practices in health professions education.

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