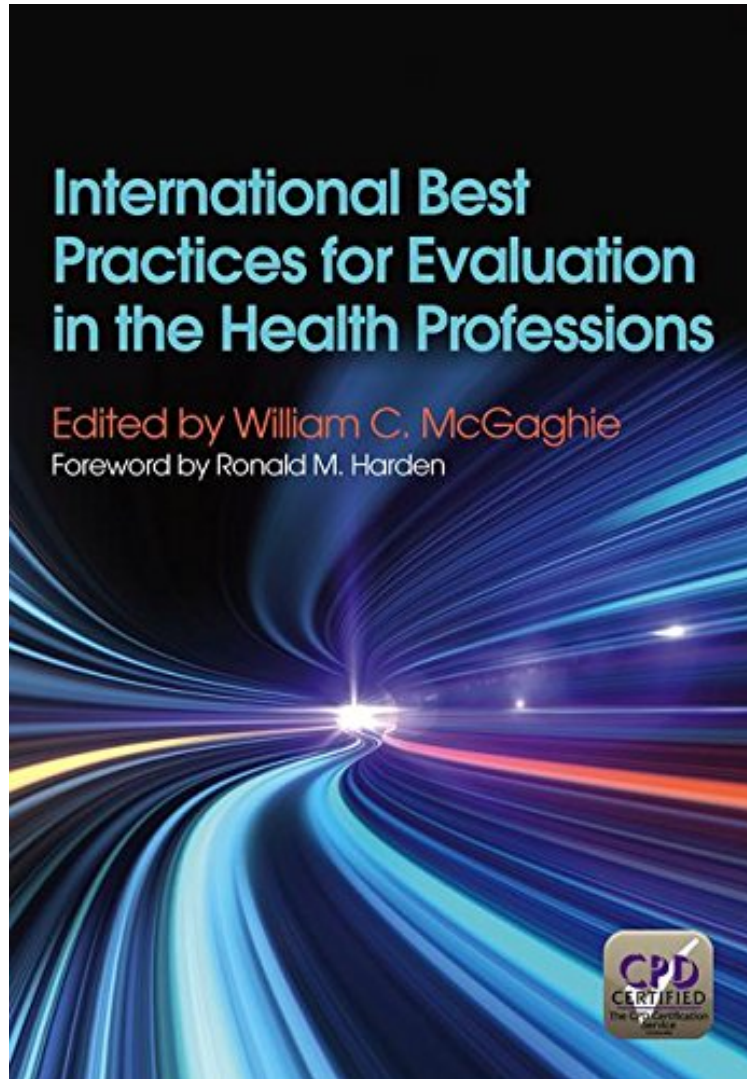


(Download ebook) International Best Practices for Evaluation in the Health Professions

International Best Practices for Evaluation in the Health Professions

William McGaghie

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0 of 0 people found the following review helpful. I enjoyed it a lot By Young Mee Leever very informative, especially in recent trends in research in Medical education. I enjoyed it a lot!

This unique text presents a comprehensive narrative on why and how health professions students need to be evaluated for practice in the 21st century. It systematically addresses current evaluation best practices in the health professions to

identify today's evaluation benchmarks, reveal evaluation limits, address improvement pathways, and map a research agenda to boost future evaluation practices. Advancements in information and communication technology, bioscience and behavioral research, and worldwide travel are dissolving barriers that have separated professions, countries, and cultures for centuries. This book both celebrates these achievements and carefully considers next steps. It recognizes the huge improvements made in evaluation practices within the health professions over the past 40 years but asks for more - calling for added reform and better understanding of current practice from different social, cultural, and educational perspectives. *International Best Practices for Evaluation in the Health Professions* values crossprofessional programs that span boundaries and acknowledge the authority of the future rather than historical baggage. Educators worldwide will be enlightened and inspired by its straightforward, compelling narrative. "Assessment practice in the health care profession has come a long way in the last century. This book is written in the belief that a better understanding of these developments and of assessment principles and concepts and tools and techniques can help medical education to respond to the challenges of the next century." Ronald M. Harden in the Foreword

'In Chapter 6 entitled 'Clinical Competence Assessment' the authors present an interesting overview of objective structured clinical examination (OSCE) and multiple choice questions (MCQ). This discussion can be applied across the health professions and is relevant to assessments within midwifery curricula. Furthermore, Chapter 10 'Evaluating outcomes in continuing education and training' presents some interesting discussion on the use of educational outcomes for the development and assessment of continuing professional education.' ed by Dr Sarah Church, Senior Lecturer Midwifery, University of Northampton, UK
About the Author
Dr. McGaghie is the Jacob R. Suker, MD, Professor of Medical Education and Professor of Preventive Medicine at the Northwestern University Feinberg School of Medicine in Chicago, Illinois, where he has served since 1992. Dr. McGaghie's research and writing in medical education and preventive medicine ranges widely, including such topics as personnel and program evaluation, research methodology, medical simulations, attitude measurement, medical student selection, concept mapping, curriculum development, faculty development, standardized patients, and geriatrics. Dr. McGaghie has authored or edited eight books and has published more than 250 journal articles, textbook chapters, and book reviews in health professions education, simulation- based education, preventive medicine, and related fields.