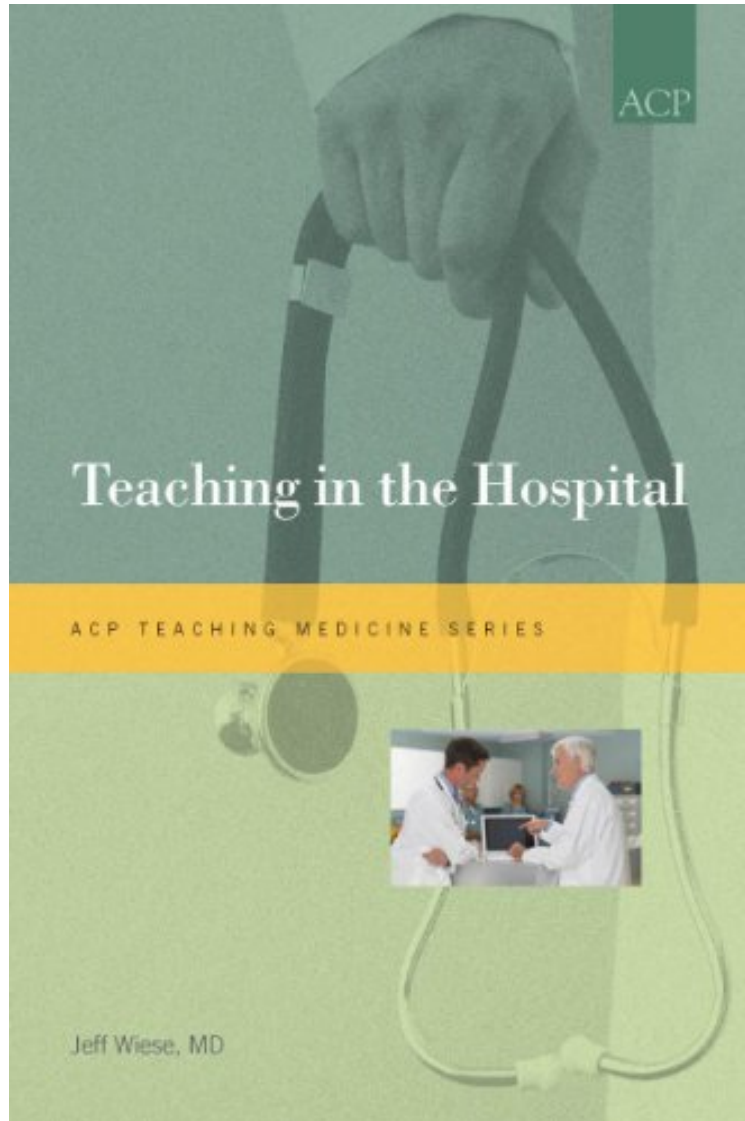


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## Teaching in the Hospital (ACP Teaching Medicine Series)

*Jeff Wiese*

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**Jeff Wiese : Teaching in the Hospital (ACP Teaching Medicine Series)** before purchasing it in order to gage whether or not it would be worth my time, and all praised Teaching in the Hospital (ACP Teaching Medicine Series):

0 of 0 people found the following review helpful. This is an excellent book for anyone involved in educating cliniciansBy katarinaismThis is an excellent book for anyone involved in educating clinicians. I am currently a senior resident (neurology) and was struggling with conceptualizing how to teach on the wards. It is an expectation of residents to become educators of the junior members on the team (interns and medical students and occasionally

clinical observers), however, there is little to no formal education in many programs on how to become a good clinical teacher. This book, while written mainly for attendings, is a great starting point for approaching this new role. One recurrent theme that the author solidifies throughout the book is that of managing expectations. Wards are busy, and the type of formal didactics that students are used to in the pre-clinical years are not typical of learning on the wards (with the exception of morning report/noon conference where powerpoint-style lectures are still king). Setting expectations for what teaching and learning looks like as being part of a wards team is important, and realizing that teaching rounds are just that is important for all involved. Speaking of team, another important theme throughout the book was emphasizing teamwork and a collegial atmosphere. Involving the medical students as part of the team is important. While they are in many cases not directly responsible for the patient (in that they are not putting in orders, writing the 'official note' that the attending bills from, or performing procedures in most cases) they need to get familiar with taking ownership over the patient's care (i.e. following up on test results, making sure they have follow up), and in order to do they need to feel like part of the team. The third major lesson of the book was time management, and the author does a great job of approaching this topic and teaching learners how to triage. Triage is a big part of residency and medicine in general, but is frequently not taught - it is a 'learn as you go' sort of skill. However, starting to introduce the idea and giving examples of things that need to be prioritized and other things that can wait, is helpful to the learner and will help them become more efficient. The second part of the book deals with commonly encountered medical issues (anemia, syncope, etc) and was less relevant to my subspecialty, but definitely very relevant to internal medicine and helpful to read through. I found myself bookmarking many pages throughout the book and will use it as a reference. I definitely recommend this book to others interested in improving their teaching skills. 1 of 1 people found the following review helpful. Loved it !By abdulghani saadi I think this book is an awesome addition to the medical library. Bedside and clinical teaching is one of the things that no one can tell you how to approach and no one has a clue. It seems that role modeling is the preferred approach rather than systematically looking for what works. It was nice to realize someone has tackled this issue and collected in one place all the literature and experience of what works in teaching. A nice read a little put down by the extended narrative style I think It can be made simpler and direct. The case examples could also be made more practical I think if I do that much pathophysiological explaining in rounds everybody will be bored, especially upper levels, but this is just my opinion I think more emphasis on decision making is what I will be doing. Overall I loved the book I would strongly suggest it to new starting faculty. 0 of 0 people found the following review helpful. Five Stars By RACExcellent! I like how the author uses present knowledge to build on new concepts.

The complexity of hospitalized patients and the day-to-day issues that arise on inpatient services make teaching in the hospital as challenging as it is unique. Hospital-based medical educators (hospitalists and attending physicians) must be adaptable and teach a wide range of topics, all while administering effective patient care. Written by experts in the field, *Teaching in the Hospital* offers a unique perspective on the goals of inpatient teaching and practical advice for hospitalists and attendings who teach on the wards. This book provides hospital-based educators with tools and techniques for: Establishing and communicating expectations and responsibilities Conducting rounds to ensure education complements patient care Enhancing learning by using illustrations, analogies, mnemonics, and other tricks of the trade Coaching learners in the science of clinical reasoning, communication, time management, and interpersonal relations This unique book includes clinical problem-based teaching scripts illustrating the dialogues that can take place around 15 of the most frequently encountered inpatient clinical problems. A part of ACP's Teaching Medicine Series, this title is available individually or as a part of the complete six-book set.