[EPUB] Objective Structured Clinical Examinations 10 Steps To Planning And Implementing Osces And Other Standardized Patient Exercises

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Objective Structured Clinical Examinations- Sondra Zabar 2012-12-19

Objective structured clinical examinations/exercises (OSCEs) using standardized patients (SPs) are an efficient means of surveying a diverse range of ability at any point along the continuum of
medical education. An OSCE station can address multiple competency assessments across undergraduate, graduate, and continuing medical education. Nevertheless, organizing and enacting OSCEs is a major undertaking and, as with most other educational projects, collaborating within and across specialties and disciplines only enriches the process. The production of an effective OSCE program requires strong leaders committed to the benefits of such assessments, as well as many individuals to plan, prepare, and implement the program. To address the need for general guidelines of best practice and consistent organizational stratagem, Objective Structured Clinicl Exams is a comprehensive how-to manual for OSCE implementation. It contains an overview of and criteria for best practice, a review of relevant literature, insight into the program’s influence throughout the healthcare system, and techniques for fine-tuning existing programs. Accompanying charts, graphs and sample forms are included to make this book the single resource for any educator interested in creating or improving a standardized patient program.

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**Objective Structured Clinical Examination**-Nina Godson 2011 Preparing for an Objective Structured Clinical Examination (OSCE) is very different from preparing for a theoretical knowledge examination - your clinical skills and performance will be tested rather than just your knowledge of the theory. It is important to understand how to achieve the best results in an OSCE, and this handy pocket-sized guide describes each clinical skill in turn to help you feel confident and prepared for the exam. The Nursing & Health Survival Guides have evolved - take a look at our our app for iPhone and iPad.

**The Definitive Guide to the OSCE**-Ronald M. Harden 2015-08-06 This book highlights the basic concepts underpinning the OSCE, its development and implementation in practice. Practical guidelines and tips are provided based on the authors' extensive experience gained over 40 years. Case studies are included to illustrate the OSCE's use in a wide range of settings and professions to assess the expected learning outcomes. The text is supplemented with personal accounts and anecdotes. Used globally in all phases of education in the different healthcare professions, the OSCE was first described by the lead author, Harden, in 1975 and it is now the gold standard for performance assessment. "This book is an invaluable addition. It pulls together in one place pretty well everything that is known..."
about the OSCE; what works and what doesn't. It is a welcome addition to the bookshelf of any educational leader." Geoff Norman's Foreword

An Essential Guide to Developing, Implementing, and Evaluating Objective Structured Clinical Examination (OSCE)-Hamza M Abdulghani 2014-10-27 The aim of this book is to provide a comprehensive and practical guide for developing and implementing an Objective Structured Clinical Examination (OSCE) for the medical educators/health sciences educators/tutors/faculty/clinicians/OSCE planners, who are involved in clinical teaching and assessment of students, trainees and residents. The book starts with the essential theoretical foundation before progressing to the practical implementation steps. It contains a good balance of medical education research and practical tips to provide readers an easy to digest, yet comprehensive, guide for the implementation of OSCE as an appropriate assessment tool. Contents:

- The Birth and Propagation of the OSCE
- The OSCE in the Context of a Holistic Assessment
- Value of the OSCE as an Assessment Tool
- Selecting the Skills to be Tested in an OSCE through Blueprinting
- Utilizing Different Formats of OSCE for Greater Efficiency
- Writing OSCE Stations
- Creating a Scoring Template for Assigning Marks
- Preparing Patients for the OSCE
- Preparing Simulators for the OSCE
- Preparing the Groundwork for Conducting an OSCE
- Determining Passes and Fails in an OSCE
- Post-Assessment Quality Assurance
- Feedback, Moderation, and Banking
- Helping Poorly Performing Students in an OSCE
- OSCE as a Tool for the Selection of Applicants
- Frequently Asked Questions about the OSCE

Readership: Medical Educators, Health Science Educators, Clinicians, Tutors, Examiners, OSCE Planners, Trainees to prepare themselves to take OSCE. Key Features:

- The book is written not only to guide educators to develop and conduct OSCEs,
but also for post-exam evaluation and analysis of such activity to assure quality assessment. The book is also unique in the presentation of specific topics, such as OSCE for selection of candidates for a specific educational program, quality assurance, helping students with poor performance, where little is written in a book or a guide format. Also, for those who want to have a quick answer to their queries, a compilation of 'Frequently Asked Questions' is presented at the end of the book. The three authors of the book from three different countries and with affiliations to reputed educational institutes worldwide (not only in their own countries), have substantial practical experience in developing, conducting and evaluating OSCEs. In addition they have wide international experience in working as resources persons for workshops and staff development programs on OSCE. All three are holding degrees in Medical Education as well as practicing physicians, with extensive experience in clinical teaching and assessment.

Keywords: OSCE; Clinical Assessment; Clinical Examinations; Simulated Patient; Standardized Patients; Standard Setting; Evaluation; Real Patent; Short Case; Long Case; Mini-CEX

Mastering the OSCE, Objective Structured Clinical Examination and CSA, Clinical Skills Assessment - Jo-Ann Reteguiz 2001 * Presents more than 60 cases in the core areas of medicine to assess students interpersonal and physical diagnosis skills* Most medical students take the OSCE and CSA exams

Objective Structured Clinical Examination in Intensive Care Medicine - Jeyasankar Jeyanathan 2016-01-01 The objective structured clinical examination (OSCE) has become widely employed in intensive care medicine (ICM) exams such as the UK Final Fellowship of Intensive Care Medicine (FFICM), the European Diploma of
Objective Structured Clinical Examinations (OSCEs) or other standardized patient exercises

Intensive Care (EDIC) exam, or the Australia and New Zealand Fellowship of the College of Intensive Care Medicine (CICM). This book is not only an essential tool for the rehearsal of OSCEs in preparation for these exams, but also for American and Indian exams, and any other exams within the field of intensive care medicine. The OSCE is a style of examination that requires the candidate to present specific information in a short space of time matched to a prescriptive mark scheme. This book allows candidates preparing for an ICM OSCE to format their knowledge for this type of examination whilst practising and rehearsing against time. The 60 OSCE stations provide a broad array of topics from past exams ranging across the training ICM curriculums. The mark schemes are presented in a short, punctuated form allowing the candidate access to important points, ideal at the sharp end of an exam campaign. The 5 sets of OSCE exams are designed to run as a set of 12. Each set will have an array of clinical scenarios requiring swift assessment, diagnosis, recommendations for investigations and management, whilst also exploring aspects of pathophysiology. There are a number of data-interpretation tools that are incorporated into clinical scenarios as well as standalone stations for electrocardiogram and radiology analysis. This book is an important preparatory tool crucial to the armamentarium of any candidate preparing for an ICM exam.

The Objective Structured Clinical Examination Review-Mubahshar Hussain Sherazi 2018-11-05 This review book comprehensively covers most aspects of the Objective Structured Clinical Examination (OSCE). Each chapter provides a meticulous overview of a topic featured in the OSCE, including general surgery, pediatrics, psychiatry, obstetrics and gynecology, gastroenterology, geriatrics, hematology, and ethics. Common scenarios for each topic are featured in every chapter, accompanied by instructions and tips on
how to take a patient's history, diagnose a patient, discuss treatment options, and address patient concerns under each scenario. Possible areas of difficulty, common candidate mistakes made, and important differential diagnosis are outlined in each chapter. The text is also supplemented with checklists, photographs, and tables for enhanced readability and ease of use. Written by experts in their respective fields, The Objective Structured Clinical Examination Review is a valuable resource for medical students and residents preparing for the OSCE.

Nursing & Health Survival Guide: Objective Structured Clinical Examination (OSCE)-Nina Godson 2014-05-22 Preparing for an Objective Structured Clinical Examination (OSCE) is very different from preparing for a theoretical knowledge examination - your clinical skills and performance will be tested rather than just your knowledge of the theory. It is important to understand how to achieve the best results in an OSCE, and this handy pocket-sized guide describes each clinical skill in turn to help you feel confident and prepared for the exam. The Nursing & Health Survival Guides have evolved - take a look at our our app for iPhone and iPad.

The Objective Structured Clinical Examination in Anaesthesia-Cyprian Mendonca, 2007-09-01 The Objective Structured Clinical Examination (OSCE) is a highly reliable and valid tool for the evaluation of trainees in anaesthesia. It enables examiners and trainers to assess a number of competencies in an organised way. Performance in the OSCE is considered to be a fair reflection of the level of knowledge and skill attained during anaesthesia training. Apart from having a wide and deep knowledge on the subject, trainees are expected to have the capacity to demonstrate their competency in a short period of time allotted for each station. The authors of this
book have a rich experience in successfully conducting OSCE courses in the United Kingdom. The sample OSCE sets in the book closely simulate the style and content of the Royal College of Anaesthetists' examination format. The book contains 100 OSCE stations with answers based on key practical procedures, clinical skills, communication skills, data interpretation, anaesthetic equipment and the management of critical incidents on a simulator. This book will also help candidates all over the world to pass highly competitive postgraduate examinations in anaesthesia. It is an invaluable educational resource for all anaesthetists.

**The Objective Structured Clinical Examination in Anaesthesia** - Cyprian Mendonca 2007-01-01

The Objective Structured Clinical Examination (OSCE) is a highly reliable and valid tool for the evaluation of trainees in anaesthesia. It enables examiners and trainers to assess a number of competencies in an organised way. Performance in the OSCE is considered to be a fair reflection of the level of knowledge and skill attained during anaesthesia training. Apart from having a wide and deep knowledge on the subject, trainees are expected to have the capacity to demonstrate their competency in a short period of time allotted for each station. The authors of this book have a rich experience in successfully conducting OSCE courses in the United Kingdom. The sample OSCE sets in the book closely simulate the style and content of the Royal College of Anaesthetists' examination format. The book contains 100 OSCE stations with answers based on key practical procedures, clinical skills, communication skills, data interpretation, anaesthetic equipment and the management of critical incidents on a simulator. The answers are presented thoroughly and clearly. The tutorial on the relevant topic and additional key points at the end of each station, together with more than 100 illustrations throughout the
book will complement the reader's overall understanding. The marking system signifies the relevance of each question, enabling objective assessment of knowledge and practical skills. This book will also help candidates all over the world to pass highly competitive postgraduate examinations in anaesthesia. It is an invaluable educational resource for all anaesthetists.

Advances in Medical Education
A.J.J.A. Scherpbier
2012-12-06
About 550 registrants from 51 different countries attended the Seventh Ottawa Conference on Medical Education and Assessment in Maastricht. We received 525 abstracts for the conference, divided in thematic poster sessions and platform presentations. Organising the conference was an honour and we tried to meet the high standards of a friendly and relaxed atmosphere which has characterized previous Ottawa conferences. During and after the conference about 250 papers were submitted for publication in the conference proceedings, leaving us little time for a post-conference depression. Despite the large number of papers, the editors have attempted to review and edit the papers as care fully as possible. Occasionally, however, correspondence exceeded reasonable deadlines, preventing careful editing of a small number of the papers. Although we felt that our editorial task was not quite finished, we nevertheless decided to include these papers. We thank the many authors for their enthusiastic and prompt response to - occasionally tedious - editorial suggestions and requests. We are sure that this collective effort has resulted in a book that will make an important contribution to the field of medical education. The editors want to thank Jocelyn Flippo-Berger whose expertise with desk top publishing and perseverance was a great help.

The Objective Structured Clinical Examination (OSCE)-Kamran Khan 2014
Objective Structured Clinical Examination in Obstetrics and Gynaecology - Justin C. Konje
1998-10-22

OSCE (Objective Structured Clinical Examination) is a new technique for examining medical students and junior doctors. Essentially it involves candidates tackling a series of situations in a problem-orientated manner. For example, these may be an x-ray and some clinical examination results from a patient, a piece of equipment that the candidate must describe how to use, or a pathology specimen that is unclear, etc.

The Objective Structured Clinical Examination - 2001

Teaching and Learning in Nursing - Gregor Stiglic
2017-05-17

A significant body of knowledge is the basis for a holistic, caring and scientific evidence-based nursing education in practice for professional development.

Quality teaching leads to good learning and both aspects are two of the main issues of quality assurance in nursing education today. To begin with, not all nursing students have the same levels of motivation or learning abilities. It is with cognisance of providing quality care for patients that the role of the nurse educator has to be to enhance nursing students' learning using scientific evidence based teaching. Research around teaching and learning processes is an important part of the delivery of quality education, which in turn impacts on students' learning results and experiences, thereby, ensuring holistic biopsychosocial care to patients. The main aim of teaching and learning in nursing, at all levels, is to enhance the nurses' contribution to assist the individuals, families and communities in promoting and preserving health, well-being and to efficiently respond to illnesses. We hope that this book can be used as a resource to increase the body of knowledge in teaching and learning in nursing, thereby
enhancing the role and contribution of health care professionals to clinical practice.

PLAB 2: 100 Objective Structured Clinical Examinations - Una F Coales 2001-10-18 This book is for part 2 of the PLAB exam, and goes alongside the highly successful PLAB: 1000 Extended Matching Questions, for PLAB part 1, by the same author. The book presents 100 OSCEs and covers the main skills tested in the OSCE examination - communication, history taking, clinical examination, practical skills, and emergency management as defined by the UK General Medical Council (GMC). The format of the questions is identical to those set in the PLAB 2 examination administered by the GMC. The author, Una Coales MD, FRCSEd, DRCOG, trained in medicine in the USA and moved to practise in the UK. She has taken and passed the PLAB exam herself. Recommended to all candidates sitting the new PLAB examination.

Pharmacy OSCEs - Beti Wyn Evans 2013 Pharmacy OSCEs is the only pharmacy-specific OSCE revision guide. This easy-to-use book covers the key competencies that will be tested during your Objective Structured Clinical Examinations whether you are still studying or in practice. Written in a concise and accessible way, all types of situations are covered from responding to a specific symptom to solving calculations. The scenarios read like tasks at an OSCE station and are accompanied by: (i) Learning objectives; (ii) Questions and answers; (iii) Feedback and revision points; (iv) Key references and further reading. The examples vary in complexity, ranging from early undergraduate years through to postgraduate. With over 70 practice scenarios, this book will support you throughout your training and ensure your best performance on the day of the exam.

An Essential Guide to
Developing, Implementing, and Evaluating Objective Structured Clinical Examination (OSCE)-Hamza M. Abdulghani 2014-10-29
The aim of this book is to provide a comprehensive and practical guide for developing and implementing an Objective Structured Clinical Examination (OSCE) for the medical educators/health sciences educators/tutors/faculty/clinicians/OSCE planners, who are involved in clinical teaching and assessment of students, trainees and residents. The book starts with the essential theoretical foundation before progressing to the practical implementation steps. It contains a good balance of medical education research and practical tips to provide readers an easy to digest, yet comprehensive, guide for the implementation of OSCE as an appropriate assessment tool.

Objectively Structured Clinical Examination (OSCE) in Ophthalmology-2005

OSCEs at a Glance-Adrian Blundell 2013-03-07
Following the familiar, easy-to-use at a Glance format, OSCEs at a Glance 2nd Edition is both a revision guide and a comprehensive introduction to objective structured clinical examinations for medical students. Fully revised to suit the current curriculum, and written with student feedback and experiences in mind, this full-colour textbook contains brand new and comprehensively indexed chapters which include 32 new OSCE stations, covering distinct areas of specialisation as well as broader practical and communication skills covered in the exams. This new edition of OSCEs at a Glance is also supported by a companion website at www.ataglanceseries.com/osces containing downloadable OSCE checklists - perfect for testing knowledge in the run-up to exams. This title is also available as a mobile App from MedHand Mobile Libraries. Buy it now from Google Play or the MedHand Store.
Evaluation and Testing in Nursing Education - Marilyn H. Oermann, PhD, RN, FAAN

2009-05-18 Designated a Doody's Core Title and Essential Purchase! "Without question, this book should be on every nurse educator's bookshelf, or at least available through the library or nursing program office. Certainly, all graduate students studying to be nurse educators should have a copy." --Nursing Education Perspectives "This [third edition] is an invaluable resource for theoretical and practical application of evaluation and testing of clinical nursing students. Graduate students and veteran nurses preparing for their roles as nurse educators will want to add this book to their library." Score: 93, 4 stars --Doody's "This 3rd edition...has again given us philosophical, theoretical and social/ethical frameworks for understanding assessment and measurement, as well as fundamental knowledge to develop evaluation tools for individual students and academic programs." -Nancy F. Langston, PhD, RN, FAAN

Dean and Professor Virginia Commonwealth University School of Nursing All teachers need to assess learning. But often, teachers are not well prepared to carry out the tasks related to evaluation and testing. This third edition of Evaluation and Testing in Nursing Education serves as an authoritative resource for teachers in nursing education programs and health care agencies. Graduate students preparing for their roles as nurse educators will also want to add this book to their collection. As an inspiring, award-winning title, this book presents a comprehensive list of all the tools required to measure students' classroom and clinical performance. The newly revised edition sets forth expanded coverage on essential concepts of evaluation, measurement, and testing in nursing education; quality standards of effective measurement instruments; how to write all types of test items and establish clinical performance parameters and benchmarks; and how to evaluate critical thinking in written assignments and...
clinical performance. Special features: The steps involved in test construction, with guidelines on how to develop test length, test difficulty, item formats, and scoring procedures. Guidelines for assembling and administering a test, including design rules and suggestions for reproducing the test. Strategies for writing multiple-choice and multiple-response items. How to develop test items that prepare students for licensure and certification examinations. Like its popular predecessors, this text offers a seamless blending of theoretical and practical insight on evaluation and testing in nursing education, thus serving as an invaluable resource for both educators and students.

Annals of the Academy of Medicine, Singapore-Academy of Medicine (Singapore) 2007

Nursing OSCEs-Catherine Caballero 2012-01-12 In order to succeed in an Objective Structured Clinical Examination (OSCE), nursing students need to know not just what an OSCE involves, but how to undertake the skill correctly at each OSCE station. This book is a complete guide on how to prepare for an OSCE with step-by-step instructions for the ten most common OSCE stations that nursing students can face. Specific stations range from aseptic non-touch technique, communication and observations, to more highly pressured skills such as medication administration, resuscitation, and assessing a deteriorating patient. Nursing OSCEs: a complete guide to exam success covers these skills and more in a clearly structured and concise way. Each OSCE chapter outlines: · Key revision material enabling quick and complete revision · Step by step instructions on how to perform the skill in an OSCE · An example examiners marking sheet, so students know the criteria they will be measured against · Typical questions an examiner may ask and suggested answers · Common errors to avoid and top tips for success. With over 70 illustrations and videos of four
OSCE stations, it demonstrates how to pass key stations. Bonus online material includes colour photographs and Powerpoints for revision at http://www.oup.com/uk/orc/bin/9780199693580/ This book is ideal for nursing students preparing for OSCE as well as for lecturers, mentors and practising nurses involved in student education.

The Journal of the Association of Physicians of India- 1999

The Objective Structured Clinical Examination for the Resident Physician- Nancy, Nancy Stevens 2010-02-24 This manual introduces residency program directors to the Objective Structured Clinical Examination (OSCE). A competency-based OSCE can be a valuable assessment tool to provide educational outcome data that may be used to improve individual resident and overall program performance. This manual will not only describe the components of an OSCE and how it can be used in residency training programs, but will provide all the necessary information to immediately use the OSCE described in this manual to evaluate residents. This manual provides the basic knowledge of how to effectively run an OSCE. The station scenarios and evaluation forms will also provide a framework to assist program directors in creating additional scenarios to fit their specific programs. This manual was made possible through the ideas and collaboration of multiple specialty physician educators and contributing authors.


Advanced Practice in Healthcare-Paula McGee 2019-08-19 The definitive resource for advanced practice within nursing and the allied health
Advanced practice is an established and continuously evolving part of healthcare workforces around the world as a level of practice beyond initial registration. Advanced practitioners are equipped to improve health, prevent disease, and provide treatment and care for patients in a diverse range of settings. This comprehensively revised fourth edition emphasises the importance of practice in advanced healthcare, presenting a critical examination of advanced practice roles in nursing and allied health professions through a series of learning features designed to facilitate the development of vital knowledge and skills.

Advanced Practice in Healthcare presents:
- International developments in advanced practice as a global response to the need to modernise services, reduce costs and increase access to healthcare services
- Country-specific examples of advanced practitioners’ roles in delivering patient care in diverse settings
- The impact of advanced practice in nursing and the allied health professions
- Controversial issues including prescribing, regulation and credentialing, and the interface with medical practice
- Ethical and legal dimensions of advanced practice
- The preparation of advanced practitioners

Advanced Practice in Healthcare is an essential resource for all students, practitioners, managers and researchers of advanced practice in healthcare.

Coaching Standardized Patients—Peggy Wallace 2007
Print+CourseSmart

The Lancet- 1995-03

Annual Conference on Research in Medical Education- 1989

International Handbook of Research in Medical Education—Geoffrey R. Norman 2012-12-06 GEOFF NORMAN McMaster
University, Hamilton, Canada
CEES VAN DER VLEUTEN
University of Maastricht,
Netherlands DA VID NEWBLE
University of Sheffield,
England The International
Handbook of Research in
Medical Education is a review
of current research findings
and contemporary issues in
health sciences education.
The orientation is toward
research evidence as a basis
for informing policy and
practice in education.
Although most of the research
findings have accrued from
the study of medical
education, the handbook will
be useful to teachers and
researchers in all health
professions and others
concerned with professional
education. The handbook
comprises 33 chapters
organized into six sections:
Research Traditions,
Learning, The Educational
Continuum, Instructional
Strategies, Assessment, and
Implementing the Curriculum.
The research orientation of
the handbook will make the
book an invaluable resource
to researchers and scholars,
and should help practitioners
to identify research to place
their educational decisions on
a sound empirical footing.

THE FIELD OF RESEARCH
IN MEDICAL EDUCATION
The discipline of medical
education began in North
America more than thirty
years ago with the founding of
the first office in medical
education at Buffalo, New
York, by George Miller in the
early 1960s. Soon after, large
offices were established in
medical schools in Chicago
(University of Illinois), Los
Angeles (University of
Southern California) and
Lansing (Michigan State
University). All these first
generation offices mounted
master's level programs in
medical education, and many
of their graduates went on to
found offices at other schools.

Mastering Psychiatry: A
Core Textbook for
Undergraduates-Melvyn WB
Zhang

Women's Health- 1995

OSCE and Clinical Skills
Handbook-Katrina F. Hurley
2011 Most medical schools
use this form of evaluation as early of the first year of medicine. This text was designed as a study aid for medical students preparing for clinical skills exams. Colour insert added featuring dermatology photos for practical clinical use. Increase use of evidence-based examination skills where possible. Skills differentiated into essential skills and advanced skills. Enhanced coverage of general women's health in OB/GYN chapter.

**Simulated Patient Methodology** - Debra Nestel
2014-12-31

Simulated Patient Methodology is a timely book, aimed at health professional educators and Simulated Patient (SP) practitioners. It connects theory and evidence with practice to ensure maximum benefit for those involved in SP programmes, in order to inform practice and promote innovation. The book provides a unique, contemporary, global overview of SP practice, for all health sciences educators. Simulated Patient Methodology: • Provides a cross-disciplinary overview of the field • Considers practical issues such as recruiting and training simulated patients, and the financial planning of SP programmes • Features case studies, illustrating theory in practice, drawn from across health professions and countries, to ensure relevance to localised contexts Written by world leaders in the field, this invaluable resource summarises the theoretical and practical basis of all human-based simulation methodologies.

**The Medical Journal of Australia** - 1992

**Research in Medical Education** - 2000

**Professional and Support Staff in Higher Education** - Carina Bossu 2018-10-12

Since the first works on Higher Education Administration in the 1970s no comprehensive work in terms of purpose and scope of Higher Education has been published. There have been...
important changes in people’s aspirations vis-à-vis higher education globally. In parallel, the higher education systems, worldwide, have been undergoing constant transformation in response to these aspirations. From governments, employers and prospective students and their parents, the stakeholders in higher education system are now extremely varied paying close attention to the various aspects of higher education - from infrastructure, on-campus safety and security to administration, faculty and curricula. The present series attempts to take into account the issues of importance to all the stakeholders. Hence the series not only pays attention to the purpose and outcomes of higher education but also the economics surrounding higher education vis a vis marketization. The nitty gritty of running and maintaining a university infrastructure, impact of globalization and internationalization on delivery and demand of higher education, the commoditization of research, and changing paradigms of teaching and learning fall within the purview of the series. The increasing competition from other entities to provide degrees, certificates or other forms of credentials makes it important to have a work that brings all of the elements together to see how they actually interact and inter-relate from a systems perspective. The present series attempts to comprehensively attend to these issues and provide a complete reference resource to all those involved and interested in setting up of a Higher Education institution and its administration.