

# Certificate In Health Professions Education

**certificate in health professions education:** *Health Professions Education* Institute of Medicine, Board on Health Care Services, Committee on the Health Professions Education Summit, 2003-07-01 The Institute of Medicine study Crossing the Quality Chasm (2001) recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety. *Health Professions Education: A Bridge to Quality* is the follow up to that summit, held in June 2002, where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education. These core competencies include patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. This book recommends a mix of approaches to health education improvement, including those related to oversight processes, the training environment, research, public reporting, and leadership. Educators, administrators, and health professionals can use this book to help achieve an approach to education that better prepares clinicians to meet both the needs of patients and the requirements of a changing health care system.

**certificate in health professions education:** Health Professions Education Institute of Medicine, Board on Health Care Services, Committee on the Health Professions Education Summit, 2003-08-01 The Institute of Medicine study Crossing the Quality Chasm (2001) recommended that an interdisciplinary summit be held to further reform of health professions education in order to enhance quality and patient safety. *Health Professions Education: A Bridge to Quality* is the follow up to that summit, held in June 2002, where 150 participants across disciplines and occupations developed ideas about how to integrate a core set of competencies into health professions education. These core competencies include patient-centered care, interdisciplinary teams, evidence-based practice, quality improvement, and informatics. This book recommends a mix of approaches to health education improvement, including those related to oversight processes, the training environment, research, public reporting, and leadership. Educators, administrators, and health professionals can use this book to help achieve an approach to education that better prepares clinicians to meet both the needs of patients and the requirements of a changing health care system.

**certificate in health professions education: Oxford Textbook of Medical Education** Kieran Walsh, 2016 Providing a comprehensive and evidence-based reference guide for those who have a strong and scholarly interest in medical education, the Oxford Textbook of Medical Education contains everything the medical educator needs to know in order to deliver the knowledge, skills, and behaviour that doctors need. The book explicitly states what constitutes best practice and gives an account of the evidence base that corroborates this. Describing the theoretical educational principles that lay the foundations of best practice in medical education, the book gives readers a thorough grounding in all aspects of this discipline. Contributors to this book come from a variety of different backgrounds, disciplines and continents, producing a book that is truly original and international.

**certificate in health professions education:** *Redesigning Continuing Education in the Health Professions* Institute of Medicine, Board on Health Care Services, Committee on Planning a Continuing Health Care Professional Education Institute, 2010-03-12 Today in the United States, the professional health workforce is not consistently prepared to provide high quality health care and assure patient safety, even as the nation spends more per capita on health care than any other country. The absence of a comprehensive and well-integrated system of continuing education (CE) in the health professions is an important contributing factor to knowledge and performance deficiencies at the individual and system levels. To be most effective, health professionals at every stage of their careers must continue learning about advances in research and treatment in their fields (and related fields) in order to obtain and maintain up-to-date knowledge and skills in caring

for their patients. Many health professionals regularly undertake a variety of efforts to stay up to date, but on a larger scale, the nation's approach to CE for health professionals fails to support the professions in their efforts to achieve and maintain proficiency. Redesigning Continuing Education in the Health Professions illustrates a vision for a better system through a comprehensive approach of continuing professional development, and posits a framework upon which to develop a new, more effective system. The book also offers principles to guide the creation of a national continuing education institute.

**certificate in health professions education: Who Will Keep the Public Healthy?** Institute of Medicine, Board on Health Promotion and Disease Prevention, Committee on Educating Public Health Professionals for the 21st Century, 2003-04-29 Bioterrorism, drug-resistant disease, transmission of disease by global travel . . . there's no shortage of challenges facing America's public health officials. Men and women preparing to enter the field require state-of-the-art training to meet these increasing threats to the public health. But are the programs they rely on provide the high caliber professional training they require? Who Will Keep the Public Healthy? provides an overview of the past, present, and future of public health education, assessing its readiness to provide the training and education needed to prepare men and women to face 21st century challenges. Advocating an ecological approach to public health, the Institute of Medicine examines the role of public health schools and degree-granting programs, medical schools, nursing schools, and government agencies, as well as other institutions that foster public health education and leadership. Specific recommendations address the content of public health education, qualifications for faculty, availability of supervised practice, opportunities for cross-disciplinary research and education, cooperation with government agencies, and government funding for education. Eight areas of critical importance to public health education in the 21st century are examined in depth: informatics, genomics, communication, cultural competence, community-based participatory research, global health, policy and law, and public health ethics. The book also includes a discussion of the policy implications of its ecological framework.

**certificate in health professions education: Assessment in Health Professions Education** Rachel Yudkowsky, Yoon Soo Park, Steven M. Downing, 2019-07-26 Assessment in Health Professions Education, second edition, provides a comprehensive guide for educators in the health professions—medicine, dentistry, nursing, pharmacy, and allied health fields. This second edition has been extensively revised and updated by leaders in the field. Part I of the book presents an introduction to assessment fundamentals and their theoretical underpinnings from the perspective of the health professions. Part II covers specific assessment methods, with a focus on validity, best practices, challenges, and practical guidelines for the effective implementation of successful assessment programs. Part III addresses special topics and recent innovative approaches, including narrative assessment, situational judgment tests, programmatic assessment, mastery learning settings, and the key features approach. This accessible text addresses the essential concepts for the health professions educator and provides the background needed to understand, interpret, develop, and effectively implement assessment methods.

**certificate in health professions education: Teaching in the Clinical Environment** Subha Ramani, S. J. Leinster, 2008

**certificate in health professions education: Mentoring in Academic Medicine**, 2010 A part of the new Teaching Medicine Series, this new title acts as a guide for mentoring and fostering professionalism in medical education and training

**certificate in health professions education: Achieving Excellence in Medical Education** Richard B. Gunderman, 2011-06-17 A goldmine of theoretical insights and practical suggestions, Achieving Excellence in Medical Education, Second Edition explores the essential question facing medical educators and learners today: What is our vision of educational excellence, and what can we do to enhance our performance? Among the topics explored within this updated, engaging, informative, and thought-provoking text are: • Education's position as a priority of medical schools • Seminal educational insights from non-medical educators • Best practices of outstanding educators

and learners • Promises and pitfalls of new educational technologies • Key resources for promoting excellence in medical education • Medical education's role in preparing future leaders • Leadership roles for medical schools in universities and society Reviews of the first edition: This is an eloquent, quotable, and inspirational book that provides a template for Achieving Excellence in Medical Education. - Journal of the American Medical Association Gunderman is an accomplished educator, well known as a thoughtful and provocative teacher. . . I recommend his book to department chairs, clerkship and residency program directors, and education professionals who are shaping the future of medical education. - New England Journal of Medicine

**certificate in health professions education:** *Clinical Education for the Health Professions* Debra Nestel, Gabriel Reedy, Lisa McKenna, Suzanne Gough, 2023-07-19 This book compiles state-of-the art and science of health professions education into an international resource showcasing expertise in many and varied topics. It aligns profession-specific contributions with inter-professional offerings, and prompts readers to think deeply about their educational practices. The book explores the contemporary context of health professions education, its philosophical and theoretical underpinnings, whole of curriculum considerations, and its support of learning in clinical settings. In specific topics, it offers approaches to assessment, evidence-based educational methods, governance, quality improvement, scholarship and leadership in health professions education, and some forecasting of trends and practices. This book is an invaluable resource for students, educators, academics and anyone interested in health professions education.

**certificate in health professions education: In the Nation's Compelling Interest** Institute of Medicine, Board on Health Sciences Policy, Committee on Institutional and Policy-Level Strategies for Increasing the Diversity of the U.S. Health Care Workforce, 2004-06-29 The United States is rapidly transforming into one of the most racially and ethnically diverse nations in the world. Groups commonly referred to as minorities-including Asian Americans, Pacific Islanders, African Americans, Hispanics, American Indians, and Alaska Natives-are the fastest growing segments of the population and emerging as the nation's majority. Despite the rapid growth of racial and ethnic minority groups, their representation among the nation's health professionals has grown only modestly in the past 25 years. This alarming disparity has prompted the recent creation of initiatives to increase diversity in health professions. In the Nation's Compelling Interest considers the benefits of greater racial and ethnic diversity, and identifies institutional and policy-level mechanisms to garner broad support among health professions leaders, community members, and other key stakeholders to implement these strategies. Assessing the potential benefits of greater racial and ethnic diversity among health professionals will improve the access to and quality of healthcare for all Americans.

**certificate in health professions education: Health Professional as Educator: Principles of Teaching and Learning** Susan B. Bastable, Deborah Sopczyk, Pamela Gramet, Karen Jacobs, 2019-02-27 Written for health professionals, the Second Edition of Health Professional as Educator: Principles of Teaching and Learning focuses on the daily education of patients, clients, fellow colleagues, and students in both clinical and classroom settings. Written by renowned educators and authors from a wide range of health backgrounds, this comprehensive text not only covers teaching and learning techniques, but reinforces concepts with strategies, learning styles, and teaching plans. The Second Edition focuses on a range of audiences making it an excellent resource for those in all healthcare professions, regardless of level of educational program. Comprehensive in its scope and depth of information, students will learn to effectively educate patients, students, and colleagues throughout the course of their careers.

**certificate in health professions education: Motivational Interviewing in Health Care** Stephen Rollnick, William R. Miller, Christopher C. Butler, 2012-03-07 Much of health care today involves helping patients manage conditions whose outcomes can be greatly influenced by lifestyle or behavior change. Written specifically for health care professionals, this concise book presents powerful tools to enhance communication with patients and guide them in making choices to improve their health, from weight loss, exercise, and smoking cessation, to medication adherence

and safer sex practices. Engaging dialogues and vignettes bring to life the core skills of motivational interviewing (MI) and show how to incorporate this brief evidence-based approach into any health care setting. Appendices include MI training resources and publications on specific medical conditions. This book is in the Applications of Motivational Interviewing series, edited by Stephen Rollnick, William R. Miller, and Theresa B. Moyers.

**certificate in health professions education: The Future of Nursing** Institute of Medicine, Committee on the Robert Wood Johnson Foundation Initiative on the Future of Nursing, at the Institute of Medicine, 2011-02-08 The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles-including limits on nurses' scope of practice-should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

**certificate in health professions education: Improving Healthcare Quality in Europe Characteristics, Effectiveness and Implementation of Different Strategies** OECD, World Health Organization, 2019-10-17 This volume, developed by the Observatory together with OECD, provides an overall conceptual framework for understanding and applying strategies aimed at improving quality of care. Crucially, it summarizes available evidence on different quality strategies and provides recommendations for their implementation. This book is intended to help policy-makers to understand concepts of quality and to support them to evaluate single strategies and combinations of strategies.

**certificate in health professions education: Primary Care** Institute of Medicine, Committee on the Future of Primary Care, 1996-09-05 Ask for a definition of primary care, and you are likely to hear as many answers as there are health care professionals in your survey. Primary Care fills this gap with a detailed definition already adopted by professional organizations and praised at recent conferences. This volume makes recommendations for improving primary care, building its organization, financing, infrastructure, and knowledge base—as well as developing a way of thinking and acting for primary care clinicians. Are there enough primary care doctors? Are they merely gatekeepers? Is the traditional relationship between patient and doctor outmoded? The committee draws conclusions about these and other controversies in a comprehensive and up-to-date discussion that covers: The scope of primary care. Its philosophical underpinnings. Its value to the patient and the community. Its impact on cost, access, and quality. This volume discusses the needs of special populations, the role of the capitation method of payment, and more. Recommendations are offered for achieving a more multidisciplinary education for primary care clinicians. Research priorities are identified. Primary Care provides a forward-thinking view of primary care as it should be practiced in the new integrated health care delivery systems—important to health care clinicians and those who train and employ them, policymakers at all levels, health care managers, payers, and interested individuals.

**certificate in health professions education: Improving Medical Education** Institute of Medicine, Board on Neuroscience and Behavioral Health, Committee on Behavioral and Social Sciences in Medical School Curricula, 2004-07-28 Roughly half of all deaths in the United States are linked to behavioral and social factors. The leading causes of preventable death and disease in the

United States are smoking, sedentary lifestyle, along with poor dietary habits, and alcohol consumption. To make measurable improvements in the health of Americans, physicians must be equipped with the knowledge and skills from the behavioral and social sciences needed to recognize, understand, and effectively respond to patients as individuals, not just to their symptoms. What are medical schools teaching students about the behavioral and social sciences? In the report, the committee concluded that there is inadequate information available to sufficiently describe behavioral and social science curriculum content, teaching techniques, and assessment methodologies in U.S. medical schools and recommends development of a new national behavioral and social science database. The committee also recommended that the National Board of Medical Examiners ensure that the U.S. Medical Licensing Examination adequately cover the behavioral and social science subject matter recommended in this report.

**certificate in health professions education:** *Communication Skills in Clinical Practice (doctor-patient Communication)* K. R. Sethuraman, 2017

**certificate in health professions education:** *Time to Heal* Kenneth M. Ludmerer, 1999-11-11 A leading authority in the history of medicine provides an insightful look at medical education in America since 1910, warning of the negative impact of managed care on medical schools and the practice of medicine. 10 line illustrations.

**certificate in health professions education:** *The Future of the Public's Health in the 21st Century* Institute of Medicine, Board on Health Promotion and Disease Prevention, Committee on Assuring the Health of the Public in the 21st Century, 2003-02-01 The anthrax incidents following the 9/11 terrorist attacks put the spotlight on the nation's public health agencies, placing it under an unprecedented scrutiny that added new dimensions to the complex issues considered in this report. *The Future of the Public's Health in the 21st Century* reaffirms the vision of Healthy People 2010, and outlines a systems approach to assuring the nation's health in practice, research, and policy. This approach focuses on joining the unique resources and perspectives of diverse sectors and entities and challenges these groups to work in a concerted, strategic way to promote and protect the public's health. Focusing on diverse partnerships as the framework for public health, the book discusses: The need for a shift from an individual to a population-based approach in practice, research, policy, and community engagement. The status of the governmental public health infrastructure and what needs to be improved, including its interface with the health care delivery system. The roles nongovernment actors, such as academia, business, local communities and the media can play in creating a healthy nation. Providing an accessible analysis, this book will be important to public health policy-makers and practitioners, business and community leaders, health advocates, educators and journalists.

**certificate in health professions education:** *Teaching with Technologies in Nursing and the Health Professions* Wanda Bonnel, PhD, APRN, ANEF, Katharine V. Smith, PhD, RN, CNE, Christine Hober, PhD, MSN, RN-BC, CNE, 2018-07-28 Praise for the First Edition: "This is an excellent resource, highly recommended for new and seasoned educators at every level." --Nursing Education Perspectives Written for new and aspiring nursing faculty, this unique book delivers broad teaching principles alongside strategies for selecting the best technology. New generations of students are increasingly familiar with technology, and require educators who can add to their skills and shape them with a specific health care focus. Faculty have a responsibility to help their students prepare for the workforce, one that increasingly relies on high technology to operate. The teaching principles discussed in this text illuminate the changing technologies used in education and practice, and provide strategies for selecting the best technology to obtain a specific learning objectives, assignments, and outcomes. *Teaching with Technologies in Nursing and the Health Professions*, Second Edition has been substantially revised to reflect changes within our health care system and includes two completely new chapters. Founded upon the Integrated Learning Triangle for Teaching with Technologies, a central organizing tool for lesson planning and decision-making, concepts throughout the text link to key quality and safety issues, population and public health exigencies, and systems approaches to care. Each chapter contains case examples, self-assessment tools, quick

teaching tips, evidence-based review abstracts, Q&As answered by noted practice experts, and online resources for further learning. New to the Second Edition: New Chapter: Discusses the technology leader's role in mentoring, promoting curriculum changes, and partnering with colleagues in diverse contexts, including staff development New Chapter: Addresses engaging patient and population needs in health promotion and using in-home technologies such as telehealth Increased focus on Quality and Safety Education in Nursing (QSEN) competencies Addresses students' needs in the Nurse Educator MSN course Instructor's Guide and PowerPoint slides Key Features: Provides strategies for teaching both with technology and about technology Uses the Integrated Learning Triangle to guide decision-making Discusses applications specific to online, classroom, and clinical teaching technologies Includes teaching and leadership tips Aligned with AACN's Essentials of Master's Education in Nursing

**certificate in health professions education: Medical Education and Training** Yvonne Carter, Neil Jackson, 2008-10-16 A comprehensive review of medical education and training, across both undergraduate and postgraduate years, incorporating recent dramatic changes in the ways doctors learn and practice.

**certificate in health professions education: Researching Medical Education** Jennifer Cleland, Steven J. Durning, 2022-12-16 RESEARCHING MEDICAL EDUCATION Researching Medical Education is an authoritative guide to excellence in educational research within the healthcare professions presented by the Association for the Study of Medical Education and AMEE. This text provides readers with key foundational knowledge, while introducing a range of theories and how to use them, illustrating a diversity of methods and their use, and giving guidance on practical researcher development. By linking theory, design, and methods across the spectrum of health professions education research, the text supports the improvement of quality, capacity building, and knowledge generation. Researching Medical Education includes contributions from experts and emerging researchers from five continents. The text includes information on: Developing yourself and your practice as a health professions education researcher Methods and methodologies including ethnography/digital ethnography, visual methods, critical discourse analysis, functional and corpus linguistics, critical pedagogy, critical race theory and participatory action research, and educational neuroscience methods Theories including those where relationships between context, environment, people and things matter (e.g., complexity theory, activity theory, sociomateriality, social cognitive theories and participatory practice) and those which are more individually focused (e.g., health behaviour theories, emotions in learning, instructional design, cognitive load theory and deliberate practice) Includes 10 brand new chapters Researching Medical Education is the ideal resource for anyone researching health professions education, from medical school to postgraduate training to continuing professional development. "This is an extraordinary text that combines theory and practice in medical education research. The authors represent the who's who of medical education research, and their wisdom and insights will help guide novice and experienced researchers alike." —David M. Irby, Professor Emeritus of Medicine, University of California, San Francisco, USA "Research in health professions education is maturing. This is clearly evidenced by the second edition of Researching Medical Education. In 30 chapters this book takes you on an exciting voyage on research theories and research methodologies. This book is a comprehensive resource for anyone engaging in research in health professions education." — Cees van der Vleuten, former Director of the School of Health Professions Education, Maastricht University, The Netherlands

**certificate in health professions education: Foundations of Health Professions Education Research** Charlotte E. Rees, Lynn V. Monrouxe, Bridget C. O'Brien, Lisi J. Gordon, Claire Palermo, 2023-08-07 Foundations of Health Professions Education Research Understand the principles, perspectives, and practices for researching health professions education with this accessible introduction Educating healthcare students and professionals is critical to the long-term improvement of human health. Health professions education research (HPER) is a growing field with enormous potential to enrich the education of medical, nursing, and allied health students and

professionals. There is still, however, an urgent need for a textbook focusing on the foundations of HPER that will help new and existing HPE researchers ground their work in research philosophies, evidence-based methodologies, and proven best practices. Foundations of Health Professions Education Research meets this need with a broad-based and accessible introduction to the foundations of HPER. Rooted in the latest theoretical and methodological advances, this book takes a global and interdisciplinary approach, designed to provide the widest possible range of backgrounds with a working knowledge of HPER. It promises to become an indispensable contribution to this growing field of increasingly rigorous research. Foundations of Health Professions Education Research readers will also find: An authorial team with decades of combined HPER experience on multiple continents Educational features such as learning outcomes, illustrative case studies, discussion points, and exercises to facilitate understanding and retention Detailed discussion of different approaches to HPER including scientific, realist, interpretivist, critical, and pragmatic approaches alongside a range of topics taking you through your entire research journey Foundations of Health Professions Education Research is a useful reference for both new and experienced HPE researchers, including postgraduate students studying HPER.

**certificate in health professions education:** Assessment in Health Professions Education Steven M. Downing, Rachel Yudkowsky, 2009-05-07 Assessment in Health Professions Education provides comprehensive guidance for persons engaged in the teaching and testing of the health professions – medicine, dentistry, nursing, pharmacy and allied fields. Part I of the book provides a user-friendly introduction to assessment fundamentals and their theoretical underpinnings; Part II describes specific assessment methods used in the health professions, with a focus on best practices, assessment challenges, and practical guidelines for the effective implementation of successful assessment programs. Key features: Comprehensive – the first text to provide broad, single-source coverage of all aspects of assessment in the health professions. Accessible – while scholarly and evidence-based, the book is geared towards health professions educators who are not measurement specialists. Thematic – assessment validity is an organizing theme and provides a conceptual framework throughout the book.

**certificate in health professions education:** Education for the Allied Health Professions and Services National Advisory Health Council. Allied Health Professions Education Subcommittee, 1967

**certificate in health professions education:** Education for the Allied Health Professions and Services United States. Allied Health Professions Education Subcommittee, 1967

**certificate in health professions education:** Using the Medical Model in Education David A. Turner, 2010-01-06 >

**certificate in health professions education:** Report of the Allied Health Professions Education Subcommittee of the National Advisory Health Council: Education for the Allied Health Professions and Services United States. Public Health Service, 1967

**certificate in health professions education:** Health Professions Educational Assistance Amendments of 1971 United States. Congress. House. Committee on Interstate and Foreign Commerce. Subcommittee on Public Health and Environment, 1971

**certificate in health professions education:** ABC of Learning and Teaching in Medicine Peter Cantillon, Diana F. Wood, Sarah Yardley, 2017-09-25 ABC of Learning and Teaching in Medicine is an invaluable resource for both novice and experienced medical teachers. It emphasises the teacher's role as a facilitator of learning rather than a transmitter of knowledge, and is designed to be practical and accessible not only to those new to the profession, but also to those who wish to keep abreast of developments in medical education. Fully updated and revised, this new edition continues to provide an accessible account of the most important domains of medical education including educational design, assessment, feedback and evaluation. The succinct chapters contained in this ABC are designed to help new teachers learn to teach and for experienced teachers to become even better than they are. Four new chapters have been added covering topics such as social media; quality assurance of assessments; mindfulness and learner supervision. Written by an expert editorial team with an international selection of authoritative contributors, this edition of ABC

of Learning and Teaching in Medicine is an excellent introductory text for doctors and other health professionals starting out in their careers, as well as being an important reference for experienced educators.

**certificate in health professions education: The Future of Public Health** Committee for the Study of the Future of Public Health, Division of Health Care Services, Institute of Medicine, 1988-01-15 The Nation has lost sight of its public health goals and has allowed the system of public health to fall into 'disarray', from The Future of Public Health. This startling book contains proposals for ensuring that public health service programs are efficient and effective enough to deal not only with the topics of today, but also with those of tomorrow. In addition, the authors make recommendations for core functions in public health assessment, policy development, and service assurances, and identify the level of government--federal, state, and local--at which these functions would best be handled.

**certificate in health professions education: National Health Education Standards** Joint Committee on National Health Education Standards, 2007 Concluding a two-year review and revision process supported by the American Cancer Society and conducted by an expert panel of health education professionals, this second edition of the National Health Education Standards is the foremost reference in establishing, promoting, and supporting health-enhancing behaviors for students in all grade levels. These guidelines and standards provide a framework for teachers, administrators, and policy makers in designing or selecting curricula, allocating instructional resources, and assessing student achievement and progress; provide students, families, and communities with concrete expectations for health education; and advocate for quality health education in schools, including primary cancer prevention for children and youth.

**certificate in health professions education: Baby Steps Millionaires** Dave Ramsey, 2022-01-11 You Can Baby Step Your Way to Becoming a Millionaire Most people know Dave Ramsey as the guy who did stupid with a lot of zeros on the end. He made his first million in his twenties—the wrong way—and then went bankrupt. That's when he set out to learn God's ways of managing money and developed the Ramsey Baby Steps. Following these steps, Dave became a millionaire again—this time the right way. After three decades of guiding millions of others through the plan, the evidence is undeniable: if you follow the Baby Steps, you will become a millionaire and get to live and give like no one else. In Baby Steps Millionaires, you will . . . \*Take a deeper look at Baby Step 4 to learn how Dave invests and builds wealth \*Learn how to bust through the barriers preventing them from becoming a millionaire \*Hear true stories from ordinary people who dug themselves out of debt and built wealth \*Discover how anyone can become a millionaire, especially you Baby Steps Millionaires isn't a book that tells the secrets of the rich. It doesn't teach complicated financial concepts reserved only for the elite. As a matter of fact, this information is straightforward, practical, and maybe even a little boring. But the life you'll lead if you follow the Baby Steps is anything but boring! You don't need a large inheritance or the winning lottery number to become a millionaire. Anyone can do it—even today. For those who are ready, it's game on!

**certificate in health professions education: Health Professions Educational Assistance Act of 1974** United States. Congress. Senate. Committee on Labor and Public Welfare, 1974

**certificate in health professions education: Envisioning the Future of Health Professional Education** National Academies of Sciences, Engineering, and Medicine, Institute of Medicine, Board on Global Health, Global Forum on Innovation in Health Professional Education, 2016-05-18 In April 2015, the Institute of Medicine convened a public workshop to explore recent shifts in the health and health care industry and their implications for health professional education (HPE) and workforce learning. This study serves as a follow-up to the 2009 Lancet Commission report on health professions education for the 21st century and seeks to expand the report's messages beyond medicine, nursing, and public health. Envisioning the Future of Health Professional Education discusses opportunities for new platforms of communication and learning, continuous education of the health workforce, opportunities for team-based care and other types of collaborations, and social accountability of the health professions. This study explores the implications that shifts in health,



policy, and the health care industry could have on HPE and workforce learning, identifies learning platforms that could facilitate effective knowledge transfer with improved quality and efficiency, and discusses opportunities for building a global health workforce that understands the role of culture and health literacy in perceptions and approaches to health and disease.

**certificate in health professions education:** The Hidden Curriculum in Health Professional Education Frederic W. Hafferty, Joseph F. O'Donnell, 2015-01-06 The hidden curriculum (HC) in health professional education comprises the organizational and institutional contexts and cultural subtexts that shape how and what students learn outside the formal and intended curriculum. HC includes informal social processes such as role modeling, informal conversations and interactions among faculty and students, and more subterranean forces of organizational life such as the structure of power and privilege and the architectural layout of work environments. For better and sometimes for worse, HC functions as a powerful vehicle for learning and requires serious attention from health professions educators. This volume, of interest to medical and health professionals, educators, and students, brings together twenty-two new essays by experts in various aspects of HC. An introduction and conclusion by the editors contextualizes the essays in the broader history and literature of the field.

**certificate in health professions education:** Leadership in Medical Education Stewart Mennin, Glenda Eoyang, Mary Nations, 2016-08-24 (This is a textbook for Leadership in Medical Education, a course that is jointly sponsored by AMEE, ESME, and Human Systems Dynamics Institute. Its use is most effective as a workbook and guide among the authors and participants in that online course.) Leadership from qualified, committed educators sets the foundation for the health care workforce of the future, and that workforce is the backbone of quality care. Globally, the demand for services is increasing, and political and economic support for health is decreasing. Leaders in health care and health professions education, at all levels and in all contexts, face complex and intractable challenges. This course, ESME Leadership in Medical Education (LME), is designed to provide the insights, skills, models and methods you need to thrive and lead in these uncertain and stressful times. You will build the adaptive capacity you need to help your students and colleagues succeed. Since 2005, AMEE-ESME courses have provided face-to-face and online learning experiences to help professionals deliver the best in medical education. Today, the AMEE-ESME Leadership in Medical Education (LME) course partners with the Human Systems Dynamics Institute (HSDI) to extend that program to support educational and institutional leaders of the future. The course is based on the assumption that every health professional/teacher is a leader, and that every leader is a teacher.

**certificate in health professions education:** Advanced Medical Life Support National Association of Emergency Medical Technicians (U.S.), 2019-12-06 NAEMT's Advanced Medical Life Support (AMLS) course is the first EMS education program that fully addresses how to best assess and manage the most common medical crises in patients, offering a think outside the box methodology. It is for all levels of practitioners with a strong commitment to patient care, including emergency medical technicians, paramedics, nurses, nurse practitioners, physician assistants, nurse anesthetists and physicians--

**certificate in health professions education:** *Faculty Development in the Health Professions* Yvonne Steinert, 2014-01-31 This volume addresses all facets of faculty development, including academic and career development, teaching improvement, research capacity building, and leadership development. In addition, it describes a multitude of ways, ranging from workshops to the workplace, in which health professionals can develop their knowledge and skills. By providing an informed and scholarly overview of faculty development, and by describing original content that has not been previously published, this book helps to ensure that research and evidence inform practice, moves the scholarly agenda forward, and promotes dialogue and debate in this evolving field. It will prove an invaluable resource for faculty development program planning, implementation and evaluation, and will help to sustain faculty members' vitality and commitment to excellence. Kelley M. Skeff, M.D., Ph.D., May 2013: In this text, Steinert and her colleagues have provided a significant

contribution to the future of faculty development. In an academic and comprehensive way, the authors have both documented past efforts in faculty development as well as provided guidance and stimuli for the future. The scholarly and well-referenced chapters provide a compendium of methods previously used while emphasizing the expanding areas deserving work. Moreover, the writers consistently elucidate the faculty development process by highlighting the theoretical underpinnings of faculty development and the research conducted. Thus, the book provides an important resource for two major groups, current providers and researchers in faculty development as well as those desiring to enter the field. Both groups of readers can benefit from a reading of the entire book or by delving into their major area of interest and passion. In so doing, they will better understand our successes and our limitations in this emerging field. Faculty development in the health professions has now received attention for 6 decades. Yet, dedicated faculty members trying to address the challenges in medical education and the health care delivery system do not have all the assistance they need to achieve their goals. This book provides a valuable resource towards that end.

## **Certificate In Health Professions Education Introduction**

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