### Index

- academic support 67, 69
- academic training (postgraduate) 4, 5
- accreditation 4, 81
- ‘active bystander’ 17
- Activity theory 10, 11
- adaptive leadership 23
- ambulatory settings (learning/teaching) 48–49
- anaesthesia/anaesthetists 51
- Angoff’s method (for 10-item test) 92, 93
- appraisal (performance review) 69, 91
- apprenticeship 3, 5, 12, 13
- aptitude tests 19
- assessment 21, 80–81
- blue-printing, assessment 80, 81, 83, 84, 85, 88
- of clinical skills (practical) 84–85, 89, 93
- of communication skills 63
- criterion-referenced 93
- diagnostic 81
- formative and summative 81, 91
- high-stakes, quality control 83, 93
- interprofessional education 53
- in-training (ITA) 87
- of OSCEs 84, 85, 89, 93
- of portfolios 90, 91
- principles 80–81
- of problem-based/case-based learning 65
- of professionalism 59, 88–89
- of self-assessment 80, 81
- throughout career 68, 69, 81
- work-based 86–87, 89
- written 82–83, 90
- assessors 81, 85, 89, 91
- attention, in lectures 30, 31
- Australian Medical Council 58, 59
- basic (undergraduate) medical education 4–5, 13, 15
- bedside teaching 36, 39, 46–47
- behaviour
  - professional 55, 89
  - responding to, small group teaching 34, 35
  - behaviourist orientation 8, 9
- BEME (Best Evidence Medical and Health Professional Education) 7, 65, 91
- biopsychosocial model 63
- blueprinting, assessment 80, 81, 83, 84, 85, 93
- body language 31, 33
- borderline regression method 92, 93
- Calgary–Cambridge Guide 63
- Cambridge Framework 45
- CanMEDS, professionalism 58
- career transitions, support during 68, 69
- case-based discussions (CBDs) 87
- case-based learning (CBL) 13, 15, 64–65
- case studies 89
- choice (in Three Cs) 37
- clerks 37
- clinical competence, assessment 84–85, 87
- clinical knowledge 56, 57
- clinical placement assessment 88, 89
- clinical practice, learning in 36, 37, 39
- clinical reasoning, teaching 56–57
- clinical teachers 37, 47
- e-learning materials 73
- good, characteristics 36, 37
- learner relationship 37, 39, 51, 70, 79
- professionalism and 58
- triologues 38, 39
- ward-based, preparation 47
- see also medical educators
- clinical teaching 36–39
- ambulatory settings, clinics 48, 49
- challenges and concerns over 37
- delivery 38–39
- environments 36, 37
- formal, at bedside 36, 39, 46–47
- one-to-one (TONTO) 51
- ‘on the run’ 39
- in operating theatre 50, 51
- patient involvement 37, 38, 39
- peer teaching 60, 61
- planning and design 36–37, 39
- quick/in chunks, models 38, 39, 47
- social media use 74, 75
- ward round 36, 39, 47
- clinics, learning/teaching in 48, 49
- closed discussion 34, 35
- closed format questions 83
- coaching 69
- code of conduct/ethics 59, 75
- cognitive bias 56, 57
- cognitive (cognitivist) orientation 8, 9
- collaborative (shared) leadership 23
- collaborative learning 72, 73
- collaborative practice 53
- communication 62–63
- barriers to 63, 70
- in clinical teaching 38, 39
- face to face 31, 62, 72, 75
- for mentoring and supervision 70, 71
- professionalism courses 59
- communities of practice (CoP) 11
- community-based learning 13, 45, 49
- competence/competencies 5, 9, 62, 63
- clinical, assessment 84–85, 87
- competency-based curricula 13, 15, 53
- computer-based learning 3, 72–73
- confidentiality 37, 49
- consent 37, 49
- constructivist (interpretivist) approach 8, 9
- consulting, models 48, 49
- continuing professional development (CPD) 4, 5, 81, 91
- coping strategies 67
- corridor education 47
- counselling 69
- course components 14, 15, 59
- see also curriculum
- critical incident analysis 89
- culture, influence on learning 11, 17
- curriculum 3, 5, 12–13, 49, 95
- alignment 12, 13, 81
- communication 62, 63
- competency-based, 13, 15, 53
- in context 13
- flipped classroom (inverted) 13
- hidden 12, 51, 85
- inclusive design 67
- internationalisation 25
- interprofessional 53
- medical education as part 95
- planning/design 12, 13, 14, 15, 67
- professionalism 59
- ‘spiral’ 13
- data collection methods 6, 7
- debriefing 42, 43, 47
- decision-making 56, 57
- degrees 3, 95
- deliberate practice 43
- delivery (of information/teaching)
  - clinical teaching 38–39
  - e-learning 72, 73
  - large group teaching 30–31
  - lectures 30, 31
  - simulation activities 42–43
  - small group teaching 34–35
  - synchronous/asynchronous 72, 73
- diagnosis/diagnostic tests 56, 57
- disability 67, 69
- discussion groups 33, 34, 35
- distributed simulation (DS) 41
- diversity 16, 17
- doctors, roles 58
- domain-based assessments 85, 89, 92, 93
- duty of care 67
- Ebel’s method (for 60-item test) 92, 93
- eco-leadership 23
- educational cycle 14
- educational leadership 22–23
- educational scaffolding 10, 31
- educational theories 8–9, 10–11, 13
- educators see medical educators
- effectiveness of education 21, 65
- effectiveness reviews 6
- e-learning 3, 72–73
- electives 13, 24, 25
- emotional intelligence (EI) 23
- Engström’s Third Generation Activity Theory 10, 11
- entitlement professional activities (EPAs) 15
- environment for learning 33, 35, 37, 67
- e-portfolios 91
- equality 16, 17
- ethics 37
- evaluation 7, 20–21, 53, 87
- evidence 6, 7, 57, 61
- evidence-based medicine (EBM) 7, 57
- evidence-based practice (EBP) 7
- evidence-guided education 6–7
- examinations 83
- experiential learning 9, 11, 53, 55, 79
- extended matching questions (EMQs) 82, 83
- facilitators 47, 55, 61
- group (small groups) 33, 34, 35
- interprofessional 53
- personal qualities 35
- problem-based/case-based learning 64, 65
- simulation, feedback after 41, 43
- failure, learner’s 67, 69, 89
- feedback 78–79
- ambulatory settings 49
- clinical teaching 39, 47
- communication skills 63
- interprofessional education 53
- multisource (MSF) 53, 86, 87, 89
- professionalism assessment 69, 89
- simulation activities 40, 41, 43
- small group teaching 35
- fitness to practice 17, 67, 81, 89
- Flexner Report (1910) 3, 12, 45
- flipped classroom approach 65
- FOAM (Free Open-Access Medical education) 75
- Four P’s (decision-making) 57
- framing statements 31
- General Medical Council (GMC) 45, 49, 59, 61
- global practice 36, 48, 49
- global basis for medical education 2, 5, 24–25
- global health 25
- global rating 84, 85, 87, 93
- GPET 61
- graduate entry programmes 5
- grit (leadership quality) 23
- ground rules 33, 39
- GROW model 70, 71
- health care, international issues 2, 3
- health issues, learners’ 67, 69
- Heron’s categories of interventions 70, 71
- humanist orientation 8, 9
- inclusive leadership 23
- inclusivity 16, 17, 67
- inquiry-based learning 64–65
- interactivity, in lectures 30, 31
- international higher education 2, 3
- international medical education 2, 3
- international medical education 2, 3, 24–25
- internship 4, 5
- interprofessional leadership 23
- interprofessional education (IPE) 21
- interviews 6, 19
teaching one-to-one (TONTO) 51
team-based learning (TBL) 13
thinking aloud (experts’) 46, 47, 51
three C’s (of ethics) 37
‘time-served’ apprenticeship model 5
timetable 14
trait theories 23
transactional/transformational management 23
transformative learning theories 8, 9
transitions, in careers 68, 69
trialogue 38, 39
tutorials 34, 35
unconscious bias 17
undergraduate (basic) medical education 4–5, 13, 15, 66–67
universities 3, 4
unprofessional practice 37
vertical integration 61
video, high-fidelity simulation 43
virtual learning environment (VLE) 73
ward-based teaching 46–47
ward rounds 36, 39
WATCH (Warwick Assessment instrUment for Clinical Teaching) 60, 61
‘web of support’ 66, 67
work-based assessment 40, 86–87, 89
work-based learning 11
World Health Organization (WHO) 53
written assessments 82–83, 89
standards and pass marks 92, 93
Zone of Proximal Development (ZPD) 10