

Medical Teaching in Ambulatory Care, 1st Edition

Warren Rubenstein, Yves Talbot

Authors:

Warren Rubenstein, Yves Talbot

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ISBN:

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Overall rating:

Excellent

Strength:

Clear, practical, enjoyable to read, use examples and references, and easy to understand.

Weakness:

Written from a Canadian perspective, some terms may be unfamiliar in other countries.

Audience:

Family Medicine ambulatory teachers.

Table of Contents:

- Acknowledgments
- Introduction
- Learning and Teaching in Ambulatory Care
- Teaching Skills in Ambulatory Care
- Setting Up the Office for Teaching
- Strategies to Use During the Teaching Day
- Special Learning Situations
- Evaluation

This Clinical education in medicine is moving out from the in-hospital environment into the ambulatory care clinic (out-patient clinic or family practice). This book empowers the novice teacher with practical tools and concepts to embark on teaching ambulatory care. The book follows Dr. Z.Z. Smith who enjoyed teaching in the hospital and likes to continue in ambulatory teaching and take us in a greater journey with Dr. Z.Z. Smith and his transformation. Which add nice flavour to the book and make it more enjoyable to read.

The book consists of six chapters. The first chapter summarizes some relevant educational theory. The second chapter describes the necessary teaching skills and it outlines a two-step process in teaching, the first step is to choose a learner or teacher premise,

and the second is to choose a specific teaching skill (telling, asking and showing). The book offers suggestion for when each approach might be appropriate. The third chapter provides a guide on how to set up your office for teaching in ambulatory care and how to draw up an office plan. It covers details on how to prepare all the office setting, and also covers patient preparation, staff preparation and the physician preparation, such that everyone involved has an active part in the teaching process. The fourth chapter introduces various strategies that could be used during a teaching day like case discussion, case review, direct observation, chart review, chart-stimulated recall, role play and short didactic presentation. The pros and cons of each concept is described with examples and cost analysis. The fifth chapter outlines various learning situations by covering common problems that teachers encounter and how to manage such problems. The final chapter deals with evaluation process. It covers both the evaluating the teacher and the trainee.

This is an excellent book to read. It is a great guide that provides excellent concepts and tools, which a novice teacher, can use for teaching in an ambulatory care setting.

Review by:

Dr. Ahmed Hamed Al-Wahaibi, Wadi kabir Health Center, Wilayat Mutrah, Muscat Region, MOH, Oman.

Email: ahmedwahaibi@hotmail.com