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A Strategic Guide to Continuing Professional Development for Health and Care Professionals:
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Handbook of Distance Education
Government auditing standards guidance on GAGAS requirements for continuing professional education
by the Comptroller General of the United States
Continuing Professional Education for the Information Society
Effect Prof Devel M edicine Healthcare
The Handbook of A dult and Continuing Education
Continuing Professional Development
Continuing Professional Development Assessment, Evaluation, and Accountability in Adult Education
The Handbook of Continuing Professional Development for the Health IT Professional
The practice of Continuing Professional Education must be based on the concept of profession. In Malaysia, the concept of profession is academically still in its infancy and the practice is closely related to the providers' philosophies of profession. The author, Dr. Balan Dass has done an excellent job in describing the factors influencing the practice of CPE in Malaysia and at the same time explaining the concept of profession in this book. This book should be the guide for both theory and practice of CPE in Malaysia Professor Dr. Shamsuddin Ahmad, School of Extension Education University Putra Malaysia
Dr. Balan Dass has covered all aspects of how a professional provider should conduct and up-date continuing professional education (CPE) programmes. The book is a 'must read' for all professional providers. It offers fresh insights to professional providers on re-examining programme planning, evaluation, collaboration and policies. It is a timely piece on how professionals in their industry can up-date and up-skill their expertise. Dakuk Professor Dr. John Anthony Xavier, Principal Fellow, Graduate School of Business, Universiti Kebangsaan Malaysia
National University of Malaysia
The Code of Federal Regulations Title 20 contains the codified Federal laws and regulations that are in effect as of the date of the publication pertaining to Federally-mandated employee benefits, such as workers' compensation, Social Security, veterans' employment benefits, etc. This handbook offers practical guidance for everyone involved in professional development. Expert advice is provided on relevant aspects of nursing practice such as reflexive practice and clinical supervision. This book offers a unique insight into the possibilities of CPD and the issues it presents for newly qualified and experienced social workers in practice. It offers possible directions for the future of post qualifying social work education, making it essential reading for practitioners, educators, managers and policy-makers.
The Handbook of Distance Education, 4th Edition is a comprehensive compendium of research in the field of distance education. The volume is divided into four sections covering the historical and theoretical foundations of distance education, attributes of teaching and learning using technology, management and administration, and different audiences and providers. Throughout, leading scholars address future research needs and directions based on current research, established practices, and recent changes to implementation, pedagogy, and policy. Co-published with img alt="https://styluspub.presswarehouse.com/uploads/9eb60c1a1c8a62854c084a766b20ce73378aad6.jpg" College and universities are increasingly becoming significant sites for adult education scholarship— In large part due to demographic shifts. With fewer U.S. high school graduates on the horizon, higher education institutions will need to attract "non-traditional" (i.e., older) adult learners to remain viable, both financially and politically. There is a need to develop a better corpus of scholarship on topics as diverse as, what learning theories are useful for understanding adult learning? How are higher education institutions changing in response to the surge of adult students? What academic programs are providing better learning and employment outcomes for adults in college? A dult education scholars can offer much to the policy debates taking place in higher education. A main premise of this handbook is that adult and continuing education should not simply respond to rapidly changing social, economic, technological, and political environments across the globe, but should lead the way in preparing adults to become informed, globally-connected, critical citizens who are knowledgeable, skilled, and open and adaptable to change and uncertainty. The Handbook of A dult and Continuing Education provides rich information on the contemporary issues and trends that are of concern to adult and continuing education, of the programs and resources available to adult learners, and of opportunities to challenge and critique the structures embedded in the field that perpetuate inequity and social injustice. A dult education is a discipline that foresees a better tomorrow, and The Handbook is designed to engage and inspire readers to assist the field to seek new paths in uncertain and complex times, ask questions, and to help the field flourish. The Handbook is divided into five sections. The first, Foundations situates the field by describing the developments, core debates, perspectives, and key principles that form the basis of the field. The second, Understanding A dult Learning, includes chapters on adult learning, adult development, motivation, access, participation, and support of adult learners, and mentoring. Teaching Practices and A dministrative Leadership, the third section, offers chapters on organization and administration, program planning, assessment and evaluation, teaching perspectives, andragogy and pedagogy, public pedagogy, and digital technologies for teaching and learning. The fourth section is Formal and Informal Learning Contexts. Chapters cover adult basic, GED, and literacy education, English-as-a-Second Language Programs, family literacy, prison...
education, workforce development, military education, international development education, health professions education, continuing professional education, higher education, human resource development and workplace learning, union and labor education, religious and spiritual education, cultural institutions, environmental education, social and political movements, and peace and conflict education. The concluding Contemporary Issues section discusses decolonizing adult and continuing education, adult education and welfare, teaching social activism, lesbian, gay, bisexual, trans, queer and straight allies, gender and its multiple forms, disability, older adults and intergenerational identities, race and ethnicity, working class, whiteness and privilege, and migrants and migrant education. The editors culminate with consideration of next steps for adult and continuing education and priorities for the future.Lifelong learning has become essential not only for professionals, but also for those they serve. Continuing professional education (CPE), an umbrella term used to describe the continuum of formal, nonformal, and informal learning opportunities that enable practicing professionals to continue to learn and to maintain professional competence across their careers, is the focus of this collection. The volume explores, analyzes, questions, and critiques CPE trends and issues across a variety of contexts, and it highlights new thinking and developments to assist providers and practitioners to re-envision their roles and set new directions in the field of CPE. This collection is inspired by the early seminal works of Cyril Houle who advocated that educational researchers and providers of CPE should listen to the experience of professionals as a basis for supporting their professional learning. This is the 151st volume of the Jossey Bass series New Directions for Adult and Continuing Education. Noted for its depth of coverage, it explores issues of common interest to instructors, administrators, counselors, and policymakers in a broad range of education settings, such as colleges and universities, extension programs, businesses, libraries, and museums. The Code of Federal Regulations is a codification of the general and permanent rules published in the Federal Register by the Executive departments and agencies of the United States Federal Government. Continuing professional development (CPD) is critical for the health IT professional. Healthcare is fast-paced, dynamic, ever-changing, and global. It’s both exciting and exhausting. And it is rapidly evolving through innovation, Federal incentives, and technological advancements. For these reasons, health IT professionals must embrace lifelong learning to ensure they have the professional competencies to advance initiatives that positively impact patient care. This handbook will provide the rationale and the resources to do so and will serve as a reference to accompany one’s career success. This book addresses a wide range of issues relating to the theoretical substantiation of the necessity of Industry 4.0, the development of the methodological tools for its analysis and evaluation, and practical solutions for effectively managing this process. It particularly focuses on solving the problem of optimizing the development of Industry 4.0 in the context of knowledge economy formation. The book presents the authors’ approach to studying the process of Industry 4.0 formation in connection with knowledge economy, and approach that allows the process to be studied in connection with the existing socio-economic and technological conditions. As a result, the conclusions and recommendations could be applied to modern economic systems and do not require any further elaboration. The presented research is based on modern economic theory scientific and methodological tools, including the tools of the theory of economic cycles, the theory of games, and the institutional economic theory. Raising awareness of the problem of Industry 4.0 formation, the book is of interest to a wide audience, including not only specialists and experts with a detailed knowledge of the topic, but also scholars, lecturers, and undergraduates of various fields of economics. This issue of Rheumatic Disease Clinics, guest edited by Drs. Karina Torralba and James D. Katz, will discuss Education and Professional Development in Rheumatology. This issue is one of four each year selected by our series consulting editor, Dr. Michael Weisman. Articles in this issue include, but are not limited to: From Classroom to Clinic: Clinical Reasoning via Active Learning Strategies; Self-directed Learning of Musculoskeletal Ultrasound for clinicians in practice; Enhancing the inpatient consult service with the Fellow as a Teacher; Translating Quality Improvement in Education to clinical practice; Beyond Class-Rheum: Applying Clinical Epidemiology into Practice; Ethics and Industry Interactions: Impact on Specialty Training, Clinical Practice and Research; Mind the Gap: Improving Care in Pediatric-to-Adult Rheumatology Transitional Clinics; Underserved Communities: Enhancing care with Graduate Medical Education; Turning OSCE into reality; Online Resources for Enhancing Clinical Skills; and Addressing Health Disparities in Medical Education and Clinical Practice. Created in partnership with the Association for the Study of Medical Education (ASME), this completely revised and updated new edition of Understanding Medical Education synthesizes the latest knowledge, evidence and best practice across the continuum of medical education. Written and edited by an international team, this latest edition continues to cover a wide range of subject matter within five broad areas – Foundations, Teaching and Learning, Assessment and Selection, Research and Evaluation, and Faculty and Learners – as well as featuring a wealth of new material, including new chapters on the science of learning, knowledge synthesis, and learner support and well-being. The third edition of Understanding Medical Education: Provides a comprehensive and authoritative resource summarizing the theoretical and academic bases to modern medical education practice M eets the needs of all newcomers to medical education whether undergraduate or postgraduate, including those studying at certificate, diploma or masters level. Offers a global perspective on medical education from leading experts from across the world. Providing practical guidance and exploring medical education in all its diversity. Understanding Medical Education continues to be an essential resource for both established educators and all those new to the field. This book examines continuing professional development (CPD) of teachers in Finland. As one of the best-performing countries in terms of education, the Finnish education system is often revered and held up as an example to follow. However, the authors argue that CPD actually constitutes the Achilles’ heel of this ‘miraculous’ system, demonstrating that in fact it is a victim of contradictory discourses and actions among decision-makers, teacher educators and practitioners. Including extensive interviews from CPD providers, teachers and other educational actors, the authors critically discuss the ‘wonders’ of Finnish education, in the process debunking various myths created both inside and outside Finland. The authors also call for a new approach to comparative and international education. Based on over 20 years of experience in Finnish education, this pioneering book will be of interest and value to students and scholars of Finnish education, continuing professional development and international education branding more generally. “A valuable and timely resource, this book will be essential reading for teachers who want to connect - or remain connected - with scientific research and to inspire the young people they teach through independent research projects. This book makes an important contribution to our understanding of science teacher identity.” —Dr. Lynda Dunlop, University of York, UK. This book presents a radical reconceptualization of subject-focused and research-led teacher professional development. Drawing on the experiences of more than 50 high school teachers and technicians who participated in science-based research with their students, the author examines how this enables teachers to develop a ‘Teacher Scientist’ model of professional identity. Through active participation in research,
science teachers and technicians can implement socially just approaches to education, where students' differences are valued and, through research, their social and academic development is supported. Central to the 'Teacher Scientist' identity is the development of, and sustained interaction with, complex and collaborative professional networks which include researchers, university staff and teachers and students in other schools. In the context of persistent recruitment and retention challenges, the 'Teacher Scientist' model provides a research-led approach which may offer an alternative to strategies focused on financial incentives. Elizabeth A. C. Rushston is Lecturer in Geography Education at King's College London, U.K. She has worked within education as a high school teacher, and as Director of Evaluation for an education charity that supports school student participation in STEM research. Her research considers young people's experience of science in formal and informal settings and teacher professional development through collaborations with researchers and mentoring school student research. This thoroughly revised edition of the popular Strategic Guide to Continuing Professional Development for Health and Care Professionals includes the latest professional policy guidance updates as well as the results of the authors' ongoing research into professional development within health and social care. The importance of applying new learning in practice is reflected by the updated TRAM MM model, in which 'A' now stands for 'Apply' (rather than 'Activity', as in the first edition). There is a new chapter on changing mindsets about CPD and how to create opportunities for learning and development, despite limited resources in the current economic climate. The authors have also expanded the chapter on CPD engagement, with updated evidence on exploring your preferred styles of learning. Continuing professional development (CPD) is essential for all health and social care professionals. It is also beneficial for organisations. Evidence shows that when there is significant investment in CPD, individuals feel valued and their practice improves. In order to maximise the potential of your CPD, this practical handbook guides you through the updated five TRAM MM stages or 'stations': Tell (T), Record (R), Apply (A), Monitor (M) and measure (m). The tried-and-tested TRAM MM model reflects the five standards for CPD laid down by the Health and Care Professions Council; and your own learning needs provide the main focus, enabling you to develop a full CPD portfolio as you progress. At the end of each chapter, there are opportunities to reflect on your learning and apply theory to practice through a series of tasks. Designed for all levels (from health and social care students to experienced practitioners), this book may also be useful for associated support workers and other healthcare professionals, including doctors, pharmacists, optometrists, nurses and midwives. In addition, some aspects will be relevant for professionals outside healthcare, such as teachers, surveyors and engineers. The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the information profession. The series IFLA Publications deals with many of the means through which libraries, information centres, and information professionals worldwide can formulate their goals, exert their influence as a group, protect their interests, and find solutions to global problems. This book is intended to help practitioners in adult education become better informed about assessment, evaluation, and accountability as these are critical functions of administering and running adult education programs. The book is for adult educators who have been asked to serve on assessment committees, produce detailed reports for funders and accreditors, create a culture of assessment within their program and organization, and/or develop reports for accountability purposes. Section one presents an introductory overview of assessment and evaluation in adult education. Section two gives guidance on practices for specific areas of adult education practice, such as military education, human resource development, and continuing professional education. Section three provides assessment practices for adults in higher education, with chapters dedicated to distance learning, health professions education, and graduate education. Designed specifically for engineers and technical professionals, includes details of personal development planning software and other resources, as well as helping to analyse career plans by identifying competencies and skills. This handbook provides a practical self-help guide to continuing professional development for clinical psychologists. Takes a 'hands-on' approach, addressing the many practical issues in identifying, evaluating and meeting continuing professional development needs. Outlines the importance of life-long learning for clinical psychologists. Explores the continuing professional development needs of clinical psychologists at different stages of their careers. Includes a chapter on the NHS Knowledge and Skills Framework and its implications for applied psychologists. Gives examples of good practice; considers likely future developments in the field. An in-depth study of the good practices in teacher support systems around the world! What do rural school teachers need and how can they be supported in their continuing professional development? How can a teacher support system be set up and function in a certain context? What factors would guarantee success of the system? This book tries to answer these questions by taking five case studies from very different contexts and countries—Cambodia, China, Ethiopia, Mozambique and Romania—but with a common topic: ‘developing teacher support systems in rural areas for their continuing professional development’. This book offers a history of Continuing Professional Development (CPD) in the Australian context. It presents an approach that links the development of CPD to a series of ‘missed opportunities’ and the identification of three key themes (mandatory CPD, competencies and regulation/registration) as well as with national regulation for select health professions. It not only relates the evolution of CPD in Australia but also serves as a guide to examining the situation in other countries and the emergence of CPD in individual professions. CPD has been provided for many decades, but it has not been rated as a ‘high priority’ or a key area of provision and has not been the focus of discussions or disputes in the higher education sector or in vocational education circles. Nevertheless in describing CPD’s development, evidence is presented that CPD has made a significant contribution to the broad field of vocational education. The International Federation of Library Associations and Institutions (IFLA) is the leading international body representing the interests of library and information services and their users. It is the global voice of the information profession. The series IFLA Publications deals with many of the means through which libraries, information centres, and information professionals worldwide can formulate their goals, exert their influence as a group, protect their interests, and find solutions to global problems. 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 poses 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. To maximise enjoyment of work and life requires a continual response to the changing world in which we live. Are you living to work or working to live? What would you like to be doing? We need to look within at our latent skills and abilities and explore ways of building on our current talents and developing new aspects of ourselves. Continuing Professional Development explores the importance of continuing professional development (CPD) and the different methods that can be used to analyse development needs and create and implement a CPD plan. It provides practical guidance and a theoretical overview of CPD, including examples and case studies. This fully updated 2nd edition of Continuing Professional Development includes increased coverage of the critical debate about issues in CPD, outlines how to organize and encourage CPD and provides guidance on how senior members of the profession can use and benefit from CPD. Activities and self-diagnostic tools, critical debates about issues and coverage of how to organize and encourage CPD all bring the topic to life for CPD students undertaking the Professional Development Scheme as well as general readers seeking to encourage CPD in the workplace. Online supporting resources include an instructor’s manual and lecture slides. Continuing education, continuing professional development, and high-value continuing professional development exist along a continuum. Continuing education (CE) is often associated with didactic learning methods, such as lectures and seminars, which take place in auditoriums and classrooms, and is often viewed by health professionals as merely a path to maintaining licensure and certification through the accumulation of credits. Continuing professional development (CPD), in contrast, embraces a wider array of learning formats and methods that are driven by learners. The Global Forum on Innovation in Health Professional Education hosted a workshop in April 2017 to explore the value proposition for CPD. Forum members and workshop participants gathered to learn about innovative CPD programs around the world, to consider the perspectives of those who invest in CPD, and to discuss the business case for CPD. This publication summarizes the presentations and discussions from the workshop. Continuing Professional Development (CPD) is the means by which the professions across the world ensure that their knowledge and skills remain up to date and relevant to changing needs and environments. CPD significantly contributes to the quality and reputation of the professions and therefore to the quality of national and international social life and economic well being. Starting with a discussion on what CPD is, the author analyzes how professional bodies govern CPD, what support they provide to individual professionals and how they measure or evaluate what individuals do under the provenance of CPD. Continuing Professional Development explains why, up to now, CPD has been a relatively neglected subject in spite of it being carried out by millions. It argues whether a variety of perspectives or visions of CPD has held back wider public appreciation of it and if greater co-ordination by professional bodies, or the introduction of new players to the field, will change this in the future. Providing the first comprehensive study of the subject, this innovative book will be required reading for CPD professionals and researchers and is a fascinating read for all professionals, especially those involved with human resource development and management / leadership development. This book helps information professionals in their continuing professional development (CPD). The book shows them how to examine their own skills and plan their development over a period of time. It also helps them to focus on their career path and begin the acquisition of skills necessary for the route they wish to follow in information work. The book is set against the background of CPD being an essential part of the modern information professional’s career planning. Employers are certain to be able to choose between a number of qualified personnel for every available post. Those individuals that have a proven track record of skills development in both their personal and professional skills are more employable. Focuses on analysing skills and planning skills acquisition helps the development of a portfolio for recording skills Shows how to create or find programmes for development Continuing education, continuing professional development, and high-value continuing professional development exist along a continuum. Continuing education (CE) is often associated with didactic learning methods, such as lectures and seminars, which take place in auditoriums and classrooms, and is often viewed by health professionals as merely a path to maintaining licensure and certification through the accumulation of credits. 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Emerging technologies have the potential to bridge this gap by creating the kind of team-based learning environments and clinical approaches that are increasingly necessary in the modern health care system both in the United States and around the world. To explore these technologies and their potential for improving education and practice, the National Academies of Sciences, Engineering, and Medicine hosted a workshop in November 2017. Participants explored effective use of technologies as tools for bridging identified gaps within and between health professions education and practice in order to optimize learning, performance, and access in high-, middle-, and low-income areas while ensuring the well-being of the formal and informal health workforce. This publication summarizes the presentations and discussions from the workshop. Therapists must increase their understanding of Continuing Professional Development (CPD) to maintain and improve competence. Every practitioner will need to take steps to maintain and demonstrate continued competence under the provisions of the new Health Act 1999. This book considers current policy on CPD and discusses the theoretical basis for maintaining competence and for adult learning. Primarily, however, it provides practical guidance on how to develop a strategy for professional and career development, and on portfolio preparation that shows evidence of professional updating and CPD. Many examples are given of activities in the areas of clinical work, management, education and research that can be used for CPD. The development and use of learning skills such as reflection and critical evaluation is considered central to the process. Written specifically with the therapist in mind, this book will provide invaluable practical advice to occupational therapists, physiotherapists, radiographers, speech and language therapists, and podiatrists. The Routledge Handbook of English Language Teacher Education provides an accessible, authoritative, comprehensive and up-to-date resource of English language teacher education. With an overview of historical issues, theoretical frameworks and current debates, this handbook provides unique insights into a range of teacher education contexts, focusing on key issues relating to teacher and learner priorities, language and communication, current practices, reflective practice, and research. Key features
include: a cross-section of current theories, practices and issues, providing readers with a resource which can be used in a variety of contexts; the use of data, transcripts and tasks to highlight and illustrate a range of practices, including examples of ‘best practice’; ‘snapshots’ of ELTE from a number of contexts taken from all around the world; and examples of current technological advances, contemporary thinking on reflective practice, and insights gained from recent research. This wide-ranging and international collection of chapters has been written by leading experts in the field. The Routledge Handbook of English Language Teacher Education is sure to be core reading for students, researchers and educators in applied linguistics, TESOL and language education. Continuing professional development (CPD) aims to maintain or improve the quality of professional performance. So far, it tends to have been designed for specific professional groups such as teachers, doctors, architects or engineers. Approaches, as a result, have often been local, separatist or idiosyncratic in nature. This book, first published in 1987, argues that CPD designers should consider strategies used for professional groups other than their own. This title will be useful to anyone with a responsibility for developing and implementing courses and also to practitioners themselves, as well as to students of business studies.

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