

# Amita Health Continuing Education

Continuing Education for the Health Professional Systems of Continuing Education Continuing Education for the Health Professions Manual of Continuing Education in the Health Sciences Continuing Education for Change Mental Health Continuing Education Programs for Long-term Care Providers Fostering the Growing Need to Learn Continuing Education for the Health Professions The Practice of Continuing Education in the Human Services A Survey of the Need for Programs to Prepare Members of the Health Professions as Specialists in Continuing Education Evaluation of Continuing Education in the Health Professions Professional Needs for Continuing Education Continuing Education in Mental Health: Project Summaries Agenda for Continuing Education Continuing Education in the Health Professions Continuing Education of Health Personnel and Its Evaluation Continuing the Education of Health Workers New Directions for Adult and Continuing Education Technical Report Series Continuing Education Richard Adelson WHO Expert Committee on Systems of Continuing Education: Priority to District Health Personnel Joseph S. Green University of British Columbia. Continuing Education in the Health Sciences Charles E. Engel National Institute of Mental Health (U.S.). Continuing Education Branch Project Continuing Education for Health Manpower University of Illinois at Urbana-Champaign. Center for the Study of Medical Education. Interprofessional Task Force on Continuing Education for the Health Professions Armand Lauffer Gary Dickinson Stephen Abrahamson National Advisory Body for Public Sector Higher Education. Continuing Education Standing Committee National Institute of Mental Health (U.S.). Continuing Education Branch Daniel S. Schechter Robert Boissoneau Fred R. Abbatt World Health Organization Thomas G. Webster Continuing Education for the Health Professional Systems of Continuing Education Continuing Education for the Health Professions Manual of Continuing Education in the Health Sciences Continuing Education for Change Mental Health Continuing Education Programs for Long-term Care Providers Fostering the Growing Need to Learn Continuing Education for the Health Professions The Practice of Continuing Education in the Human Services A Survey of the Need for Programs to Prepare Members of the Health Professions as Specialists in Continuing Education Evaluation of Continuing Education in the Health Professions Professional Needs for Continuing Education Continuing Education in Mental Health: Project Summaries Agenda for Continuing Education Continuing Education in the Health Professions Continuing Education of Health Personnel and Its Evaluation Continuing the Education of Health Workers New Directions for Adult and Continuing Education Technical Report Series Continuing Education *Richard Adelson WHO Expert Committee on Systems of Continuing Education: Priority to District Health Personnel Joseph S. Green University of British Columbia. Continuing Education in the Health Sciences Charles E. Engel National Institute of Mental Health (U.S.). Continuing Education Branch Project Continuing Education for Health Manpower University of Illinois at Urbana-Champaign. Center for the Study of Medical Education. Interprofessional Task Force on Continuing Education for the Health Professions Armand Lauffer Gary Dickinson Stephen Abrahamson National Advisory Body for Public Sector Higher Education. Continuing Education Standing Committee National Institute of Mental Health (U.S.). Continuing Education Branch Daniel S. Schechter Robert Boissoneau Fred R. Abbatt World Health Organization Thomas G. Webster*

continuing education systems can improve the performance of health workers in countries around the world and support the functioning of district health systems continuing education guides health personnel toward the principles and methods of primary health care and improves their work with the community and family to attain an adequate level of health the components of the district health system continuing education are planning and management community involvement financing and resource allocation and district human resources development factors affecting continuing education at district level are 1 system organization 2 political and financial commitment 3 health systems and personnel 4 educational needs and levels 5 target groups 6 involvement 7 problem solving 8 resource persons 9 evaluation and 10 performance assessment both

the world health organization and its member states should encourage operational and action research on continuing education and health services to be used in future health planning 16 references nla

it was in 1987 that the regional office carried out 10 case studies in several european countries to investigate new approaches to the continuing education of health personnel and practices in that field ways and means were identified to develop systems and programmes of continuing educations that would take into account changing national needs and health for all policies and lay emphasis on primary health care these case studies and a further 19 country reports form an important part of this publication they show that if continuing education is to be used as an instrument for change the attitudes and methods prevalent in the field today must be changed

phil r manning can you prove that continuing education really makes any difference over the years educators concerned with continuing education ce for health professionals have either heard or voiced that question in one form or another more than once but because of the difficulty in measuring the specific effects of a given course program or conference the question has not been answered satisfactorily since ce is costly since ce is now mandated in some states for re registration and since its worth has not been proven in formal evaluation research the pressure to evaluate remains strong the question can be partially answered by a more careful definition of continuing education particularly the goals to be achieved by ceo another part of the answer depends on the development of a stronger commitment to evaluation of ce by its providers but a significant part of the answer might be provided through the improvement of methods used in evaluation of continuing education for health professionals to address this last concern the development and demonstration center in continuing education for the health professions of the university of southern california organized and conducted a meeting of academicians and practitioners in evaluation of continuing education during a three day period participants heard formal presentations by five invited speakers and then discussed the application of the state of the art of educational evaluation to problems of evaluation of continuing education for health professionals

this book is intended to promote the development of systems of continuing education and describe some of the principles involved in establishing them at either a national or regional level the book is designed for workshop organizers workshop participants and persons interested in promoting continuing education systems resources are provided for a five day workshop in which participants review the existing provision of continuing education in their countries or areas identify ways in which this provision could be improved prepare policy documents outline programs and agree on a specific plan of action that would lead to the development of an improved system of continuing education part 1 over 50 percent of the book provides detailed explanations of the steps entailed in developing a system of education the individual chapters constituting part 1 deal with definitions content and methods the concept of a system needs assessment steps in writing a policy statement some activities of a system programme design organizational structures implementation and evaluation part 2 covers running a workshop it includes 12 workshop exercises part 3 is a workshop leaders guide appendixes to part 1 deal with continuing education in cuba annual performance assessments use of questionnaires task and competence analysis and preparation of policy statements mn

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