

Pain Clinic Patient Progress Note

Date last seen: _____

How would you best describe your pain? (please check all that apply)

Dull, throbbing, aching

Shock-like, numb or tingling

Burning

Other

Please rate your pain by circling the one number that best describes your pain on the average over the past few days (While taking your pain medication)

1 2 3 4 5 6 7 8 9 10

What makes your pain worse?

standing

walking

sitting

bending or twisting

ice

heat

What makes your pain better?

standing

walking

sitting

bending or twisting

ice

heat

To what degree has pain interfered with the following activities 1=no interference, 10=maximum interference

Your sleep

1...2...3...4...5...6...7...8...9...10

General activity

1...2...3...4...5...6...7...8...9...10

Mood

1...2...3...4...5...6...7...8...9...10

Walking ability

1...2...3...4...5...6...7...8...9...10

Normal work (at home and outside)

1...2...3...4...5...6...7...8...9...10

Relations with others

1...2...3...4...5...6...7...8...9...10

Enjoyment of life

1...2...3...4...5...6...7...8...9...10

Did your pain medicine cause a problem?

None Mild Moderate Severe

Nausea				
Constipation				
Drowsiness				
Confusion				
Dry mouth				
Headache				
Weight gain				
Sexual problems				

List all Medications & dosages you currently take

Did you achieve your physical goals since your last visit? (activities that your pain prevented you from doing)

No

Didn't try

almost achieved

achieved

achieved and more

What new goals have you made?

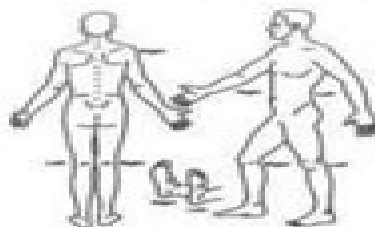
Please indicate where your present pain is:

||||| Stabbing

XXX Burning

==== Numbness

000 Pins& Needles



Since your last visit, have you had any changes to:
Your Medical History: _____

Your Surgical History: _____

Have you experienced any major life changes/events: _____

Please list concerns, in order of importance, that you would like to discuss today: _____

Place sticker here

Date: _____

Medicine Progress Test

Yi-Tong Ma



Medicine Progress Test:

Instructional Approaches for Health Professions Education Jesus, Ângelo, 2025-01-27 As healthcare systems improve and evolve professionals in allied health must adapt and broaden their roles It becomes crucial to ensure current and future the allied healthcare workforce receives proper training considering the new competencies required to deliver exceptional multidisciplinary patient healthcare These approaches encompass a variety of teaching strategies including traditional lectures hands on clinical training simulation based learning problem based learning and interprofessional education Each method is designed to address the unique challenges of educating healthcare professionals such as the need for both theoretical knowledge and practical application in high pressure environments By integrating evidence based strategies and innovative technologies effective instructional approaches may foster critical thinking promote patient centered care and ensure learners are well prepared to meet the demands of the healthcare system Instructional Approaches for Health Professions Education presents teaching practices and methods for allied health curricula and offers reviews of pedagogic methodologies within the realm of healthcare in allied health curricula It examines learning assesses the impact of undergraduate interventions on patient outcomes and compares various healthcare teaching pedagogies and models This book covers topics such as digital technology medical training and career development and is a useful resource for medical professionals healthcare workers business owners educators academicians and researchers **Advances in Medical Education** A.J.J.A. Scherpbier, Cees P.M. van der Vleuten, J.J. Rethans, A.F.W. van der Steeg, 2012-12-06 About 550 registrants from 51 different countries attended the Seventh Ottawa Conference on Medical Education and Assessment in Maastricht We received 525 abstracts for the conference divided in thematic poster sessions and platform presentations Organising the conference was an honour and we tried to meet the high standards of a friendly and relaxed atmosphere which has characterized previous Ottawa conferences During and after the conference about 250 papers were submitted for publication in the conference proceedings leaving us little time for a post conference depression Despite the large number of papers the editors have attempted to review and edit the papers as care fully as possible Occasionally however correspondence exceeded reasonable deadlines preventing careful editing of a small number of the papers Although we felt that our editorial task was not quite finished we nevertheless decided to include these papers We thank the many authors for their enthusiastic and prompt response to occasionally tedious editorial suggestions and requests We are sure that this collective effort has resulted in a book that will make an important contribution to the field of medical education The editors want to thank Jocelyn Flippo Berger whose expertise with desk top publishing and perseverance was a great help Progressive Medicine. a Quarterly Digest of Advances, Discoveries, and Improvements in the Medical and Surgical Sciences, 1922 *Lessons from Problem-based Learning* H. J. M. van Berkel, 2010 Problem based learning PBL has excited interest among educators around the world for several decades Among the most notable applications of PBL is the approach taken at the Faculty of Health

Medicine and Life sciences FHML at Maastricht University the Netherlands Starting in 1974 as a medical school the faculty embarked on the innovative pathway of problem based learning trying to establish a medical training program which applied recent insights of education which would be better adapted to the needs of the modern physician The medical school currently part of the FHML can be considered as an established school where original innovations and educational changes have become part of a routine The first book to bring this wealth of information together Lessons from Problem based Learning documents those findings and shares the experiences of those involved to encourage further debate and refinement of problem based learning in specific applications elsewhere and in general educational discussion and thought Each chapter provides a description of why and what has been done in the Maastricht program followed by reflection on the benefits and issues that have arisen for these developments The final section of the book examines the application of PBL in the future and how it is likely to develop further

Exploring Psychology, Sixth Edition, in Modules Study Guide Richard O. Straub, 2004-12-06 For every major content section longtime author Richard Straub has divided each module by major topic each section includes a Preview objectives that require short answers and Stepping Through the Section which include detailed fill in the blank questions The Study Guide also includes self tests critical thinking exercises vocabulary and language activities Internet activities and crossword puzzles

Complete IELTS Bands 6.5-7.5 Teacher's Book Guy Brook-Hart, Vanessa Jakeman, 2013-02-14 This teacher's edition contains full teaching notes answer keys and advice on exam tasks as well as extra photocopiable resources to use in class

Diagnostic Advances in Precision Medicine and Drug Development Emmanuel Kwaku Ofori, Seth Kwabena Amponsah, Yashwant V. Pathak, 2025-06-18 To arrive at the most appropriate decision regarding patient management an essential step for medical practitioners is to determine a correct and accurate diagnosis of the patient's condition In recent years there have been significant technological efforts in chemistry biochemistry laboratory science and biotechnology toward improving disease diagnosis and management in patients Further drug developers have utilized some of these novel diagnostic methods during preclinical and clinical trials that have led to creating efficiencies in their development processes This book provides an overview of diagnostic procedures that aid in precision medicine and the drug development process Presents innovative methodologies for diagnostic testing that will be beneficial to biomedical science researchers and health professionals Discusses recent significant technological advancement toward improving disease diagnosis Describes recent developments in spectroscopic and chromatographic methods that will be of interest to pharma companies and scientists in chemistry biochemistry and pharmacology Gives an overview of the integration of artificial intelligence in digital health that will be beneficial to biotechnologists bioengineers health professionals and people in regulatory agencies Is suitable globally for graduate and postgraduate students studying laboratory medicine

The Wiley Handbook of Problem-Based Learning Mahnaz Moallem, Woei Hung, Nada Dabbagh, 2019-04-23 The first book to offer an in depth exploration of the topic of problem based learning with contributions

from international experts The Wiley Handbook of Problem Based Learning is the first book of its kind to present a collection of original essays that integrate the research and practice of problem based learning in one comprehensive volume With contributions from an international panel of leading scholars researchers practitioners and educational and training communities the handbook is an authoritative definitive and contemporary volume that clearly demonstrates the impact and scope of research based practice in problem based learning PBL After many years of its successful implementation in medical education curricula problem based learning is now being emphasized and practiced more widely in K 12 higher education and other professional fields The handbook provides timely and stimulating advice and reflection on the theory research and practice of PBL Throughout the book the contributors address the skills needed to implement PBL in the classroom and the need for creating learning environments that are active collaborative experiential motivating and engaging This important resource Addresses the need for a comprehensive resource to problem based learning research and implementation Contains contributions from an international panel of experts on the topic Offers a rich collection of scholarly writings that challenge readers to refresh their knowledge and rethink their assumptions Takes an inclusive approach that addresses the theory design and practice of problem based learning Includes guidelines for instructional designers and implementation and assessment strategies for practitioners Written for academics students and practitioners in education The Wiley Handbook of Problem Based Learning offers a key resource to the most recent information on the research and practice of problem based learning

Improving Discipline-Based Undergraduate Medical Curriculum Kadambari D,Kumar S,Zayapragassarazan Z,Parija SC,2018-08-31 The past few decades have seen the increasing use of evidence in all aspects of healthcare The concept of evidence informed healthcare began in the 1990s as evidence informed practice and has since become widely accepted It is also accepted that the training of medical graduates must be informed by evidence obtained from educational research This book utilizes an evidence informed approach to improve discipline based undergraduate medical curricula Discipline based undergraduate medical curricula represent a widely adopted choice for undergraduate medical education around the world However there have been criticisms leveled against the discipline based approach One of the shortcomings cited is that students are insufficiently equipped to meet the challenges of today s healthcare As a result various strategies have been proposed One option currently in vogue is the outcome based approach wherein the exit behaviors of medical graduates are explicitly examined and used to guide the educational process The shortcomings present in discipline based undergraduate medical curricula can be overcome by the strengths of these strategies This book recommends improving discipline based undergraduate medical curricula by combining several strategies including the adoption of an outcome based approach and the use of evidence informed implementable solutions The book is relevant for all faculty administrators and policymakers involved in undergraduate medical education and can also be used as a resource for faculty development

Annual Report National Board of Medical Examiners,2007 Essential Skills for a Medical Teacher Ronald M.

Harden, Jennifer M Laidlaw, 2016-07-26 Essential Skills for a Medical Teacher is a perfect introduction for new teachers to the exciting opportunities facing them whether they are working in undergraduate postgraduate or continuing education It will also be of considerable use to more experienced teachers to review and assess their own practice and gain a new perspective on how best to facilitate their students or trainees learning The contents are based on the authors extensive experience of what works in medical education whether in teaching and curriculum planning or in the organisation of faculty development courses in medical education at basic and advanced levels The text provides hints drawn from practical experience to help teachers create powerful learning opportunities for their students providing readable guidelines and introducing new techniques that potentially could be adopted for use in any teaching programme Throughout the book introduces some key basic principles that underpin the practical advice that is given and which will help to inform teaching practice This book will assist readers to reflect on and analyse with colleagues the different ways that their work as a teacher or trainer can be approached and how their student or trainee s learning can be made more effective Medical Education is changing rapidly and this new edition takes full account of a number of important recent developments The text is fully updated after a thorough review of the medical education literature Five new chapters are incorporated The teacher is important Collaborations in the delivery of the education programme The authentic curriculum Student engagement Inter professional education New concepts added to the book include Content specification as threshold concepts Entrustable professional activities as an approach to outcomes Longitudinal integrated clinical clerkships as part of clinical teaching Integration of basic and clinical sciences Refinement and expansion of the FAIR principles Additional references to further reading

The Challenge of Problem-based Learning David Boud, Grahame Feletti, 1998 First Published in 1998

Routledge is an imprint of Taylor Francis an informa company Veterinary Medical Education Jennifer L.

Hodgson, Jacquelyn M. Pelzer, 2024-01-12 Veterinary Medical Education Practical yet complete reference to all aspects of veterinary medical education Veterinary Medical Education A Practical Guide Second Edition offers a comprehensive reference to all aspects of veterinary medical education providing concrete guidance for instructors in a variety of settings The book gives real world practical veterinary specific advice on all aspects of designing and implementing a veterinary curriculum This Second Edition includes new and expanded information on widening access on admissions competency based veterinary education academic advising and student support eLearning transition to practice and career opportunities educational leadership and global veterinary education This revised edition has been significantly enhanced and updated featuring twelve new chapters and many expanded chapters It includes diagrams figures and informational boxes that highlight key points clarify concepts provide helpful tips and evidence from the literature and examples of educational innovations that could be adopted in veterinary programs Veterinary Medical Education covers Student selection including widening access Curricular innovations and competency based veterinary education Learning theories eLearning and their

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Second Edition of Veterinary Medical Education is an indispensable resource for anyone involved with veterinary education
including instructors and faculty at veterinary colleges continuing education instructors veterinary technology instructors
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Methodologies and Intelligent Systems for Technology Enhanced Learning, 8th International Conference Tania Di Mascio, Pierpaolo Vittorini, Rosella Gennari, Fernando De la Prieta, Sara Rodríguez, Marco Temperini, Ricardo Azambuja Silveira, Elvira Popescu, Loreto Lancia, 2018-09-22 This book presents the outcomes of the 8th International Conference in Methodologies and Intelligent Systems for Technology Enhanced Learning held in Toledo Spain hosted by the University of Castilla La Mancha from 20 th to 22nd June 2018 Further expanding the topics of the previous editions the conference provided an open forum for discussing intelligent systems for technology enhanced learning TEL and their roots in novel learning theories empirical methodologies for their design or evaluation stand alone and web based solutions and maker spaces and also fostering entrepreneurship and increasing business startup ideas It brought together researchers and developers from industry the education field and the academic world to report on the latest scientific research technical advances and methodologies

Written Assessment in Medical Education Hosam Eldeen Elsadig Gasmalla, Alaa AbuElgasim Mohamed Ibrahim, Majed M. Wadi, Mohamed H. Taha, 2023-03-11 This book is an indispensable yet simple reference for the daily use of a medical teacher It addresses the needs of medical teachers interested in providing instruction and assessment in writing and written language offering detailed guidance in simple and straightforward language The book goes beyond mere description it provides many practical examples valuable materials that can be utilized in training workshops and medical educator professional development courses The book will be of interest to novice and experienced teachers in medical schools in addition to university teachers in other health professions such as dentistry pharmacy nursing medical laboratory physiotherapy biomedical engineering and veterinary medicine

Veterinary Medicine, 1920 **New Directions for Medical Education** Henk G. Schmidt, Mack Jr. Lipkin, Marten W. de Vries, Jacobus M. Greep, 2012-12-06 Primary care medicine is the new frontier in medicine Every nation in the world has recognized the necessity to deliver personal and primary care to its people This includes first contact care care based in a positive and caring personal relationship care by a single healthcare provider for the majority of the patient s problems coordination of all care by the patient s personal provider advocacy for the patient by the provider the provision of preventive care and psychosocial care as well as care for episodes of acute and chronic illness These facets of care work most effectively when they are embedded in a coherent integrated approach The support for primary care derives from several

significant trends First technologically based care costs have rocketed beyond reason or availability occurring in the face of exploding populations and diminishing real resources in many parts of the world even in the wealthier nations Simultaneously the primary care disciplines general internal medicine and pediatrics and family medicine have matured significantly They have become viable alternatives to the specialty approach to care with its potential dehumanization coordination problems and increased cost

International Handbook of Research in Medical Education Geoffrey R. Norman, Cees P.M. van der Vleuten, D.I. Newble, 2012-12-06 GEOFF NORMAN McMaster University Hamilton Canada CEES VAN DER VLEUTEN University of Maastricht Netherlands DA VID NEWBLE University of Sheffield England The International Handbook of Research in Medical Education is a review of current research findings and contemporary issues in health sciences education The orientation is toward research evidence as a basis for informing policy and practice in education Although most of the research findings have accrued from the study of medical education the handbook will be useful to teachers and researchers in all health professions and others concerned with professional education The handbook comprises 33 chapters organized into six sections Research Traditions Learning The Educational Continuum Instructional Strategies Assessment and Implementing the Curriculum The research orientation of the handbook will make the book an invaluable resource to researchers and scholars and should help practitioners to identify research to place their educational decisions on a sound empirical footing

THE FIELD OF RESEARCH IN MEDICAL EDUCATION The discipline of medical education began in North America more than thirty years ago with the founding of the first office in medical education at Buffalo New York by George Miller in the early 1960s Soon after large offices were established in medical schools in Chicago University of Illinois Los Angeles University of Southern California and Lansing Michigan State University All these first generation offices mounted master's level programs in medical education and many of their graduates went on to found offices at other schools

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Teaching Psychiatry to Undergraduates Patrick Hughes, Julie Langan Martin, 2022-10-13 Psychiatry requires a unique blend of knowledge skills and attitudes with important ethical and philosophical issues intrinsic to the specialty Although teaching is an important part of training and working as a psychiatrist this is often carried out without any specific training in educational theory or practice This book teaches readers how to apply educational theory in this complex setting to provide the best possible learning experience for students Chapters are short and focused allowing the busy psychiatrist or other professional involved in undergraduate psychiatry teaching to pick it up absorb some of the principles and start applying them straight away to improve their teaching Contributions from individuals with lived experience throughout the book provide insight into the patient experience and how this can be sensitively and effectively incorporated into undergraduate teaching and the benefits that can be gained from doing so

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