

คู่มือการใช้งาน ฐานข้อมูล

HBP Student Success Package



แหล่งทรัพยากรเนื้อหาที่ไม่ซ้ำใครเพื่อสนับสนุนนักศึกษา
สาขาวิชาธุรกิจในการเตรียมความพร้อมสำหรับโลก
ธุรกิจและ ความสำเร็จในอาชีพ
การทำงานในอนาคต

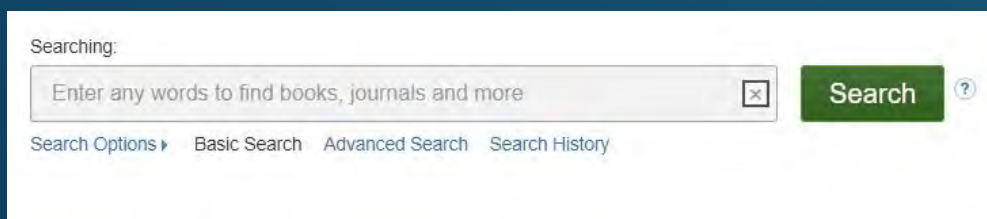
EBSCO

จุดเด่นในการสืบค้น (Search)

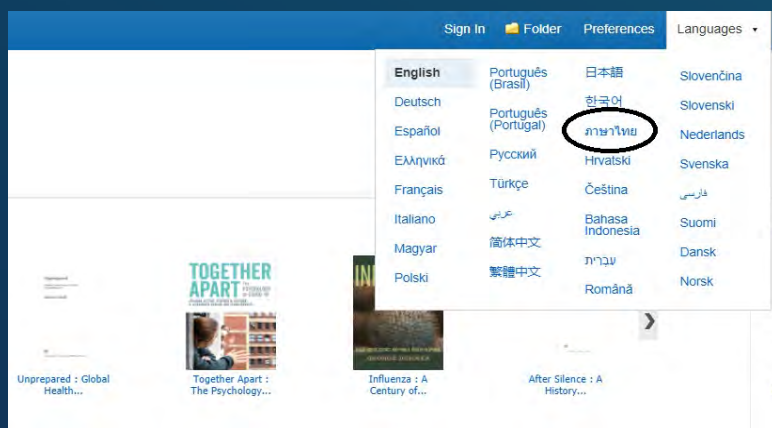
1. User ID และ Password สามารถกำหนดเองได้ เพื่อใช้สืบค้นนอกมหาวิทยาลัย ติดต่อบรรณารักษ์เพื่อขอรหัสเข้าใช้



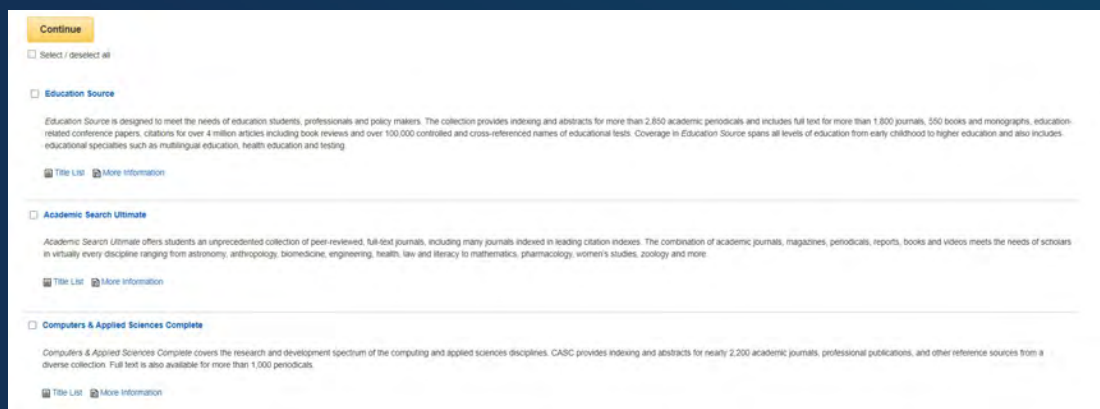
2. รูปแบบการสืบค้นพื้นฐานแบบ Google Search สามารถสืบค้นฐานข้อมูลได้จากทุกที่



3. สามารถเลือกแสดงเมนูและฟังก์ชันต่างๆเป็นภาษาไทยได้



4. สามารถเลือกฐานข้อมูลเฉพาะที่ต้องการสืบค้น หรือทำการสืบค้นครั้งเดียวจากทุกฐานข้อมูลก็ได้



5. สามารถเลือกแสดงบทความในรูปแบบ HTML หรือ PDF รวมทั้งสามารถแสดงบทคัดย่อของบทความเพียงแค่เลื่อนเมาส์และคลิกที่ Preview Icon ทางด้านขวามือ

6. Pandemics Past and Present: A Guided Inquiry Approach.

By: Willey, Joanne M; Olivet, Doreen M; Bird, Jeffrey B; Brenner, Judith M
Search Ultimate

Subjects: COVID-19 pandemic; PANDEMICS; IDENTITY (Psychology); SCIENTIFIC literature; MEDICAL students; CONTINUING medical education; GRADUATE medical education

HTML Full Text **PDF Full Text** **Save PDF**

Authors: Willey, Joanne M; Olivet, Doreen M; Bird, Jeffrey B; Brenner, Judith M
Source: Journal of Medical Education & Curricular Development
Date: 2020
Publication Type: Academic Journal

Abstract: Background: COVID-19 exposed undergraduate medical education curricular gaps in exploring historical pandemics, how to critically consume scientific literature and square it with the lay press, and how to grapple with emerging ethical issues. In addition, as medical students were dismissed from clinical environments, their capacity to build community and promote professional identity formation was compromised. Methods: A synchronous, online course entitled Life Cycle of a Pandemic was developed using a modified guided inquiry approach. Students met daily for 2 weeks in groups of 15 to 18 with a process facilitator. During the first week, students reported on lessons learned from past pandemics; in the second week, students discussed ethical concerns surrounding COVID-19 clinical trials, heard from physicians who provided patient care in the HIV and COVID-19 pandemics, and concluded with an opportunity for reflection. Following the course, students were asked to complete an anonymous, voluntary survey to assess their perceptions of the course. Results: With a response rate of 69%, an overwhelming majority of students agreed or strongly agreed that learning about historical pandemics helped them understand COVID-19 (72-99%). The course successfully helped students understand current and potential COVID-19 management strategies as 66 (90%) agreed or strongly agreed they developed a better understanding of nonpharmacological interventions and new pharmacological treatments. Students also gained insight into the experiences of healthcare providers who cared for patients with HIV and COVID-19. Qualitative

HTML Full Text **PDF Full Text** **Save PDF to Cloud (568KB)**
Add to folder **Detailed Record**

6. การเรียกดูวารสารแบบ HTML สามารถเลือกแปล และอ่านออกเสียงบทความเป็นภาษาไทยได้

>> การแปลเป็นภาษาไทยให้ไปที่ "Choose Language" และเลือก "ไทย"

Result List Refine Search 6 of 73,469

Choose Language Translate

Pandemics Past and Present: A Guided Inquiry Approach. By: Willey, Joanne M, Olivet, Doreen M, Bird, Jeffrey B, Brenner, Judith M, Journal of Medical Education & Curricular Development, 23821205, 11/27/2020
Academic Search Ultimate

s Past and Present: A Guided Inquiry Approach

Listen American Accent

Background: COVID-19 exposed undergraduate medical education curricular gaps in exploring historical pandemics, how to critically consume scientific literature and square it with the lay press, and how to grapple with emerging ethical issues. In addition, as medical students were dismissed from clinical environments, their capacity to build community and promote professional identity formation was compromised. Methods: A synchronous, online course entitled Life Cycle of a Pandemic was developed using a modified guided inquiry approach. Students met daily for 2 weeks in groups of 15 to 18 with a process facilitator. During the first week, students reported on lessons learned from past pandemics; in the second week, students discussed ethical concerns surrounding COVID-19 clinical trials, heard from physicians who provided patient care in the HIV and COVID-19 pandemics, and concluded with an opportunity for reflection. Following the course, students were asked to complete an anonymous, voluntary survey to assess their perceptions of the course. Results: With a response rate of 69%, an overwhelming majority of students agreed or strongly agreed that learning about historical pandemics helped them understand COVID-19 (72-99%). The course successfully helped students understand current and potential COVID-19 management strategies as 66 (90%) agreed or strongly agreed they developed a better understanding of nonpharmacological interventions and new pharmacological treatments. Students also gained insight into the experiences of healthcare providers who cared for patients with HIV and COVID-19. Qualitative

7. การเลือกฟังการอ่านออกเสียง สามารถเลือกความเร็วในการอ่าน และสำเนียงในการอ่านออกเสียงได้ 3 สำเนียง

Title: Pandemics Past and Present: A Guided Inquiry Approach. By: Willey, Joanne M, Olivet, Doreen M, Bird, Jeffrey B, Brenner, Judith M, Journal of Medical Education & Curricular Development, 23821205, 11/27/2020
Database: Academic Search Ultimate

Pandemics Past and Present: A Guided Inquiry Approach

Contents

- Introduction
- Methods
- Setting and participants
- Curricular design

Listen American Accent American Accent Australian Accent British Accent

Background: COVID-19 exposed undergraduate medical education curricular gaps in exploring historical pandemics, how to critically consume scientific literature and square it with the lay press, and how to grapple with emerging ethical issues. In addition, as medical students were dismissed from clinical environments, their capacity to build community and promote professional identity formation was compromised. Methods: A synchronous, online course entitled Life Cycle of a Pandemic was developed using a modified guided inquiry approach. Students met daily for 2 weeks in groups of 15 to 18 with a process facilitator. During the first week, students reported on lessons learned from past pandemics; in the second week, students discussed ethical concerns surrounding COVID-19 clinical trials, heard from physicians who provided patient care in the HIV and COVID-19 pandemics, and concluded with an opportunity for reflection. Following the course, students were asked to complete an anonymous, voluntary survey to assess their perceptions of the course. Results: With a response rate of 69%, an overwhelming majority of students agreed or strongly agreed that learning about historical pandemics helped them understand COVID-19 (72-99%). The course successfully helped students understand current and potential COVID-19 management strategies as 66 (90%) agreed or strongly agreed they developed a better understanding of nonpharmacological interventions and new pharmacological treatments. Students also gained insight into the experiences of healthcare providers who cared for patients with HIV and COVID-19. Qualitative

การสืบค้นวารสาร (*Publications Search*)

1. คลิกเลือก Publication ที่มุมบนซ้ายมือของหน้าจอการสืบค้น
พิมพ์ชื่อวารสารที่ต้องการค้น แล้วกดปุ่ม Browse
วารสารจะถูกเรียงตามลำดับตัวอักษร A - Z

New Search **Publications** Subject Terms Cited References Images More ▾

Publications

Browsing: Academic Search Ultimate -- Publications

Browse

☒ Alphabetical ☐ By Subject & Description ☐ Match Any Words

Page: Previous Next ▸ ◀ ABCDEFGHIJKLMNOPQRSTUVWXYZ ▶

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2. คลิกที่ชื่อวารสารที่ต้องการอ่าน

Browse

☒ Alphabetical ☐ By Subject & Description ☐ Match Any Words

Page: Previous Next ▸ ◀ ABCDEFGHIJKLMNOPQRSTUVWXYZ ▶

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☐ **Environment**

Bibliographic Records: 01/01/1975 To Present
Full Text: 01/01/1975 To Present (With A 18 Month Delay)
*Full Text Delay Due To Publisher Restrictions ("Embargo")
 PDF Full Text; HTML Full Text

3. แสดงผลรายละเอียดของวารสาร เช่น ชื่อสำนักพิมพ์
รายชื่อวารสารจากเล่มปัจจุบันและย้อนหลัง

Publications

◀ Previous Record Next Record ▶

Search within this publication

Publication Details For "Environment"

Title: Environment
ISSN: 0013-9157

Publisher Information: Taylor & Francis Ltd
4 Park Square
Milton Park
Abingdon
Oxfordshire OX14 4RN
United Kingdom of Great Britain & Northern Ireland

Bibliographic Records: 01/01/1975 to present
Full Text: 01/01/1975 to present (with a 18 Month delay)
*Full text delay due to publisher restrictions ("embargo")

Publication Type: Academic Journal

Subjects: Environmental Technology

Description: Presents articles on the problems of modern technology as they affect the environment.

Publisher URL: <http://www.tandfonline.com/>

Frequency: 6

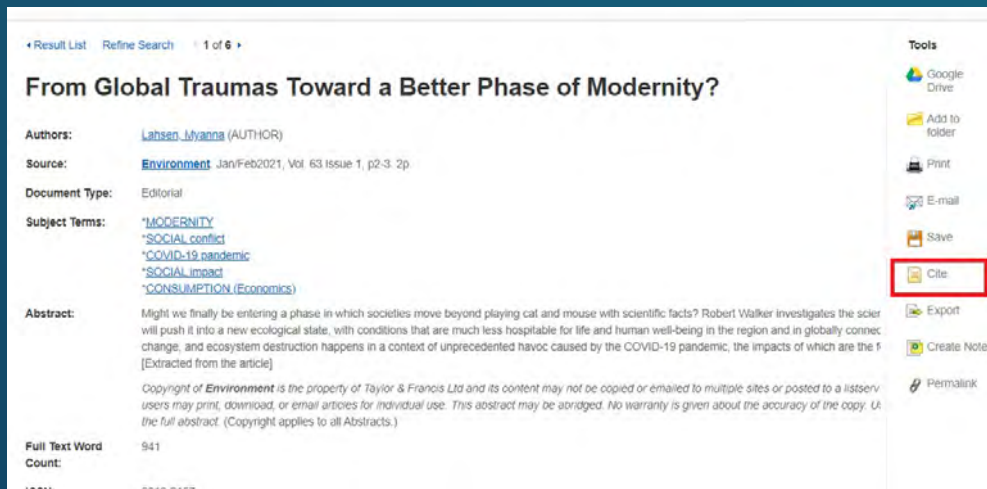
Peer Reviewed: Yes

All Issues and Articles

- + 2021
- + 2020
- + 2019
- + 2018
- + 2017
- + 2016
- + 2015
- + 2014
- + 2013
- + 2012
- + 2011
- + 2010
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- + 2006
- + 2005

การอ้างอิง (References)

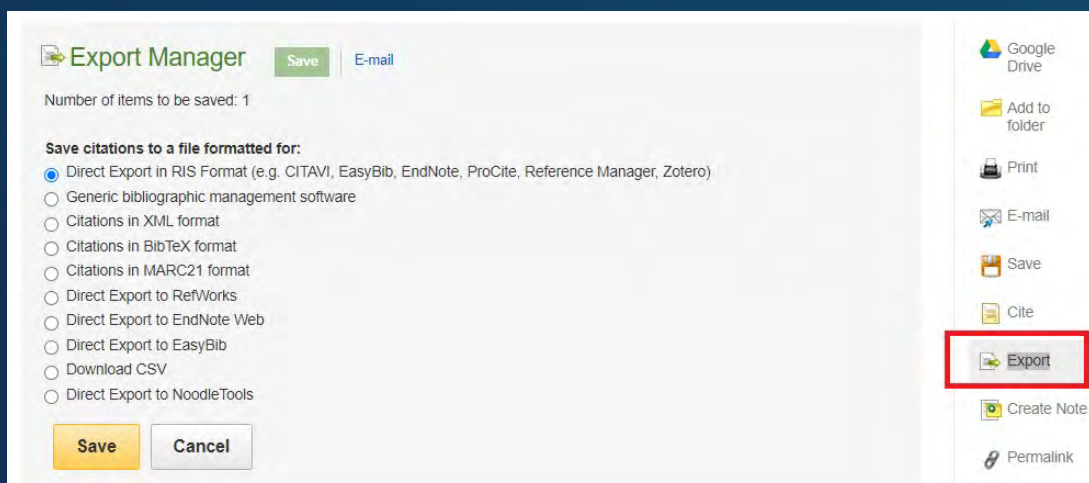
1. อ้างอิงบทความโดย **ไม่ใช่** โปรแกรมสามารถเลือกฟังก์ชัน Cite ที่ด้านขวามือของจอ



2. ท่านสามารถคัดลอกบรรณานุกรมไปใช้ได้ทันทีเพียงเลือกระบบการอ้างอิงที่ต้องการ



3. อ้างอิงบทความโดย **ใช่** โปรแกรมให้เลือก export ที่ด้านขวามือของหน้าจอ แล้วทำการเลือก file format ที่ต้องการ



สอบถามข้อมูลเพิ่มเติม
กรุณาติดต่อบรรณารักษ์ของสถาบัน