Teaching and learning clinical skills: mastering the art of medicine

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2. Clinical skills training in pre-clinical medical education should be tailored to individual student needs. [this thesis]

3. Students in year 1 exhibit different practice strategies for clinical skills compared to year 3 students. [this thesis]

4. Students who use learning strategies that resemble deliberate practice perform better on competency assessments/OSCEs. [this thesis]

5. Assessment drives learning but not all learning is driven by assessment: simulated and real patient contacts provide strong incentives for students to practise clinical skills. [this thesis]

6. Students learn clinical skills during hospital rotations despite the lack of sufficient supervision and feedback. [this thesis]

7. There is a great divide between evidence-based educational strategies and current practice: education continues to be an underfunded and underappreciated aspect of academic medicine. [Stull MJ, Duvivier RJ, Wiley E. Lecture Halls without Lectures N Engl J Med 2012; 367:677-679]

8. Graduate medical education should move away from fixed time training programs to incorporate personalized learning models based on residents' attainment of certain milestones. [Duvivier RJ, MJ Stull, JA Brockman. Shortening Medical Education JAMA 2012; 308(2):133-136]

9. Tomorrow’s doctors must be prepared for their role in a globalised world and be able to look beyond the walls of their own hospitals: think globally, act locally. [Duvivier RJ, Brouwer EE, Weggemans M. Medical Education in Global Health Med Educ 2010; 44:527-530]

10. The ultimate goal of health professionals' education is to improve the health of society. [Duvivier RJ, Stull MJ. Advocacy Training and Social Accountability of Health Professionals Lancet 2011; 378:e17]

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