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.

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]

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    [Rudolf Virchow, 1848]

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Mastering the Art of Medicine

Robbert Duvivier
12-12-2012

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