

Learning through Talk

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Propositions

Learning through Talk: The Role of Discourse in Medical Education

Walter John Eppich

1. Talk in clinical practice represents both competence in communication and the medium of developing clinical competence (this thesis)
2. Debriefings are fit for purpose learning conversations that must be adapted to learning context (this thesis)
3. Conversational tensions, though at times unpleasant, can be productive and contribute to learning from telephone talk (this thesis)
4. Team reflexivity is a promising mechanism to promote collective competence, shared understandings, and learning within clinical teams (this thesis)
5. Clinical event debriefings represent an important growth opportunity in healthcare with great potential to benefit learning and patient care
6. It is much more important to know what sort of a patient has a disease than what sort of a disease a patient has (William Osler)
7. Education is the most powerful weapon you can use to change the world (Nelson Mandela)
8. I hear and I forget. I see and I remember. I do and I understand (Confucius)
9. I found that audio-recording, transcribing, and analyzing our research team meetings enormously valuable in my PhD journey
10. Just get it down (Tim Dornan)