

# Guided Bedside Teaching for Early Learners

## Citation for published version (APA):

Wenrich, M. D. (2018). *Guided Bedside Teaching for Early Learners: Benefits and Impact for Students and Clinical Teachers*. Gildeprint Drukkerijen. <https://doi.org/10.26481/dis.20180912mw>

## Document status and date:

Published: 01/01/2018

## DOI:

[10.26481/dis.20180912mw](https://doi.org/10.26481/dis.20180912mw)

## Document Version:

Publisher's PDF, also known as Version of record

## Please check the document version of this publication:

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## Propositions

1. Early clinical skills training at the bedside provides substantially more to medical students than just exposure to patients and the profession. (this dissertation)
2. Learning communities in medical schools provide a valuable setting for early clinical training and positively impact teachers in addition to students. (this dissertation)
3. Teaching early learners at the bedside stimulates teachers to improve their clinical skills and to use metacognition in their own clinical practices. (this dissertation)
4. Both early learners and their teachers benefit more from dedicated time to teaching clinical skills compared with the teacher dividing his/her time between teaching students and caring for patients. (this dissertation)
5. Learning to teach clinical skills is a complex experience-based process that draws not only on content knowledge but also learning in an evolutionary manner about pedagogical decision-making, understanding of students' typical development trajectory and knowing and selectively choosing the tools and strategies for teaching. (this dissertation, David Irby, Lee Shulman)
6. The very first step towards success in any occupation is to become interested in it. (William Osler)
7. Art-making is learned by immersion. You take in vocabularies of thought and feeling, grammar, diction, gesture, from the poems of others, and emerge with the power to turn language into a lathe for re-shaping, re-knowing your own tongue, heart, and life. (Jane Hirshfield)
8. Tell me and I may listen. Teach me and I may remember. Involve me and I will learn. (Chinese proverb)
9. The vast majority of difficult, important human problems—both inside and outside organizations—are not solved by a swift, decisive stroke. What usually matters are careful, thoughtful, small, practical efforts by people working far from the limelight. In short, quiet leadership is what moves and changes the world. (Joseph Badaracco, Jr.)