

Educational Pearls for the Medical Director

Maia Dorsett



NAEMSP

Medical Director's Course

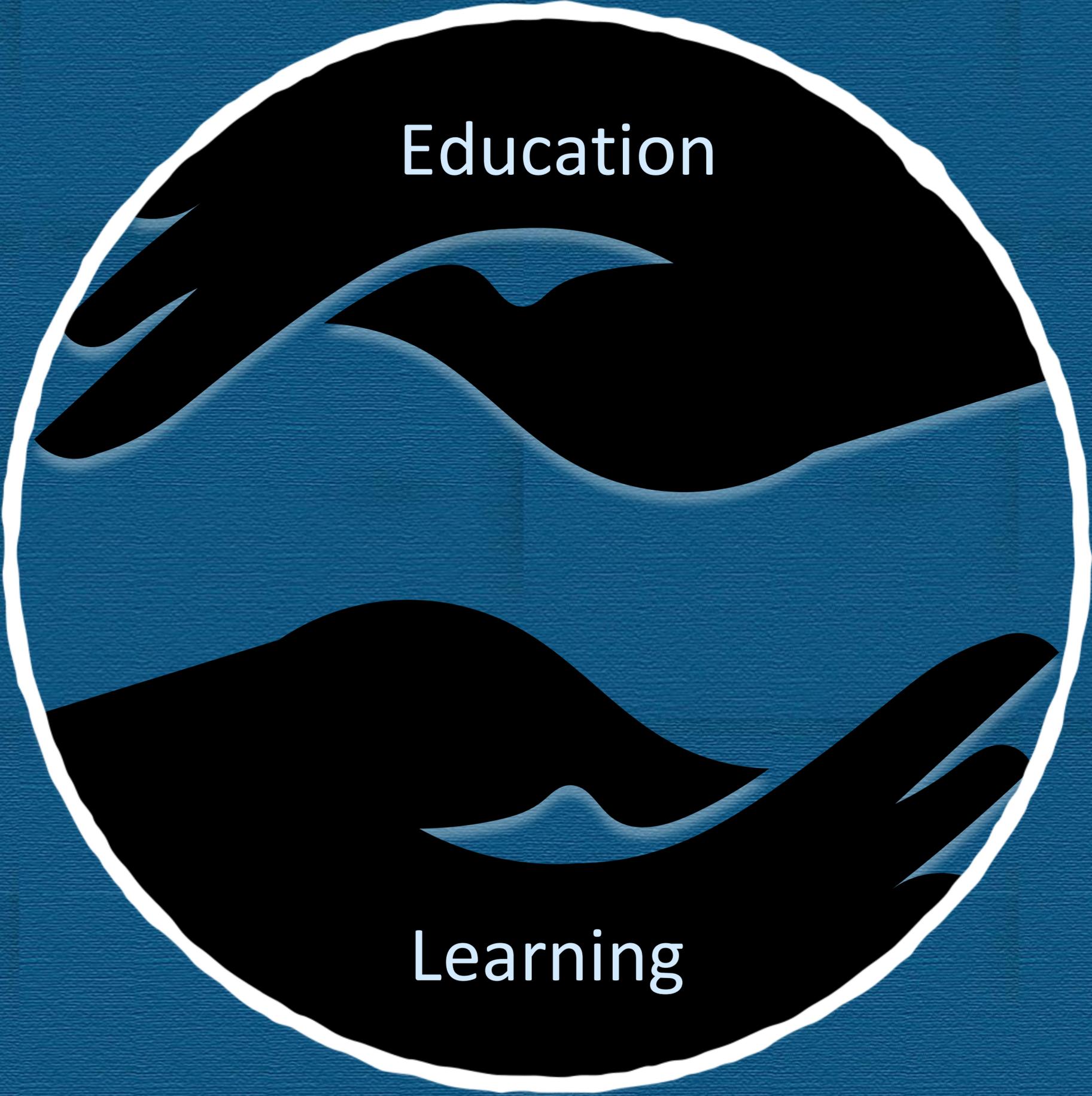
What does it mean to be an
educator?

What is learning?

learning (Def):

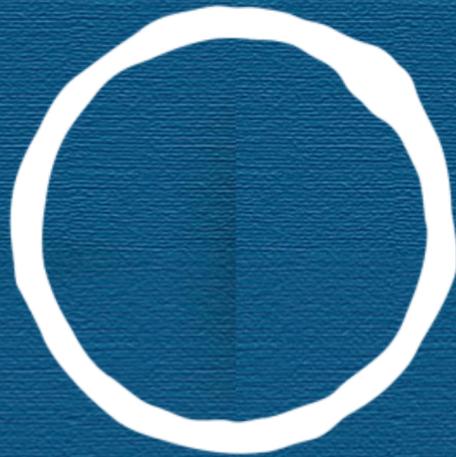
“Expanding the ability to produce the results we truly want”

- Senge, The Fifth Discipline

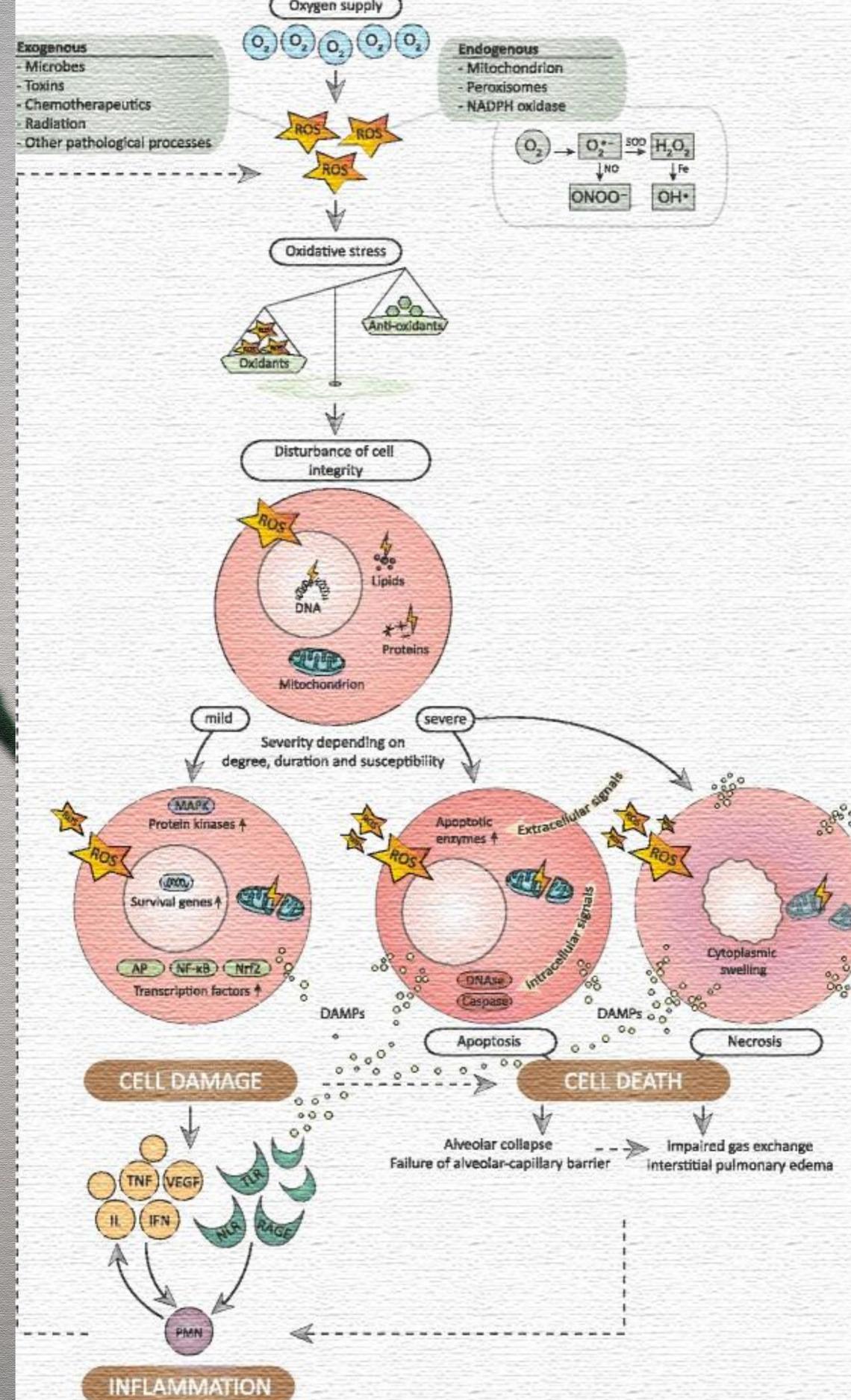


Education

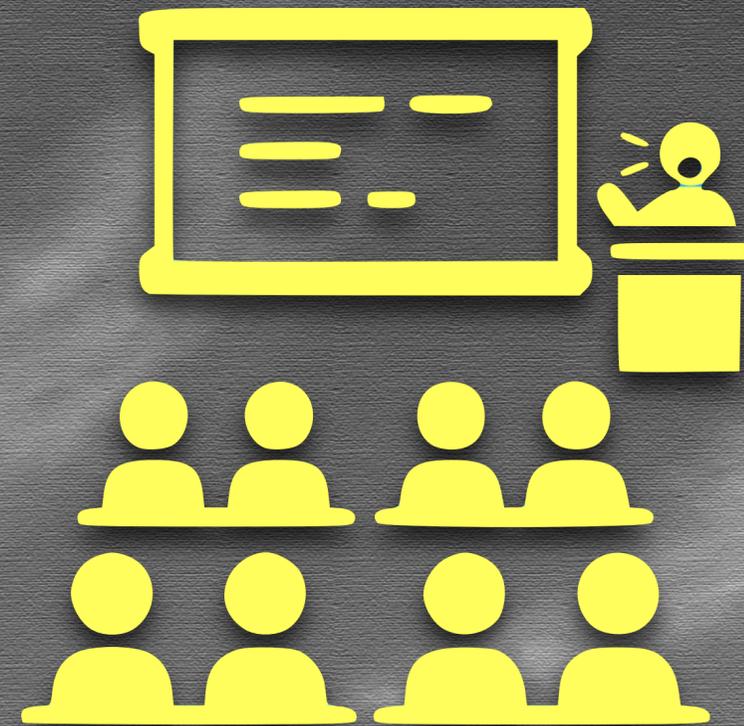
Learning



Oxygen







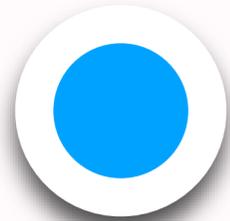




FEEDBACK

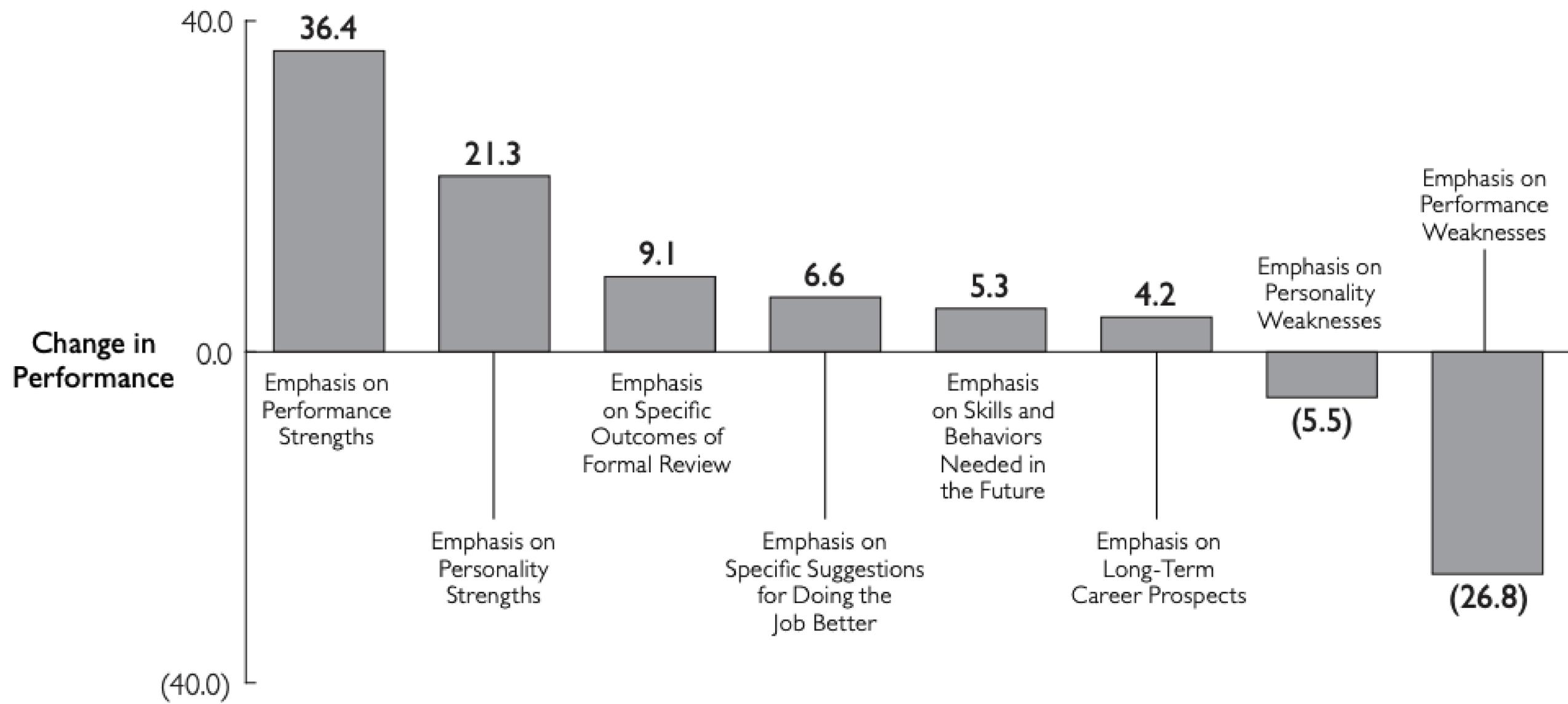


FEEDBACK



FEEDBACK:

POSITIVE > NEGATIVE

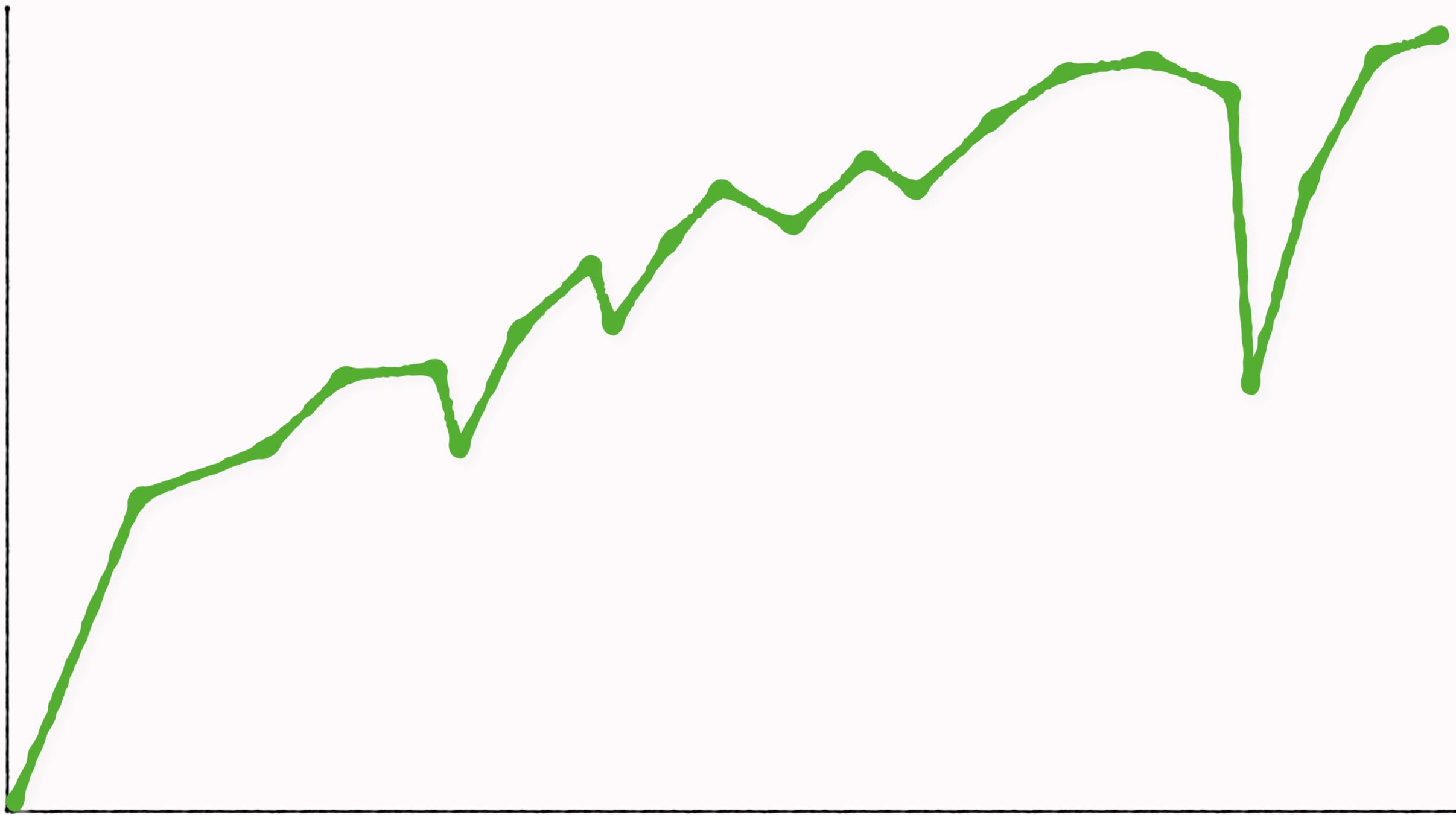


FEEDBACK

POSITIVE > NEGATIVE



Feedback



Time

FEEDBACK:

POSITIVE > NEGATIVE

SPECIFIC

CONSTRUCTIVE FEEDBACK

POSITIVE

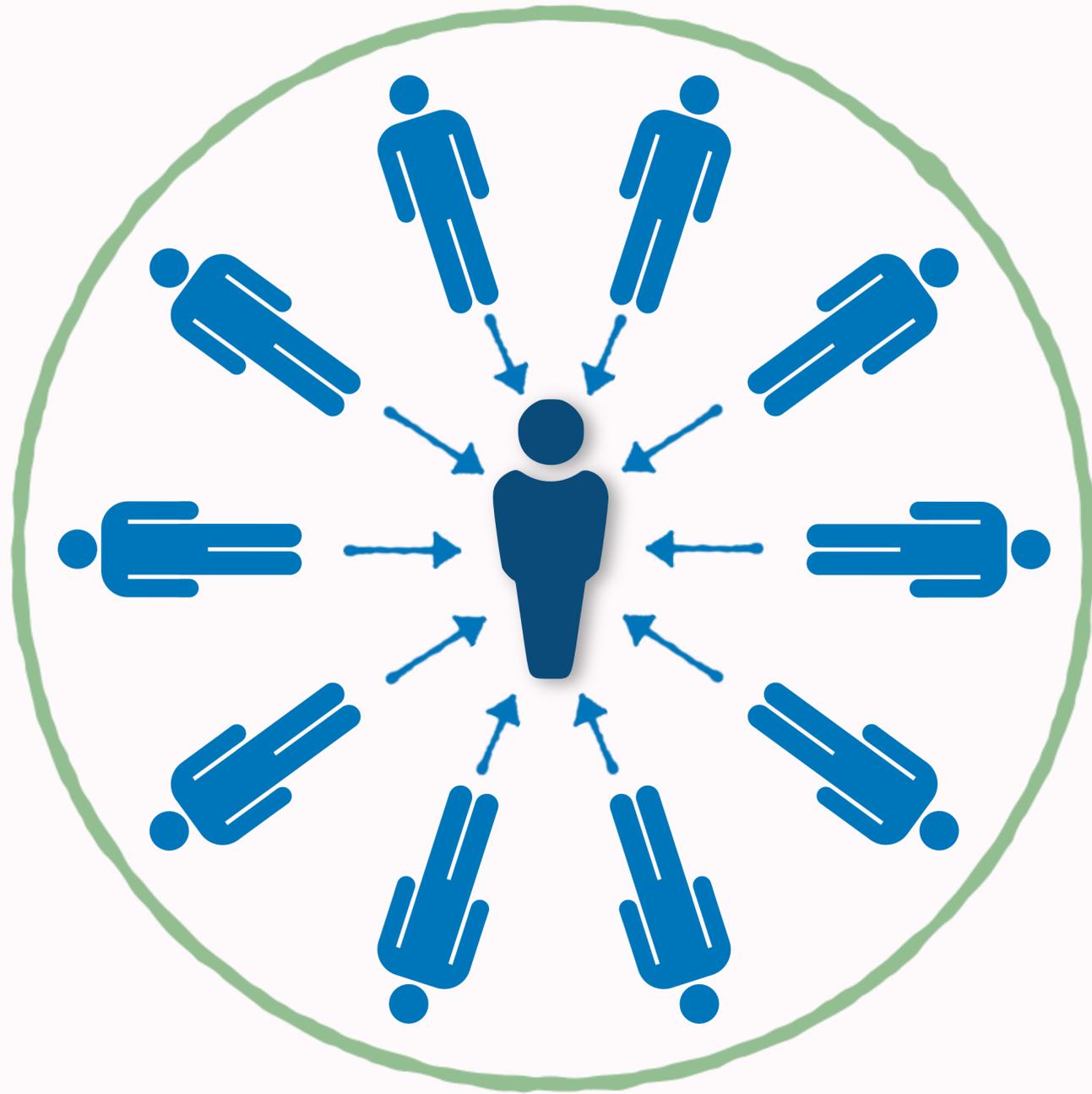
- Information-specific, based on observation
- Not about “right” or “wrong” so that it encourages discussion
- About an EFFORT well done.

NEGATIVE

- Information-specific, based on observation
- Not accusing - focused on outcomes
- About an EFFORT that needs improvement

The most important effort to praise is
the effort to learn from failure.

PSYCHOLOGICAL SAFETY



FAILURE=OPPORTUNITY

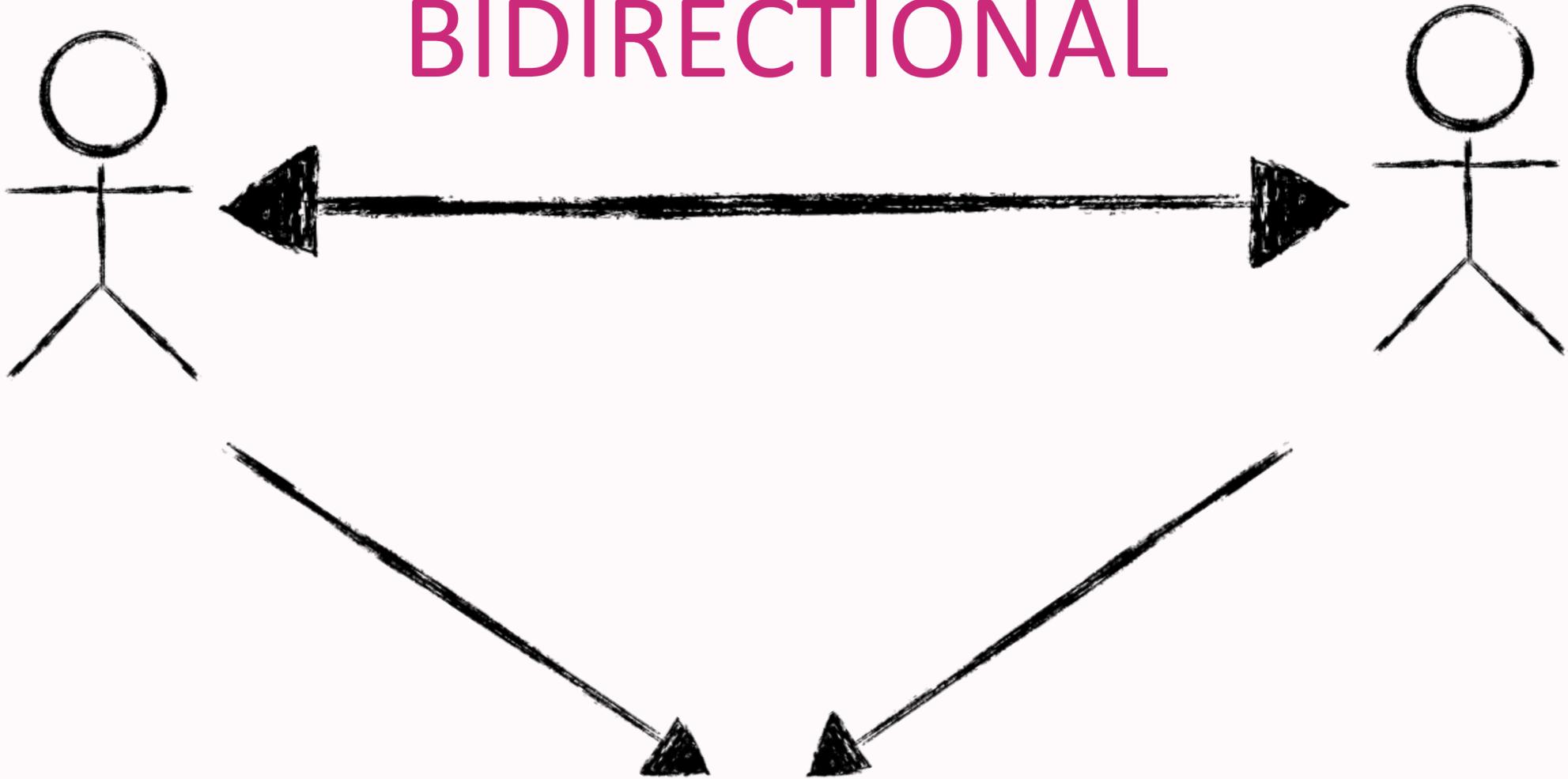
FEEDBACK:

POSITIVE > NEGATIVE

SPECIFIC

 BIDIRECTIONAL 

BIDIRECTIONAL



SHARED PURPOSE



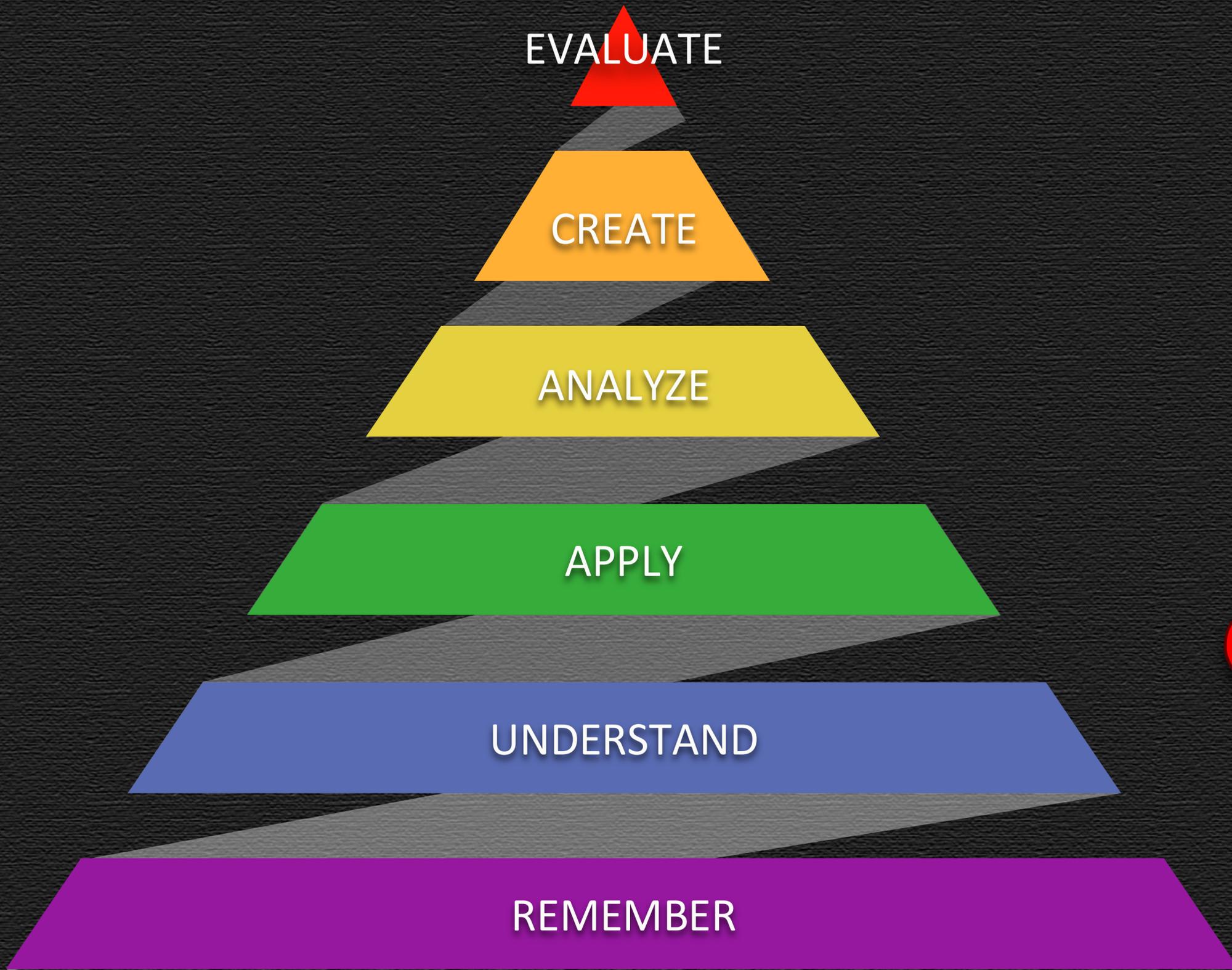


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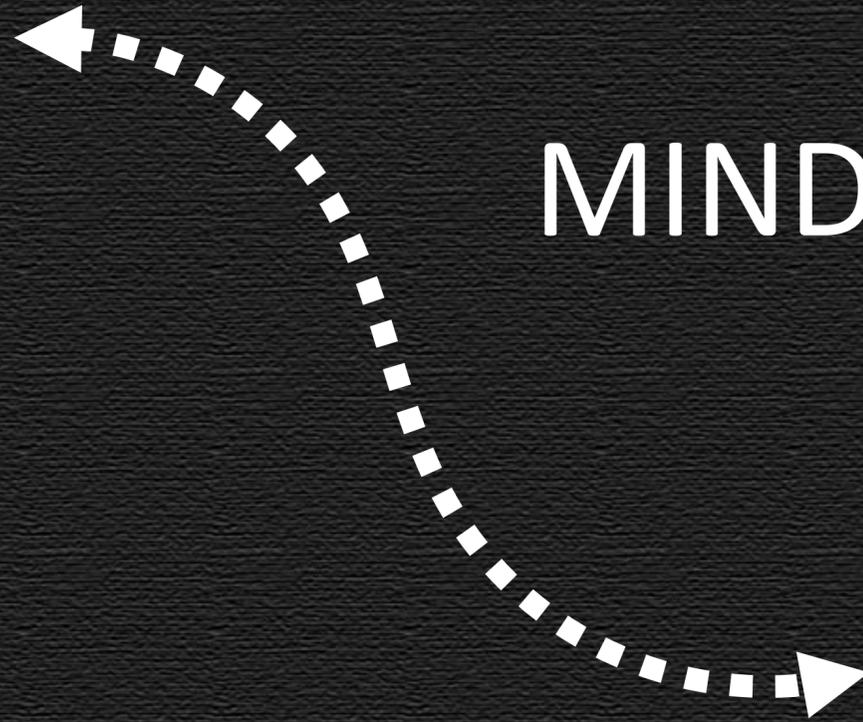


What do I want
them to be able to
do?



What do I want
them to be able to
do?

Where are
they now?



MIND THE GAP

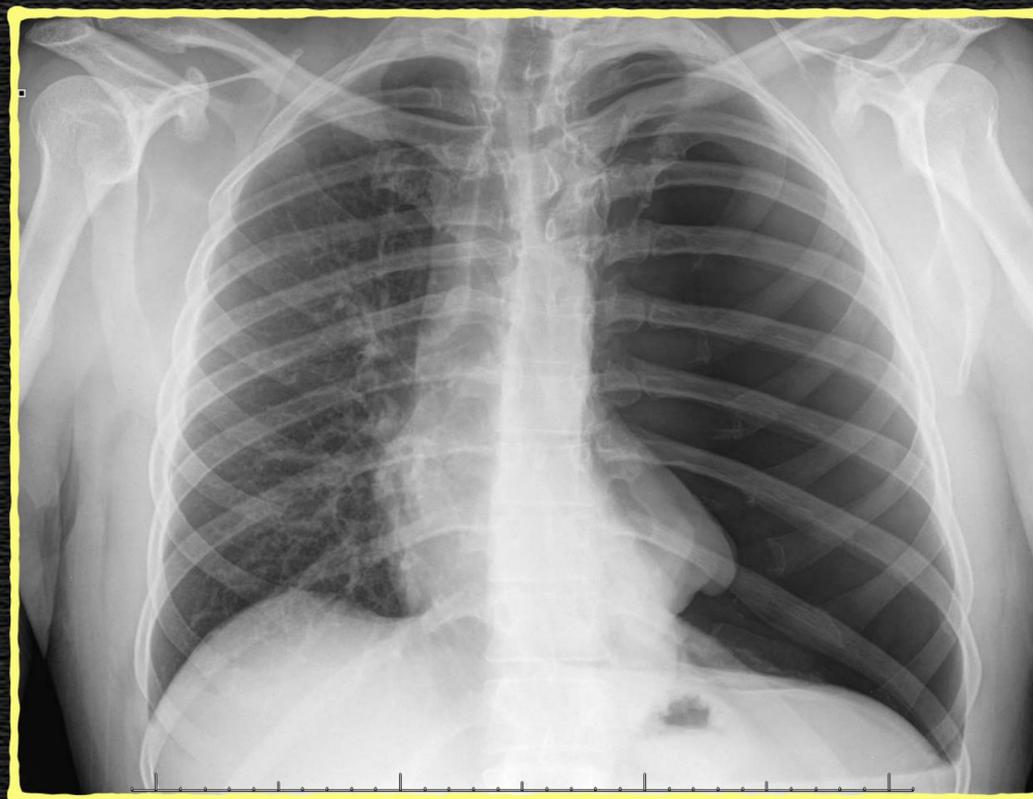


What do I want
them to be able to
do?



KNOWLEDGE

What information do they need to be successful?



KNOWLEDGE

What information do they need to be successful?

SKILLS

What do they need practice to develop the needed proficiencies?



KNOWLEDGE

What information do they need to be successful?

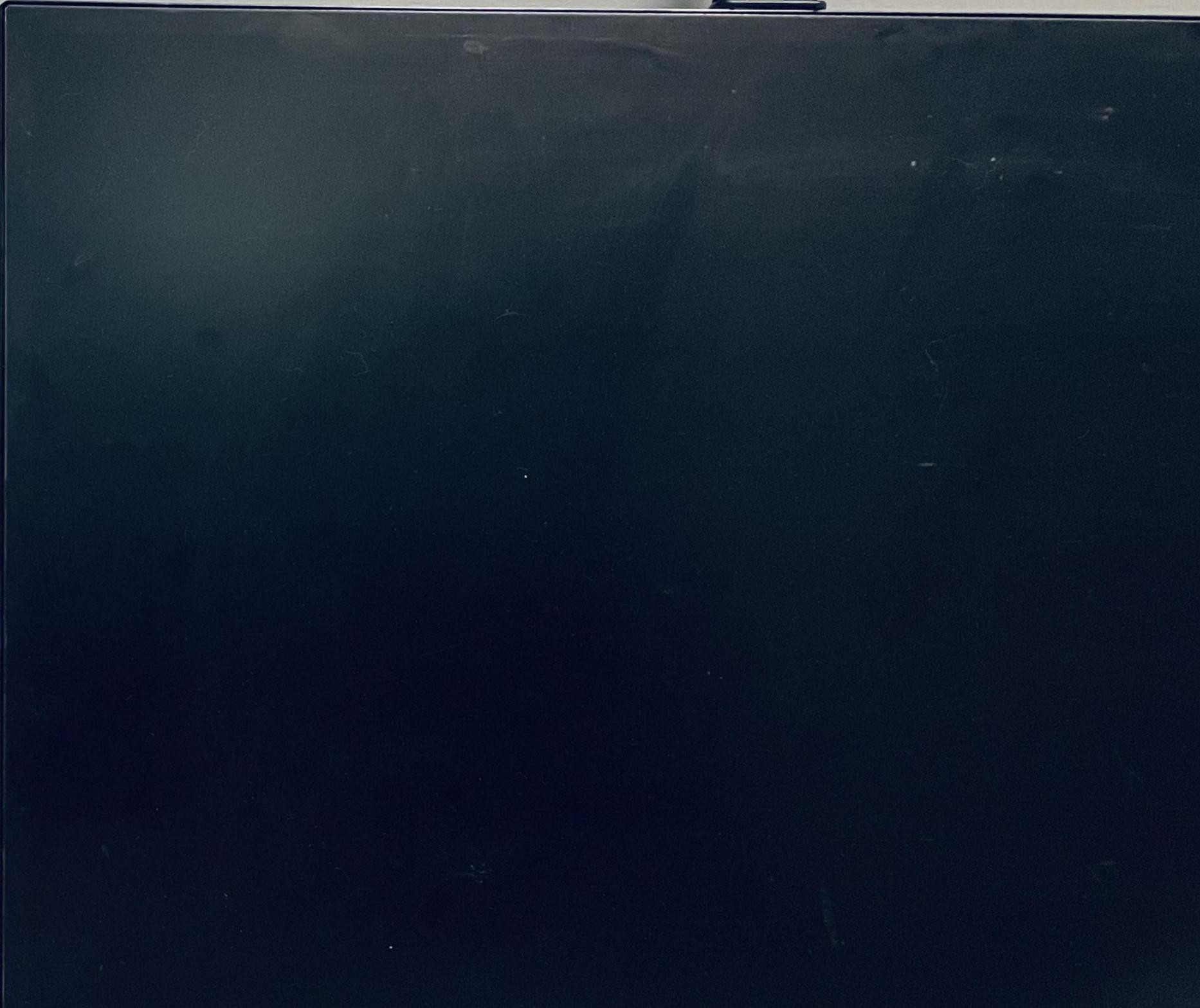
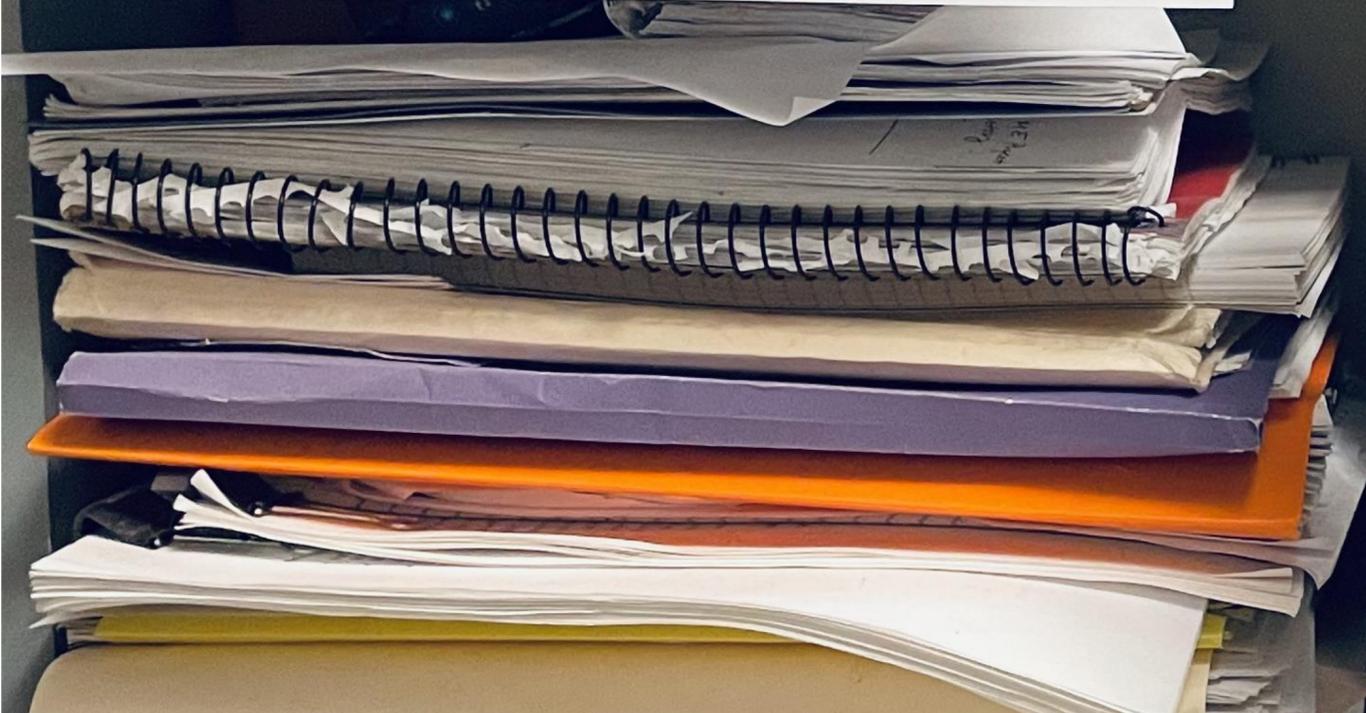
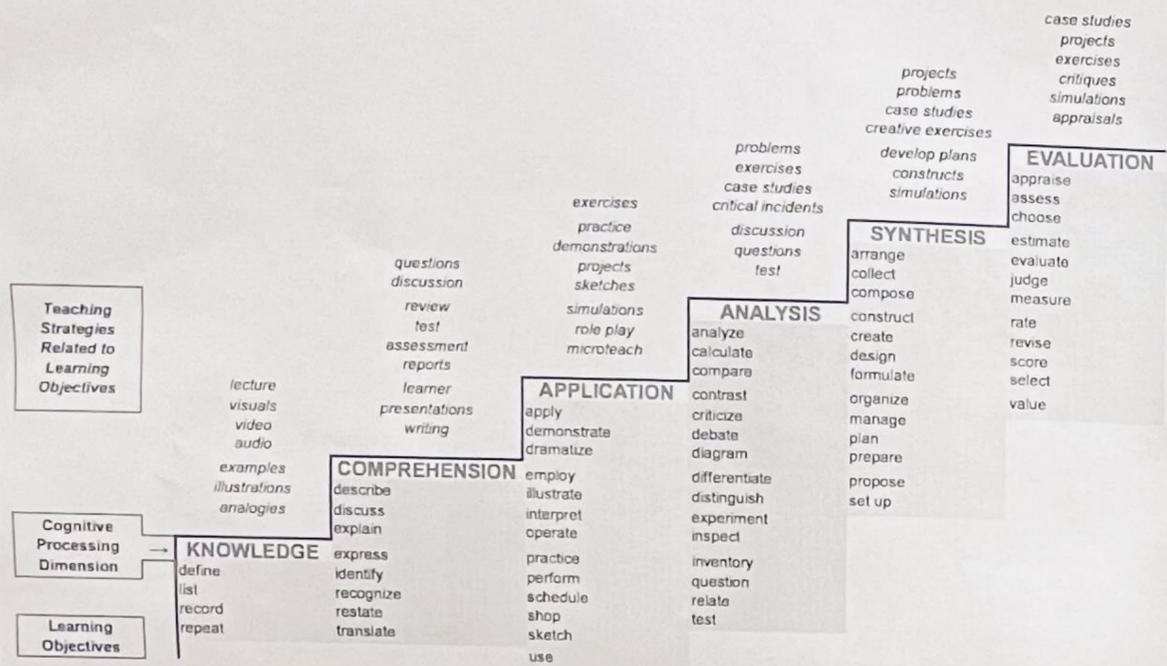
SKILLS

What do they need practice to develop the needed proficiencies?

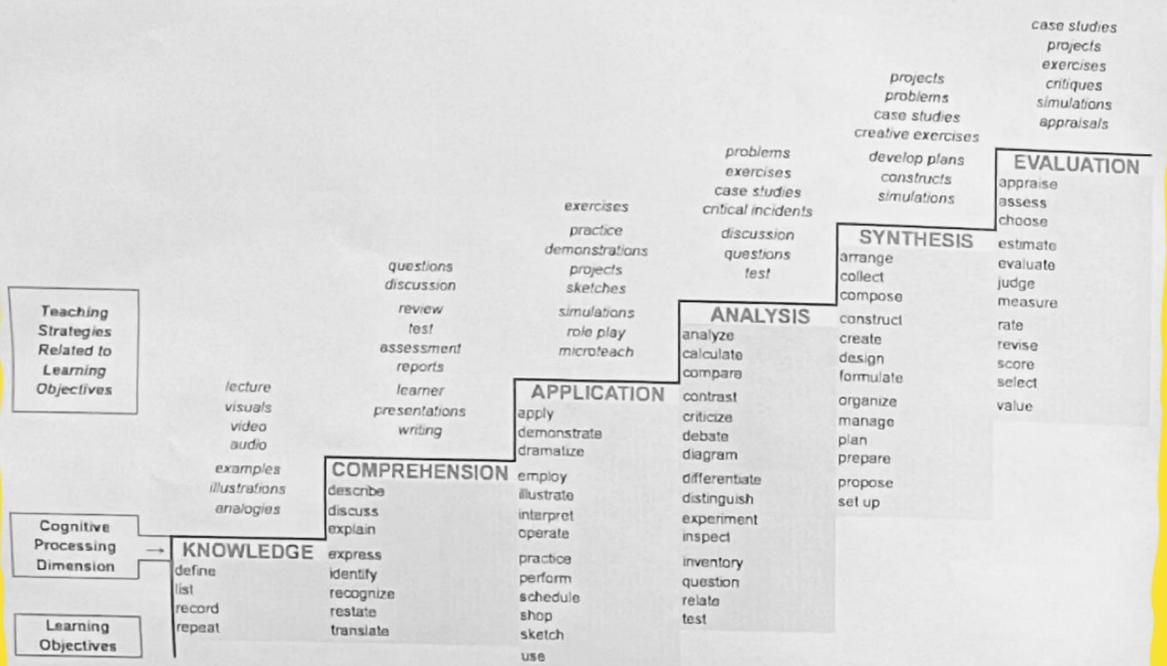
MOTIVATION

What is their attitude towards the change?

Interface of Learning Objectives and Teaching Strategies

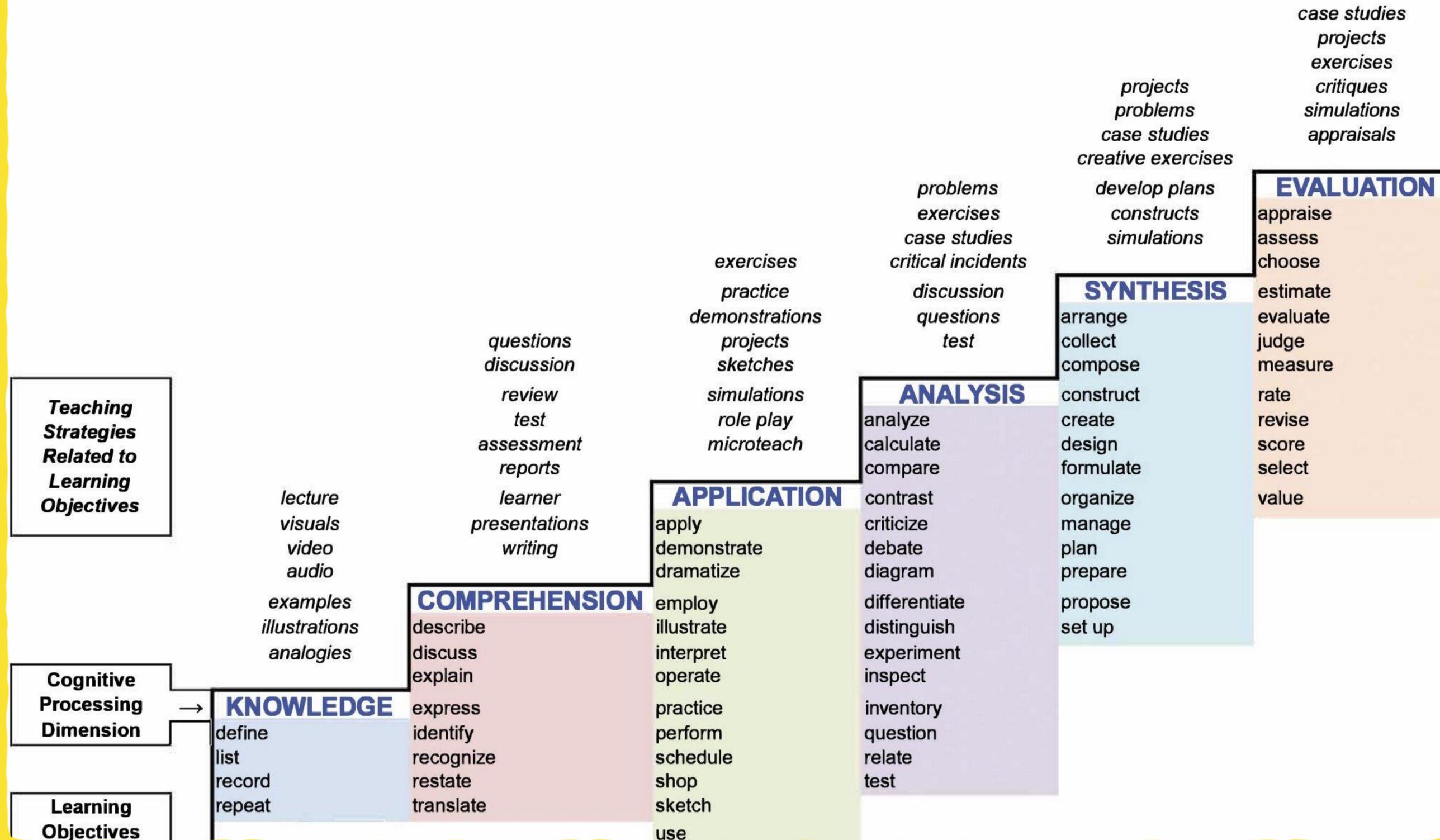


Interface of Learning Objectives and Teaching Strategies



Learning

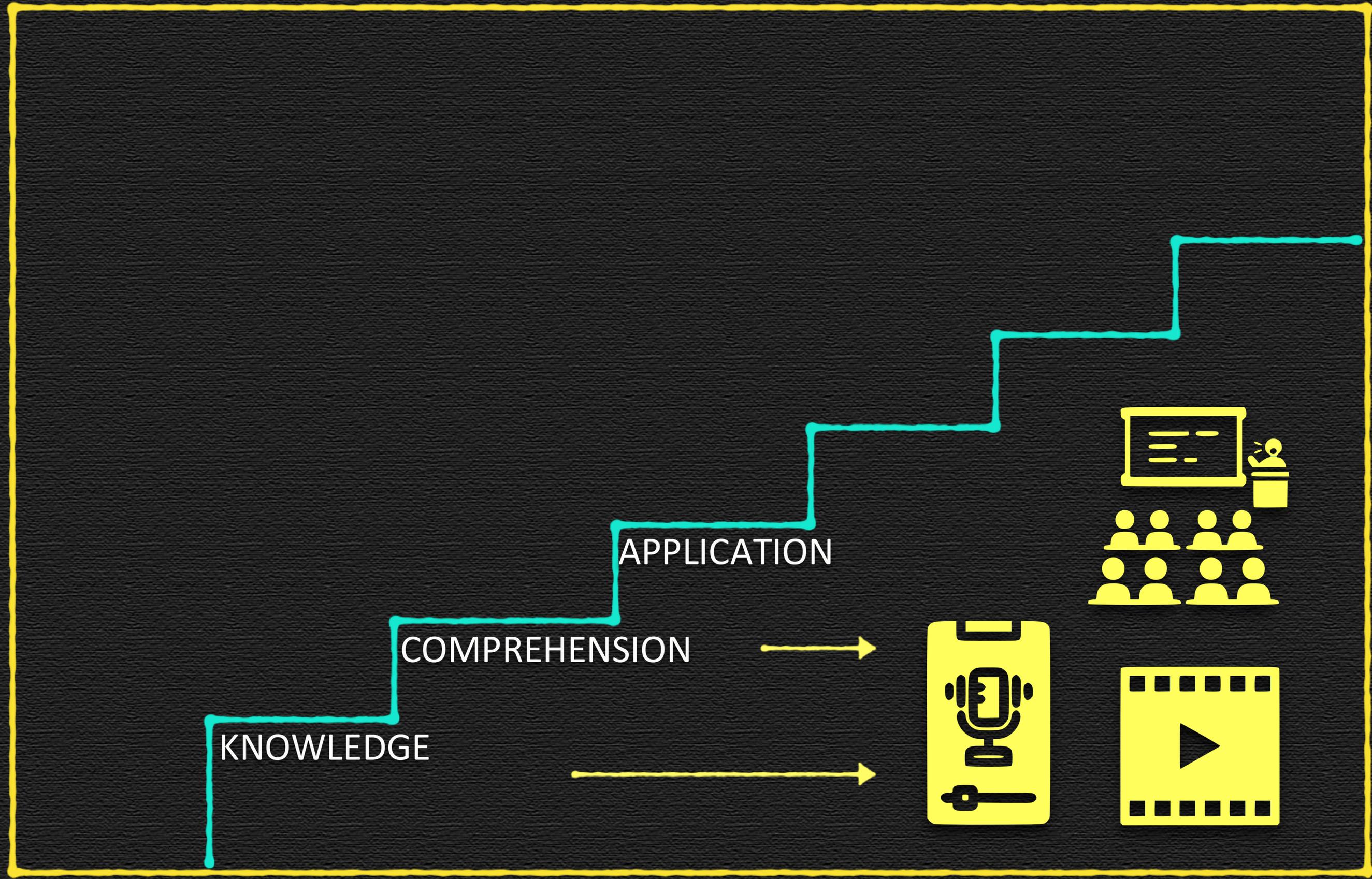
Interface of Learning Objectives and Teaching Strategies



KNOWLEDGE

COMPREHENSION

APPLICATION

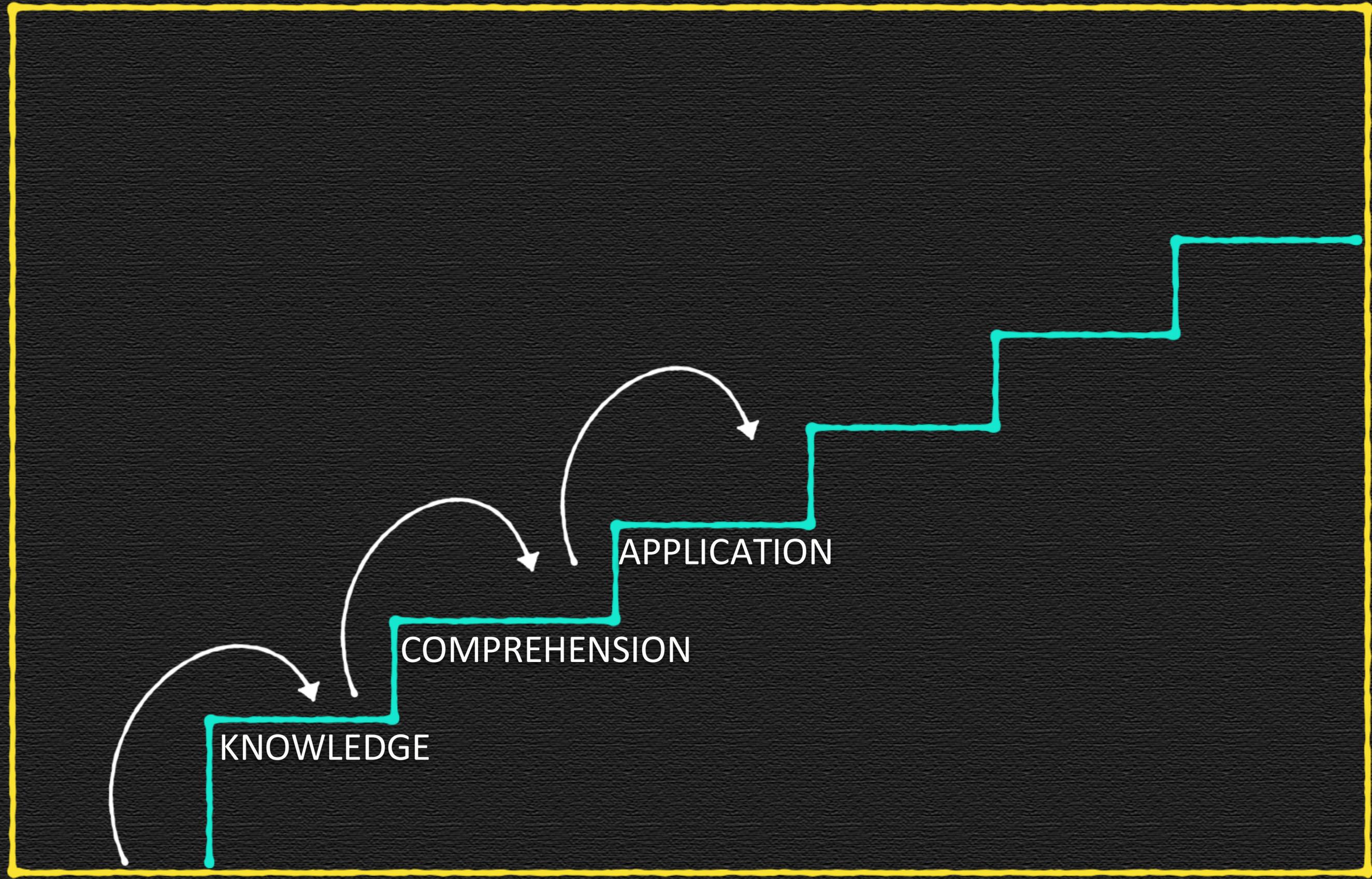


KNOWLEDGE

COMPREHENSION

APPLICATION



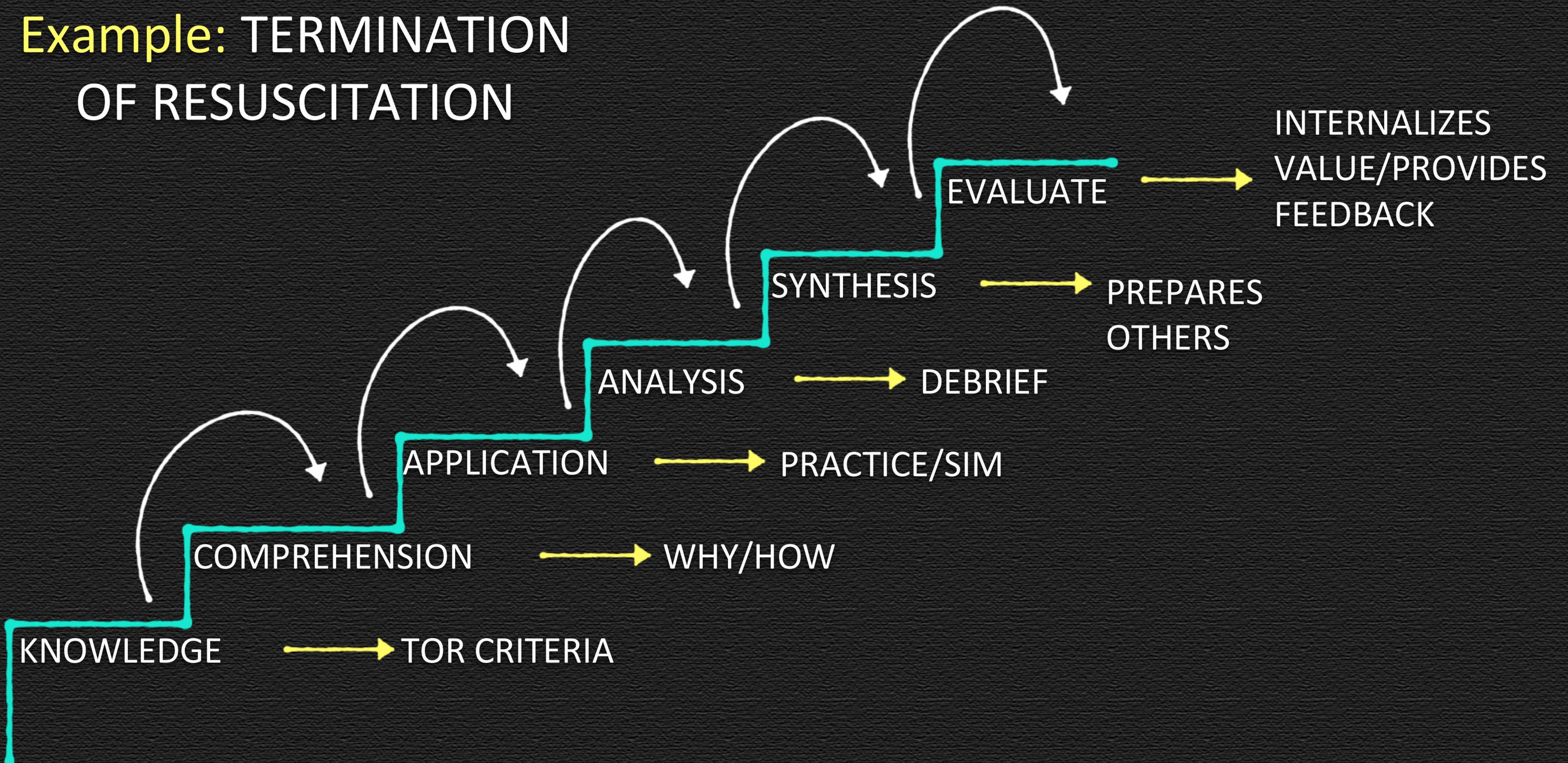


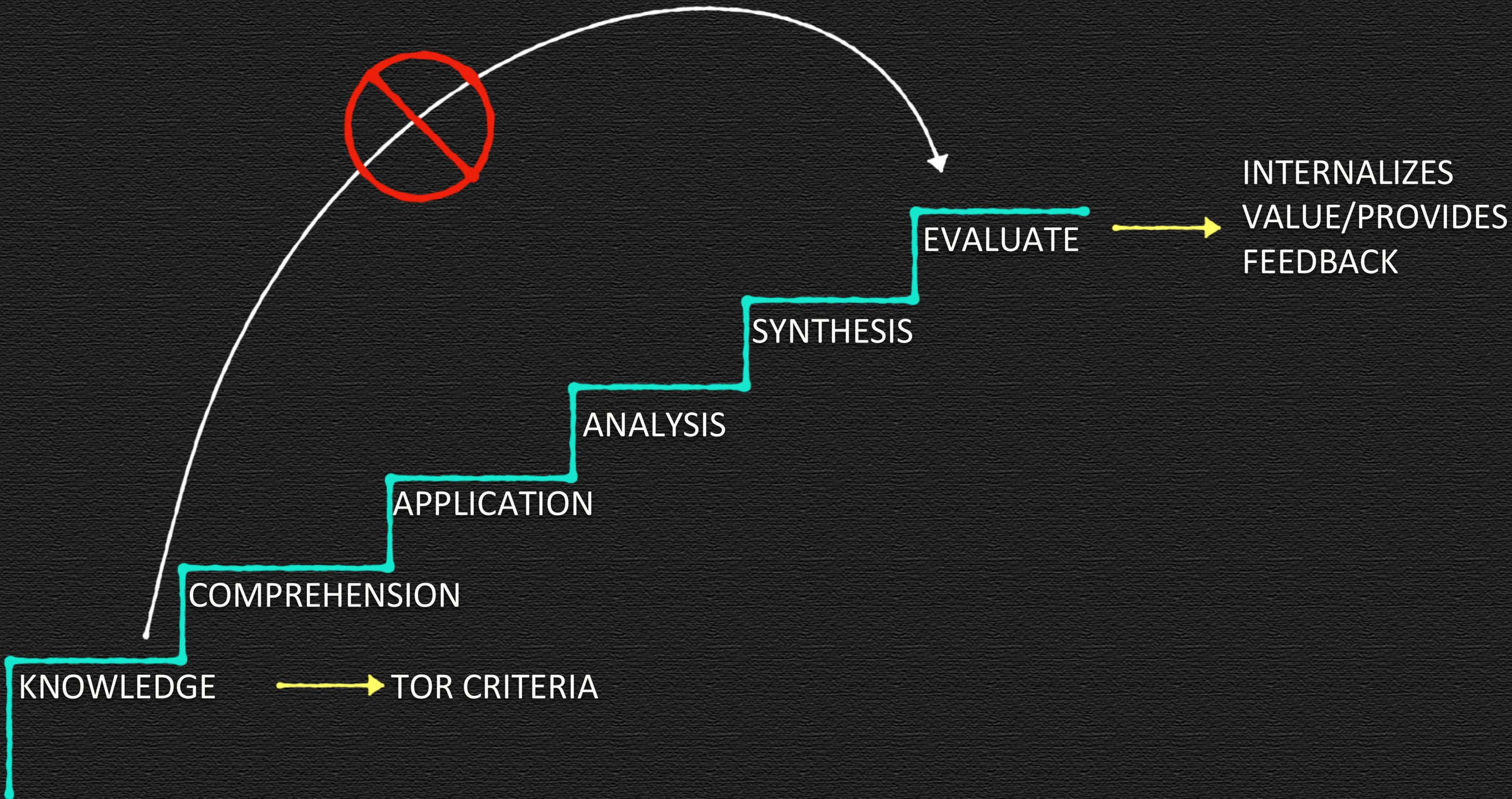
KNOWLEDGE

COMPREHENSION

APPLICATION

Example: TERMINATION OF RESUSCITATION





KNOWLEDGE

COMPREHENSION

APPLICATION

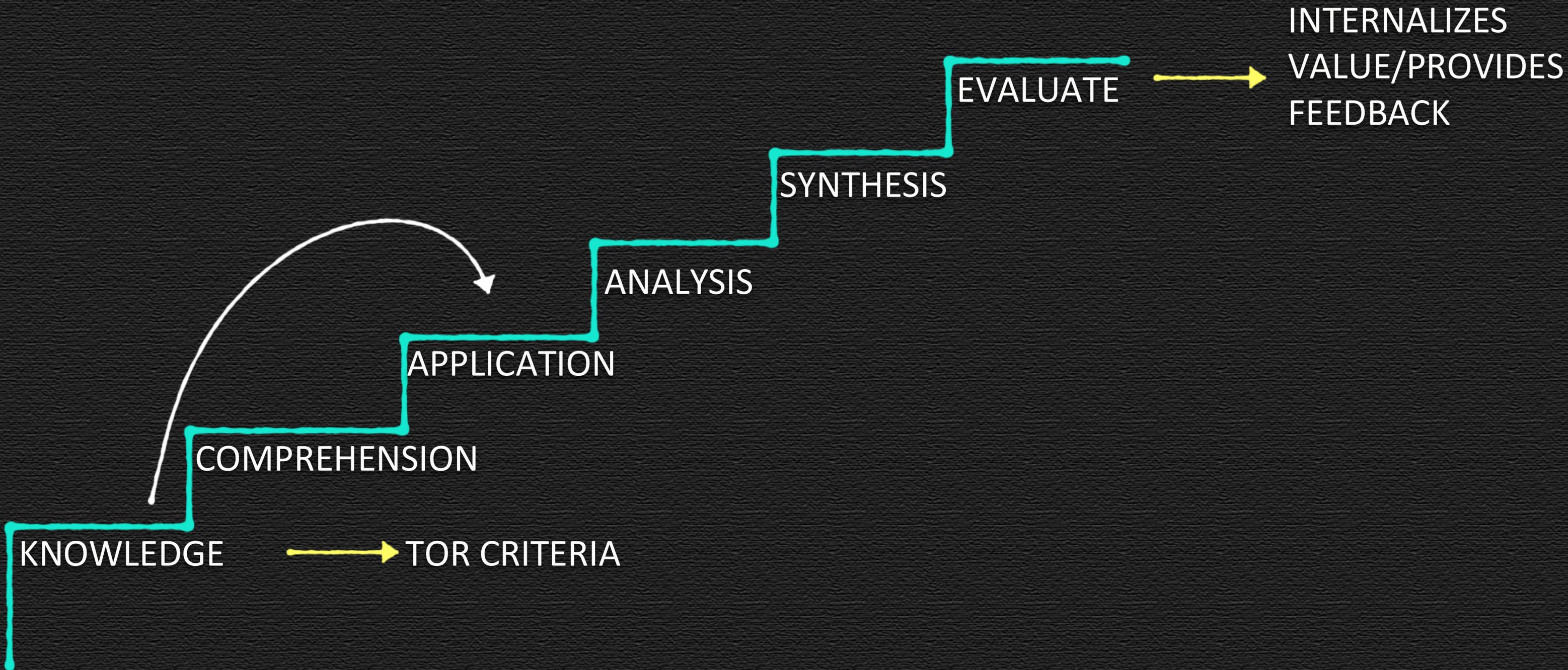
ANALYSIS

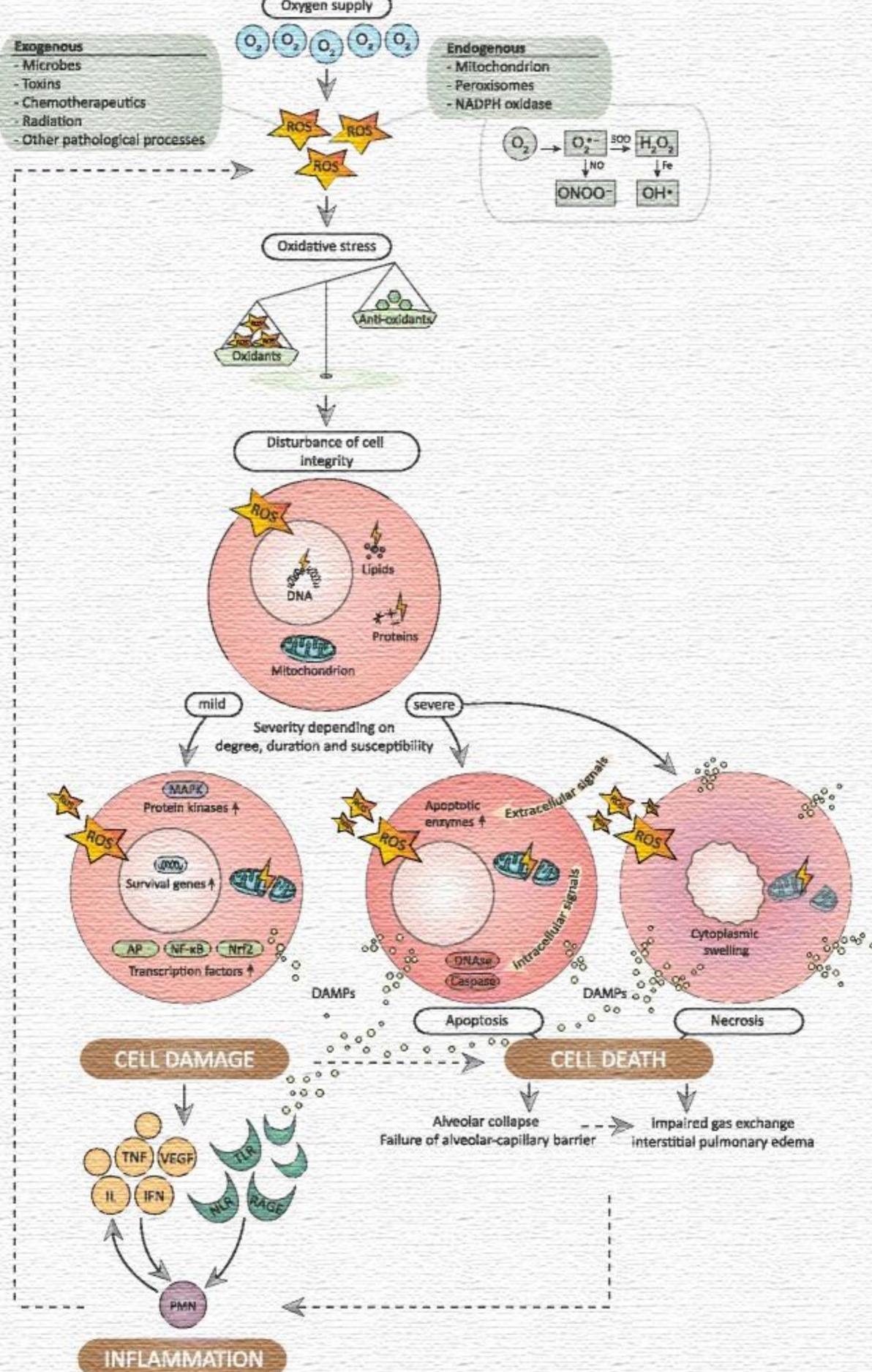
SYNTHESIS

EVALUATE

TOR CRITERIA

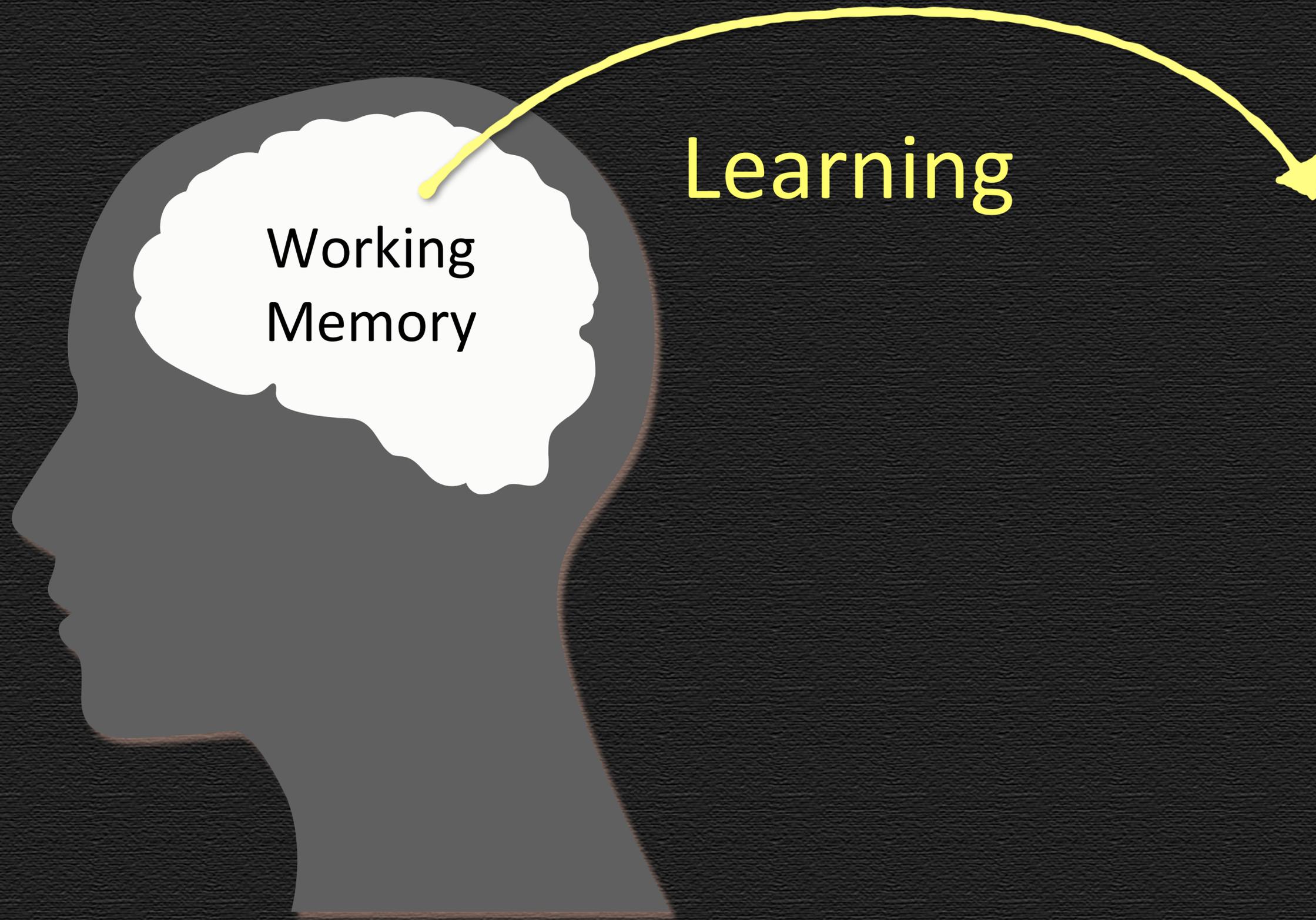
INTERNALIZES
VALUE/PROVIDES
FEEDBACK

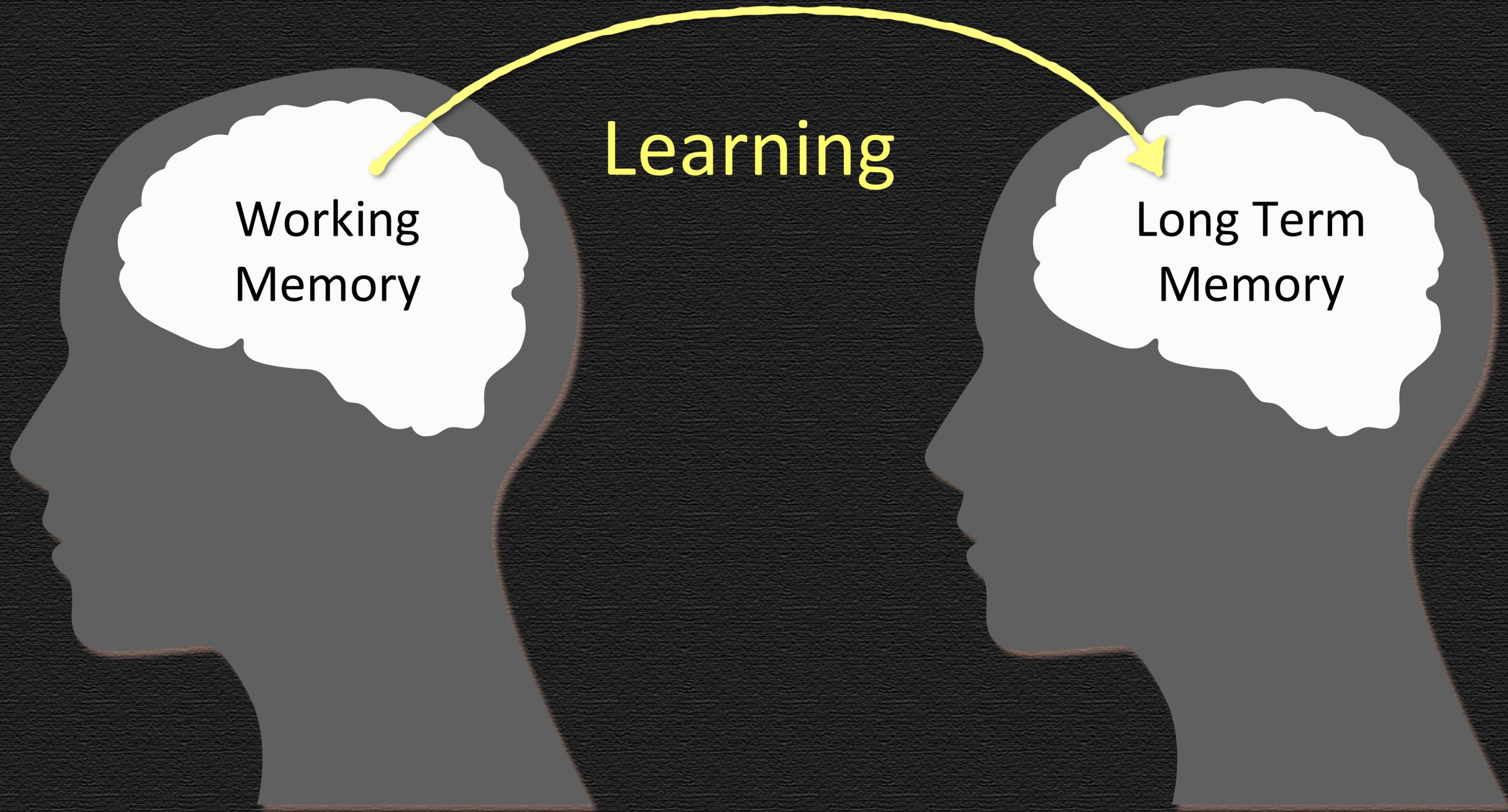




TOO MUCH



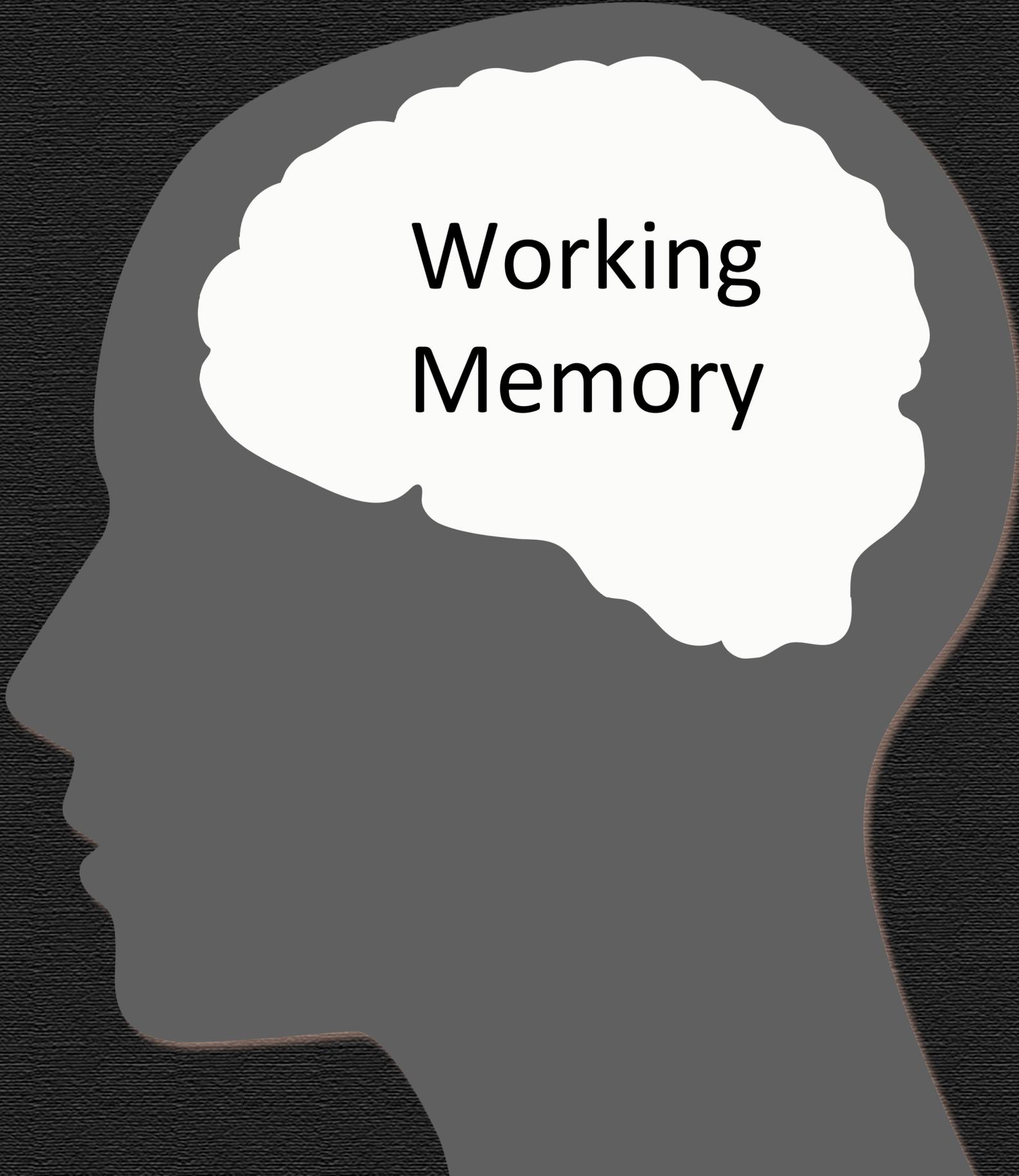




Working
Memory

Learning

Long Term
Memory



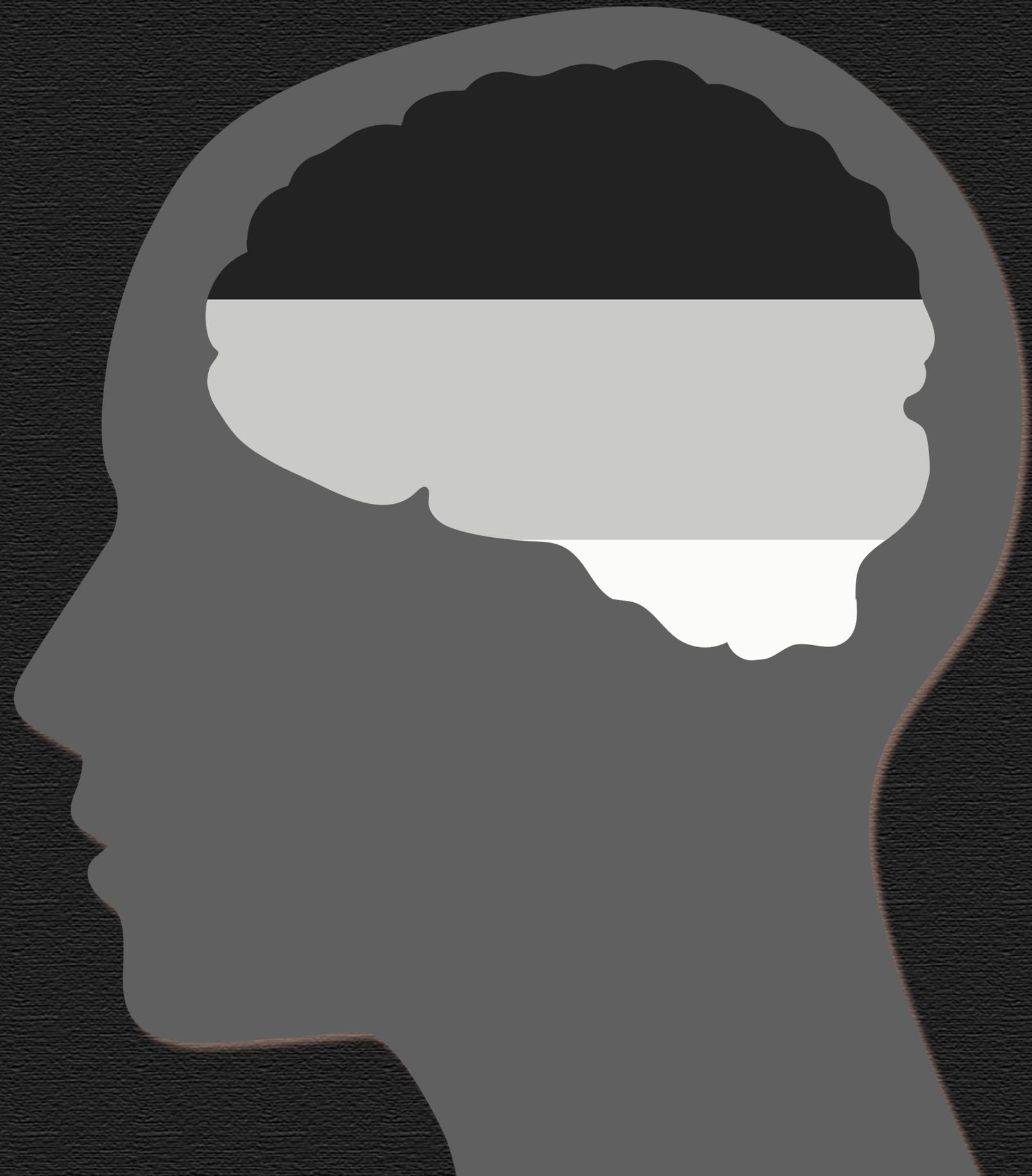
Working
Memory

Intrinsic load



Extrinsic load

Intrinsic load



Germane load

Extrinsic load

Intrinsic load



Germane load

Extrinsic load

Intrinsic load



Germane load

Extrinsic load

Intrinsic load



Do not try to teach too much at once. Do not try to teach too much at once. Do not try to teach too much at once. **Do not try to teach too much at once.** *Do not try to teach too much at once.* Do not try to teach too much at once. Do not try to teach too much at once. **Do not try to teach too much at once.** Do not try to teach too much at once. **Do not try to teach too much at once.** Do not try to teach too much at once. Do not try to teach too much at once. Do not try to teach too much at once.

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Pick what is most important... 3 is best.

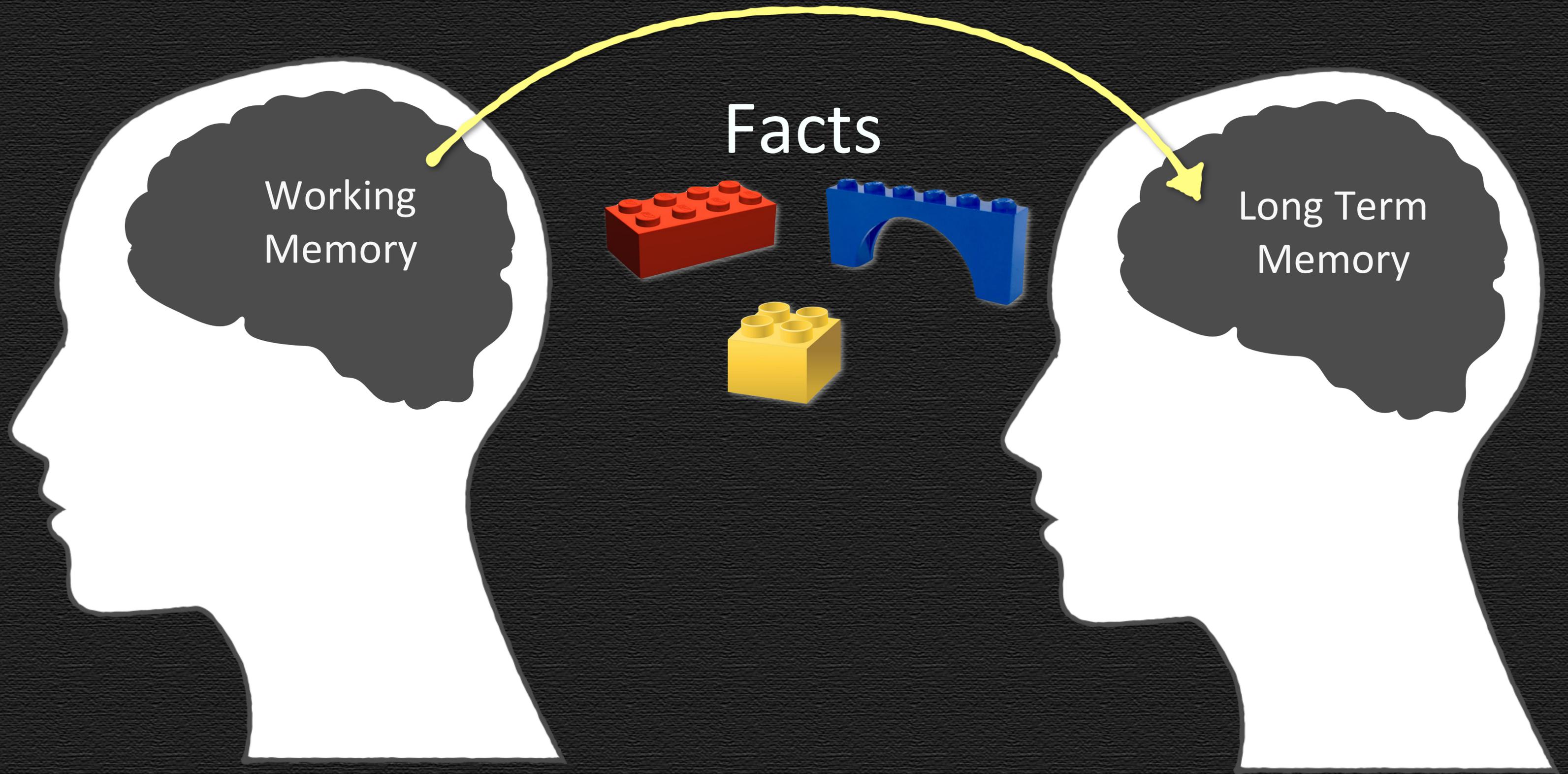
Use metaphor and analogy

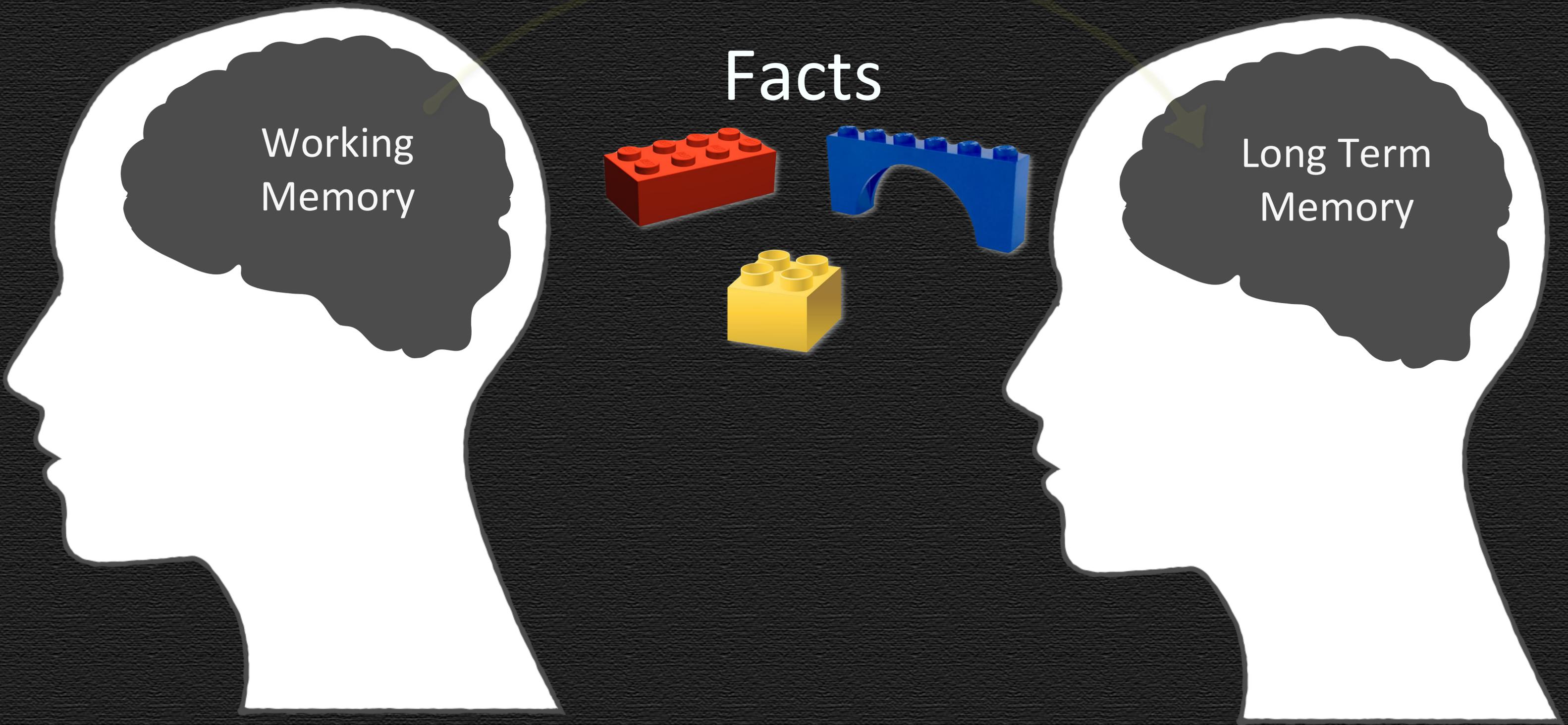
Ελληνικά

English

οικείος

familiar





Working
Memory

Facts

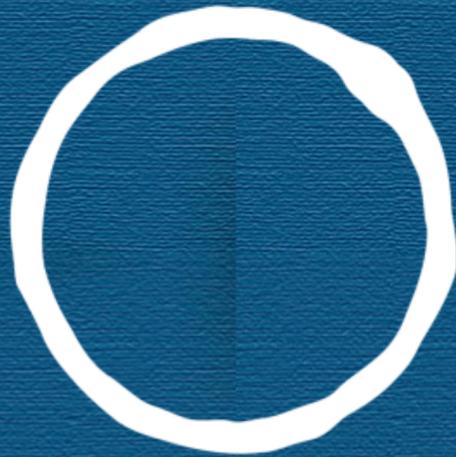
Long Term
Memory

schema

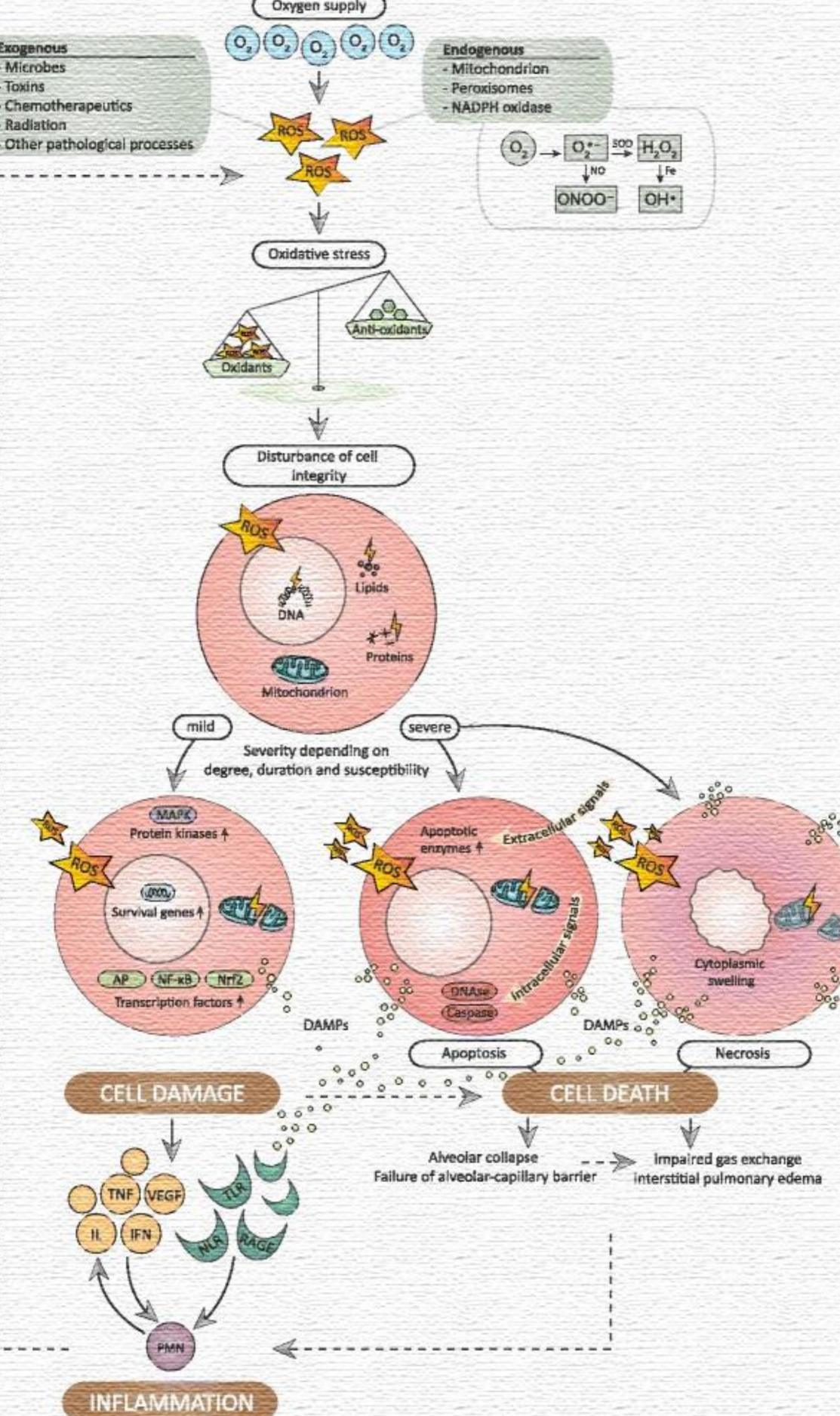
Working
Memory

Long Term
Memory

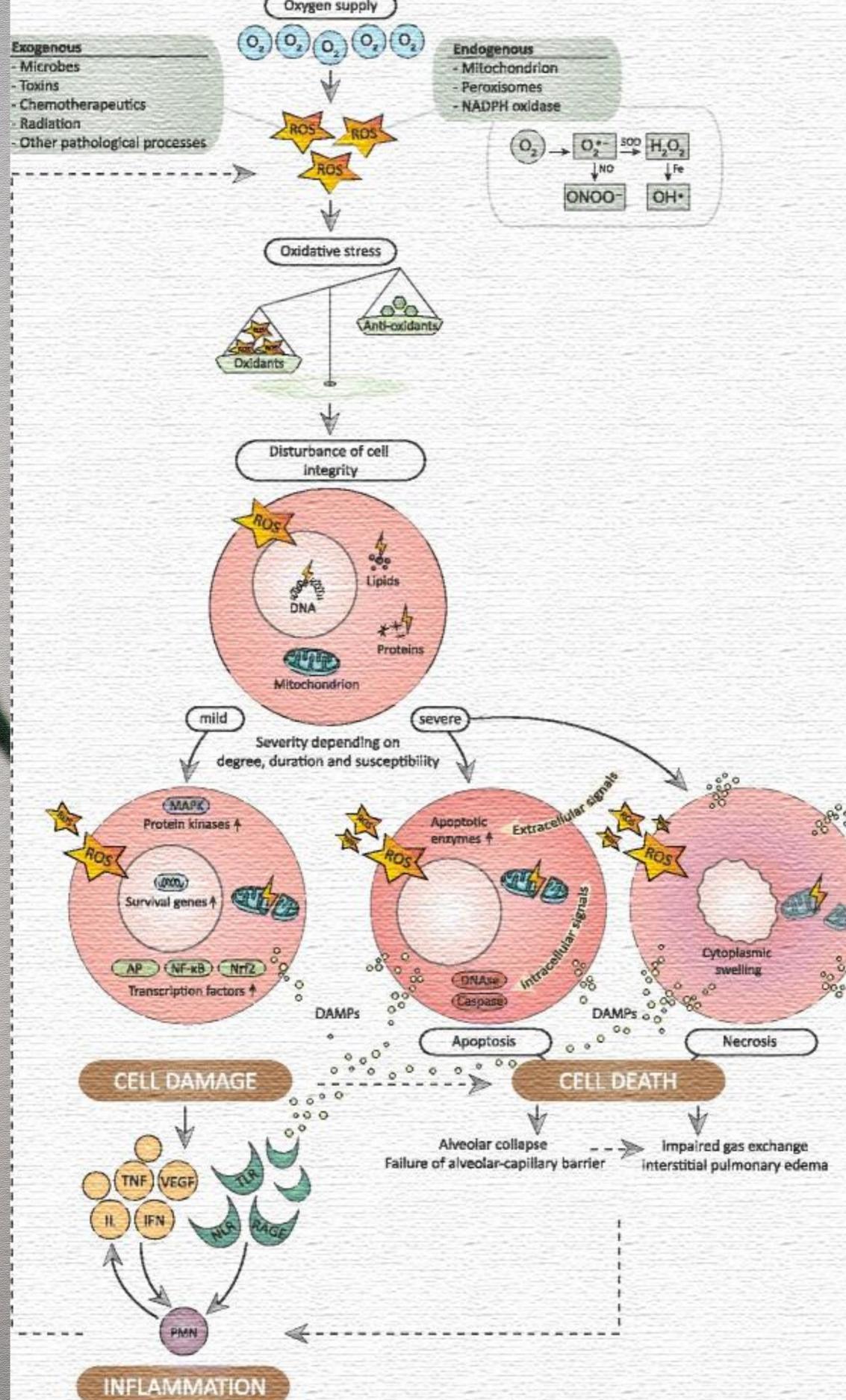




Oxygen

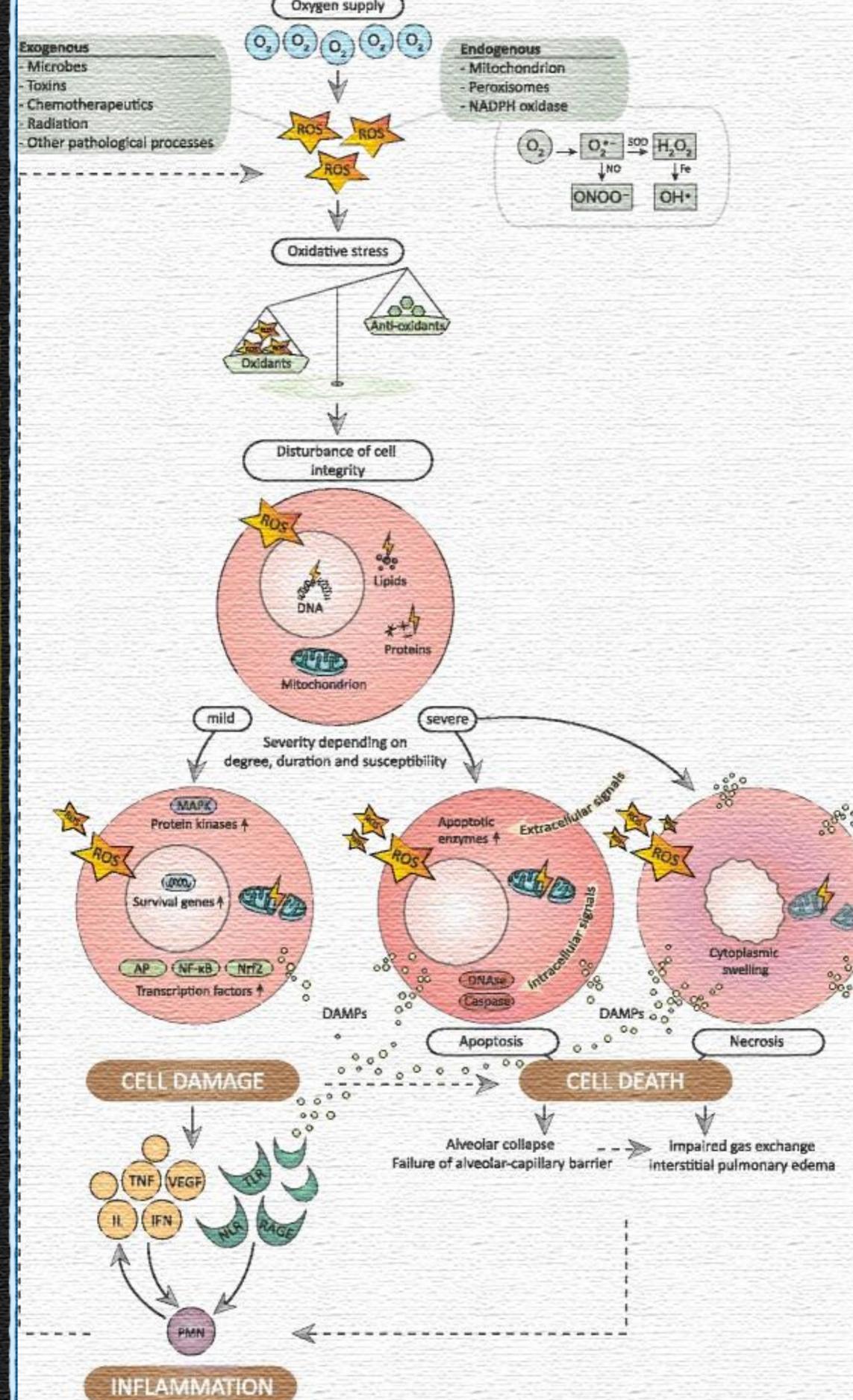


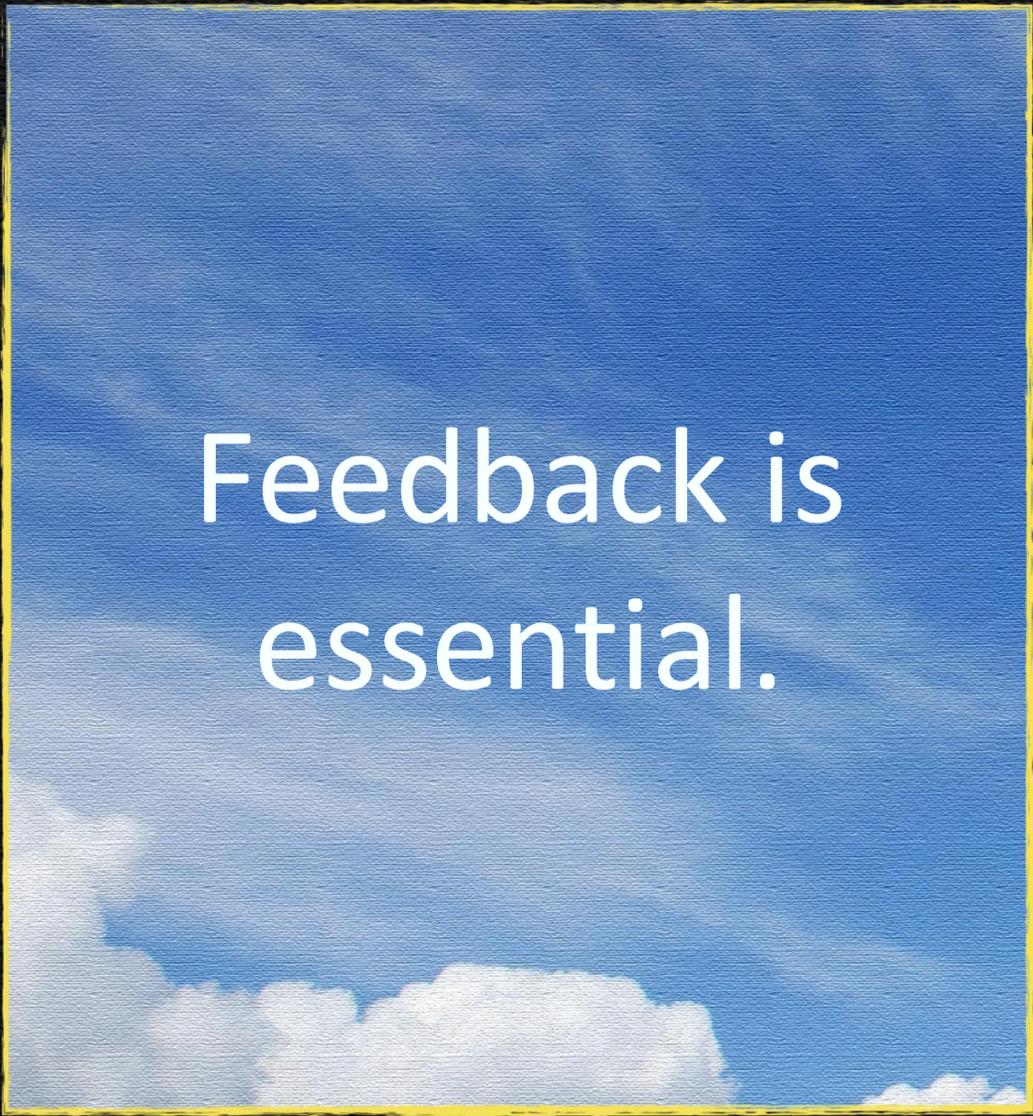
Feedback is essential.



Feedback is essential.

Match the treatment to the problem.

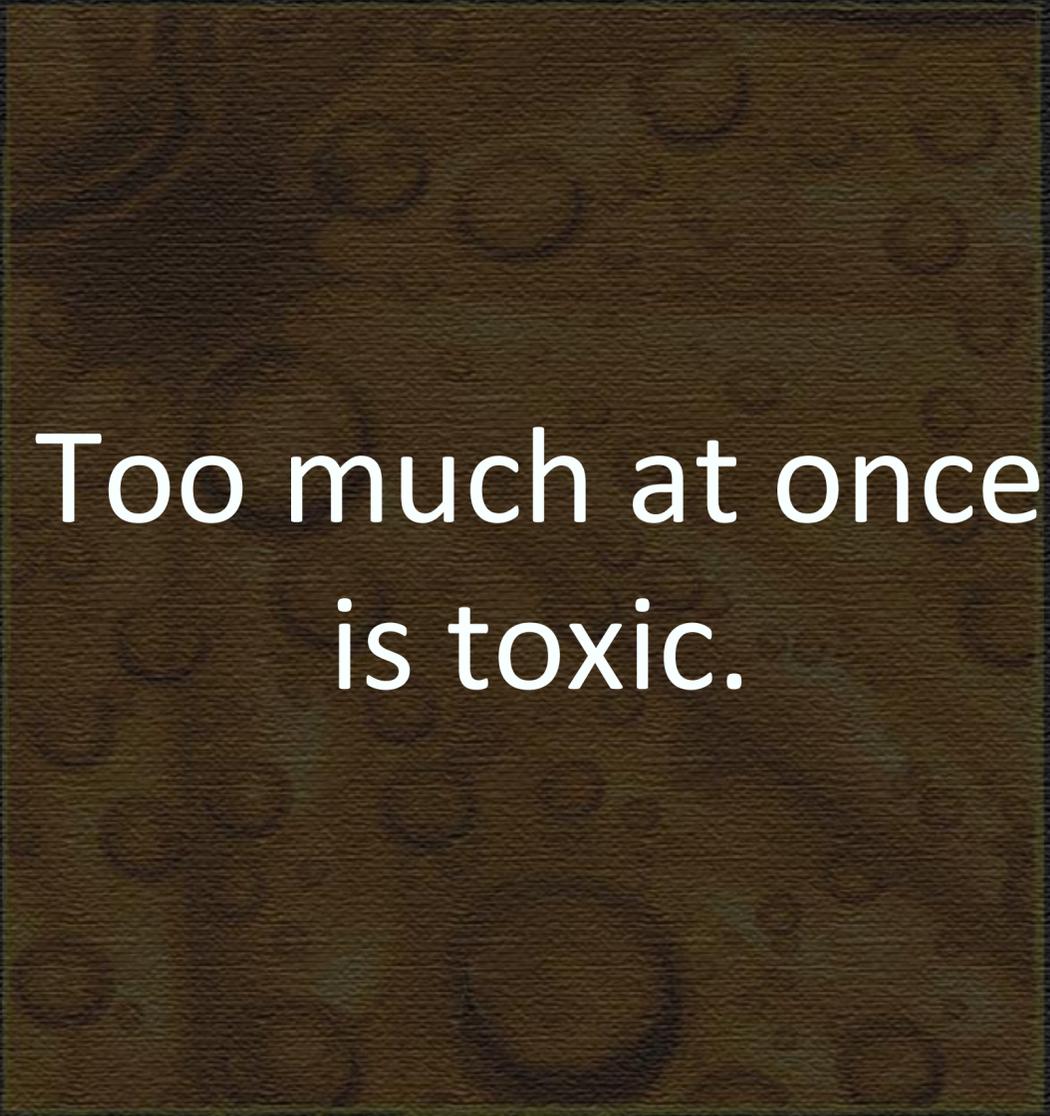




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Too much at once
is toxic.

learning (Def):

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MEDICAL DIRECTOR = EDUCATOR

Reading list:



Dweck, C. S. (2008). Mindset: The new psychology of success.

Murch, G. (2016). Fixing Feedback.

Edmondson, A. C. (2018). The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth

Dirksen, J. (2016). Design for How People Learn.

Ericsson, A., & Pool, R. (2016). Peak: Secrets from the new science of expertise.

Duarte, N. (2013). Resonate: Present visual stories that transform audiences.

