

Practical

- Improves the health team relationship
- Allows busy physicians more time with patients & residents
- Provides variety in work day for resident
- Prepares residents for academic faculty positions
- Residents are closer in age to students (shared culture, language, experience)
- Provides practice for teaching patients
- Large number of students
- Fun & rewarding
- Career development

Cognitive Benefits

- Residents become more knowledgeable
- Residents improve their research, organizational skills
- Residents' communication skills improves
- Residents, who are consciously competent, may be better able to explain concepts & procedures than those who are unconsciously competent (explained during TIPS)

Metacognitive Benefits (Reflecting on thinking)

- Residents examine their thinking about communication & teaching
- Residents analyze the thinking process of others in order to teach & provide feedback
- Residents practice being reflective physicians

Key Principles of Learning

Focused question for guided reading:

1. Describe the nature of intelligence presented here.

Intelligence: This is more like knowing a lot about something than having superior innate & inherited neural capacity. Whether in the area of music, chess, mathematics, languages, or interpersonal relations, expertise is based on huge numbers of hours of practice & readily accessible information about the subject. Intelligence is, to misquote Edison, 10% inspiration & 90% perspiration (see K. Anders Ericsson's research on deliberate practice).

Being able to solve a problem, even in medicine, is based more on knowing a lot about the context & having well-organized background knowledge for that specific situation than possessing generic problem-solving ability or skill.

Learning: Learners often confuse familiarity with learning. They believe that if they can recognize something they know it! That is why students continue to read, re-read, & attend lectures: they derive some comfort in being able to recognize terms & words in familiar contexts. They become lulled into thinking that they are prepared & come out of exams wondering why they did not do well. Reading does not help people to recall the information or use it in a useful context. Only when the mind &/or body are engaged in learning does it occur.