

Negative Emotions and Learning of Medical Students and Residents

Het effect van negatieve emoties op het leren van medisch studenten en arts assistenten

Propositions

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1. Emotionally charged situations are inherent to medical practice and medical trainees are expected to encounter them frequently during their training. The type of situation and emotional state triggered may be different in the various stages of medical education. (This thesis, chapter 2)
2. It is not easy to experimentally prime sufficiently high levels of emotions in residents under controlled and ethically appropriate conditions. (This thesis, chapter 3)
3. Negative emotions decrease time invested in a learning task and the amount of knowledge gained from it. Negative emotions probably capture part of the cognitive resources hindering the processing of the learning material. (This thesis, chapter 4)
4. It is important to assist medical trainees in dealing with commonly experienced emotions, thereby allowing them to benefit more from learning opportunities and perform appropriately in the medical settings used for training. (This thesis, chapter 4)
5. Effective emotion regulation strategies used in other domains might need to be adjusted to medical trainees' mindset in order to work. (This thesis, chapter 5)
6. Medical students in competency-based curricula need to become self-directed learners, taking responsibility for planning, monitoring and evaluating their own learning (Dekker et al., 2009)
7. Reflection is an essential aspect of self-directed learning, development of professional expertise and therapeutic relationships with patients. (Sandars, 2009)

8. The inclusion of Professionalism education in medical curricula is important to prevent future unprofessional behaviour, as lapses during training are highly associated with those after graduation. (Van Mook et al., 2010)
9. A learning portfolio is a powerful instrument to develop self-directed learning, given that institutional, technical and personal factors are taken into account. (Beckers et al., 2016)
10. Multi-source feedback helps medical trainees to develop self-awareness of their professional abilities, which can help them improve their learning and development (Sargeant et al., 2011)
11. During the COVID pandemic, effective mentoring programmes in medical education are especially important to support students and residents on personal wellbeing, workplace learning, identity formation, job satisfaction, career decisions and eventually better patient care.