

Cambridge University Press  
978-0-521-15176-4 - Best Practices in Medical Teaching  
Stephen M. Stahl and Richard L. Davis  
Frontmatter  
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**Best Practices in Medical Teaching**

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# Preface

This book was conceived and developed to be a change agent for medical educators. We hope that the principles, concepts and illustrations contained within will raise the effectiveness of those who teach. One might consider the contents of this book to be the “rest of the story” concerning current medical education practices. That is, the tools presented in this book are intended to be the communication complement to the traditional subject matter content of medical education. The premise of this book is that combining the science of communication with the communication of science creates an incrementally more valuable exchange for both the instructor and the learner.

Hopefully there will be something in this book for everyone, from novice instructors to the most experienced mentors. Novice medical educators may discover many new principles about how to assist others to learn. In fact, this book is organized with the first section examining how to apply the principles of adult learning to the design of effective educational presentations. The second section focuses on gaining an understanding of the many and various aspects of the different learners represented in any medical audience. This is followed in the third section by information on the instructor’s performance and the impact it can have on effectiveness. The last area discussed is how to measure and evaluate educational programs to see if they have reached their desired outcomes. Each chapter is followed by a knowledge check and an assessment section. Novices will find it useful to work through the book from beginning to end, checking their progress along the way to make sure that key concepts are understood.

Seasoned medical educators may find thought-provoking principles that they will immediately recognize as scientific explanations for concepts they have instinctively used in their own teaching. Veteran instructors may find that a more expedient use of the book would be to peruse the table of contents of each chapter to find specific areas of interest or challenge to examine. Another approach might be to go the Progress Check and Assessment at the end of each chapter to help identify the area of greatest value for time spent.

Whether novice or experienced, you will find that this book will lead you to become an increasingly more effective educator. In so doing, you will better serve not only those you instruct but ultimately the many patients that your audience members will treat.

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Best wishes as you endeavor to enhance your capabilities and educational performance and thank you for serving the medical field through your instructional efforts.



Stephen M. Stahl, MD, PhD  
Founder,  
Neuroscience Education Institute



Richard L. Davis  
President  
Arbor Scientia

# About the authors

**Dr. Stephen M. Stahl** has held faculty positions at Stanford University, the University of California at Los Angeles, the Institute of Psychiatry London, the Institute of Neurology London, and, currently, at the University of California at San Diego. Recently, Dr. Stahl was elected an Honorary Visiting Senior Fellow in the Department of Psychiatry and a Visiting Fellow at Clare Hall at the University of Cambridge in the UK. Dr. Stahl was also Executive Director of Clinical Neurosciences at the Merck Neuroscience Research Center in the UK for several years. Dr. Stahl's major interests are dedicated to producing and disseminating educational information about diseases and their treatments in psychiatry and neurology, with a special emphasis on multimedia, the internet, and teaching how to teach.

Dr. Stahl has conducted numerous research projects during his career awarded by the National Institute of Mental Health, by the Veterans Administration and by the pharmaceutical industry. Author of over 425 articles and chapters, and more than 1500 scientific presentations and abstracts, Dr. Stahl is an internationally recognized clinician, researcher, and teacher in psychiatry with subspecialty expertise in psychopharmacology. Dr. Stahl has edited five books and written 25 others, of which hundreds of thousands have been sold, including the best-selling textbook *Stahl's Essential Psychopharmacology*, now in its third edition, and the best-selling clinical manual *Stahl's Essential Psychopharmacology Prescriber's Guide*, now in its fourth edition, winner of the British Medical Association's Pharmacology Book of the Year award.

Lectures, courses, and preceptorships based upon his textbooks have taken him to dozens of countries on six continents to speak to tens of thousands of physicians, mental health professionals, and students at all levels. His lectures and scientific presentations have been distributed as millions of CD-ROMs, internet educational programs, videotapes, audiotapes, and programmed home-study texts for continuing medical education to hundreds of thousands of professionals in many different languages. His courses and award-winning multimedia teaching materials are used by psychopharmacology teachers and students throughout the world. Dr. Stahl also writes didactic features for mental health professionals in numerous journals.

His educational research programs are monitoring changes in diagnosing and prescribing behaviors as outcomes from various educational interventions for programs organized by the Neuroscience Education Institute, an award-winning ACCME educational provider, accredited with commendation, which he chairs. He also has an active clinical practice specializing in psychopharmacologic treatment of resistant cases.

He has been named recipient of the International College of Neuropsychopharmacology (CINP) Lundbeck Foundation Award in Education for his contributions to postgraduate education in psychiatry and neurology, and also the winner of the A. E. Bennett Award of the Society of Biological Psychiatry, the American Psychiatric Association/San Diego Psychiatric Society Education Award, and has been cited as both one of "America's Top Psychiatrists" and one of the "Best Doctors in America."

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x      About the authors

**Richard L. Davis** is president of Arbor Scientia, a global medical communications company headquartered in Carlsbad, California, and winner of the Carlsbad Chamber of Commerce’s Business of the Year award.

His experience with the pharmaceutical industry spans over 15 years. Mr. Davis has developed a number of innovative education programs at Arbor Scientia and highly sought-after programs on principles of adult education, the role of personality profiles in audience psychology and speaker effectiveness, and teaching how to teach. He is a member of the American Society of Training and Development.

Lectures, courses, and coaching sessions based upon his work and publications have taken him to dozens of countries on five continents to speak to thousands of physicians and medical professionals. Mr. Davis has been a featured speaker on the topic of instructional design at the CINP Biennial meeting, and is also a highly sought-after executive coach, providing dozens of speakers and top executives and medical professionals in multiple therapeutic areas with personal executive coaching including consultations on presentation skills.

His educational programs have been cited by the San Diego Branch of the American Psychiatric Association for excellence in medical education and by the CINP (International College of Neuropsychopharmacology) for postgraduate education in neurology and psychiatry.



## Foreword

Maestro Stahl has done it again. Instead of educating us on cutting-edge theory and pragmatics of neuropsychopharmacology, he is taking it one step further, teaching us how to better educate others. The target audience for this timely, concise, yet comprehensive pearl is medical educators, but the lessons he and Richard Davis illustrate are applicable to a much broader audience. Stephen Stahl is widely regarded as one of the best, most effective and most influential teachers of contemporary psychopharmacology. On these pages, like a master pitching coach, he breaks down the essential mechanics, step by step, of effective pedagogy and delivery. Even novices, as well as the already established teachers, can assimilate the message, apply the material and improve their game.

He walks the walk and talks the talk. One of the most important aspects of this book is that it is written in precisely the way Stahl and Davis agree presentations should be made. There is an initial “grabber” set in the Preface, telling the reader why it’s so important to attend to what he or she is about to read. Then there’s a middle section, with lots of repetition and self-assessment tools to make sure the reader understands the material and plans to use it. Finally, there are ample summaries, posttests, and evaluations. Each lesson is well illustrated with the kind of graphics that clarify and amplify the written word and the lessons are broken down in manageable bits that don’t overwhelm the reader.

One of the most memorable aspects of the book is the homage paid to other master educators and theorists, with frequent insets providing pictures, brief biographies, and key contributions of several icons in adult education theory. There are also pithy, often humorous quotes, including several from one of my personal favorites, Yogi Berra, to illuminate the message.

In short, the book not only describes how to become a powerful public speaker but also provides a living example of “best practices of medical education.”

*But where were you when I needed you most?* My only regret is that I have been teaching for more than 30 years without this guidebook. I have no doubt I could have been a more effective instructor, in both small and large group settings, if something like this book had been available earlier in my career. It is a first of its kind! As a residency training director, I will make sure my trainees don’t have the same regret. I plan to institute a course on “effective teaching,” using this book as the primary source, to help residents learn valuable lessons for the work they do teaching students, other residents, staff and, to some extent,

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even their patients. This is a text every training director and medical educator should own.

Sidney Zisook, MD, Professor of Psychiatry  
Director, Residency Training  
University of California San Diego

# Acknowledgments

To Cindy, Jennifer and Victoria for their tireless support; to all medical educators for their contributions large and small, seen and unseen; and to my coauthor for opening my eyes to the science of communication and to the relentless pursuit of excellence in teaching. (Stephen M. Stahl)

This book is dedicated to my wife, Nathalie, who has been my partner, provoker and biggest supporter for 32 years; to my daughters, Nathalie and Rica, who motivate me in the way they conquer their challenges; and to my coauthor whose commitment to serving the field of medicine is inspirational and whose productivity is astonishing. Steve, thanks for another exciting outcome of our 14 year collaboration. (Richard L. Davis)

We would like to thank a group of individuals who played an important part in the completion of this book: Dana Wise, Matt Maneen, Dennis Kim and Nicole Gellings-Lowe, whose assistance in completing the book is much appreciated; Daniel Lara Rios for all of his great work on the graphics; Sharon Odegaard and Christa Tiernan for all their editing efforts; and Jennifer Stahl and Heather Dailey, whose tireless and relentless project management efforts kept us all on task and brought things to completion.