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# Overcoming Resistance in Learning: Bridging the Gap Between Educator and Learner

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## OBJECTIVES

1. Identify the types of resistance in learning demonstrated at UNM SOM.
2. Solicit student feedback regarding strategies to reduce phase 1 resistance in learning.

## BACKGROUND

Block chair faculty organized a book club to gain insight into how to best help students at UNM SOM. "Why Students Resist Learning," by authors Anton O. Tolman and Janine Kremling became a central resource for faculty. The phenomenon of resistance in learning is a set of attitudes or behaviors that can be overtly or covertly demonstrated by learners in an educational setting and ultimately result in decreased learning and performance. Resistance is a fluid and multifactorial state. Factors include learning environment, individual characteristics of the learner, and teaching style. In order to maximize student learning and success at UNM SOM, we must first identify the types of resistance being demonstrated. In an effort to begin to understand resistance in learning at UNM SOM, we first focused on the student perspective.

## METHODS

Focus Group

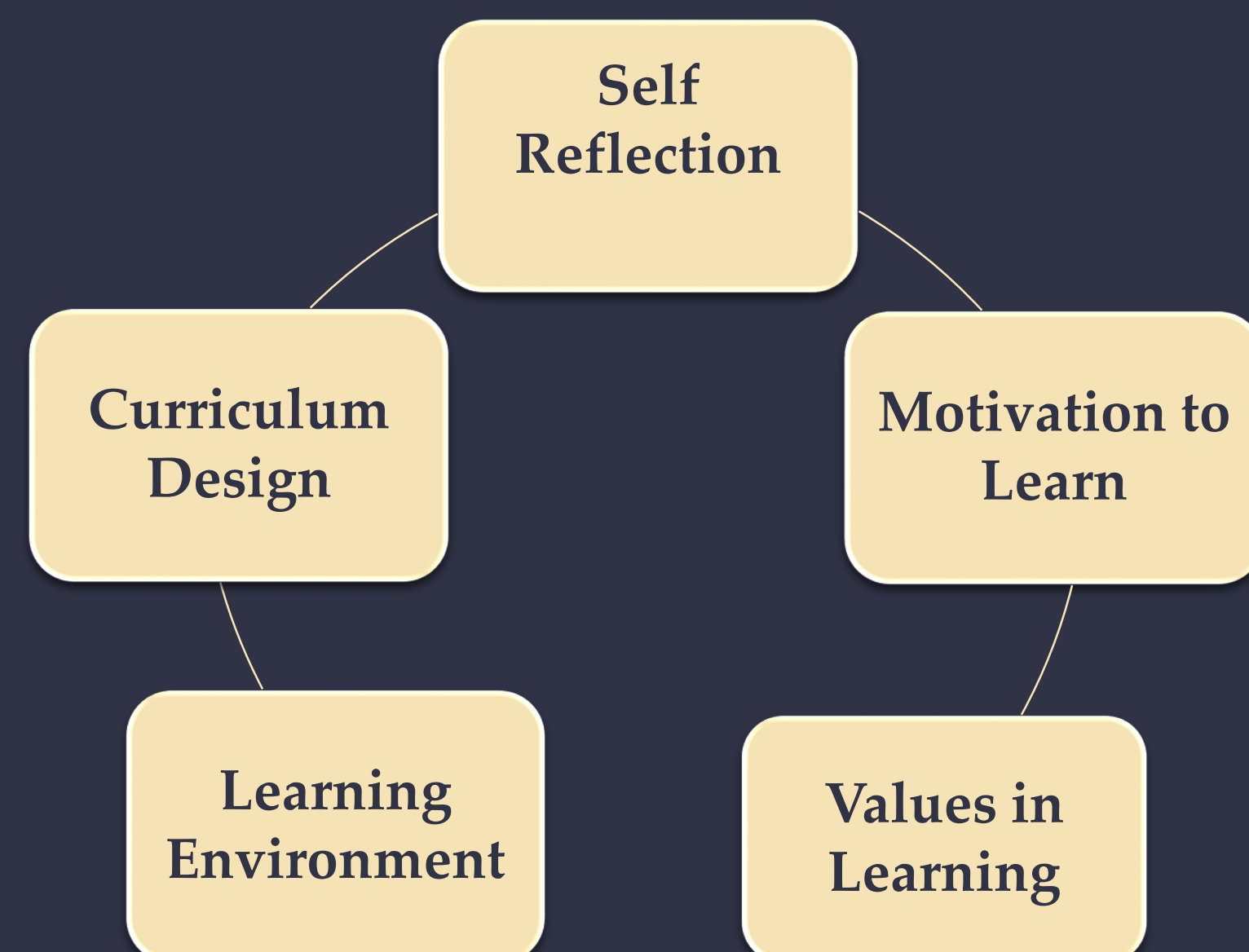


Survey

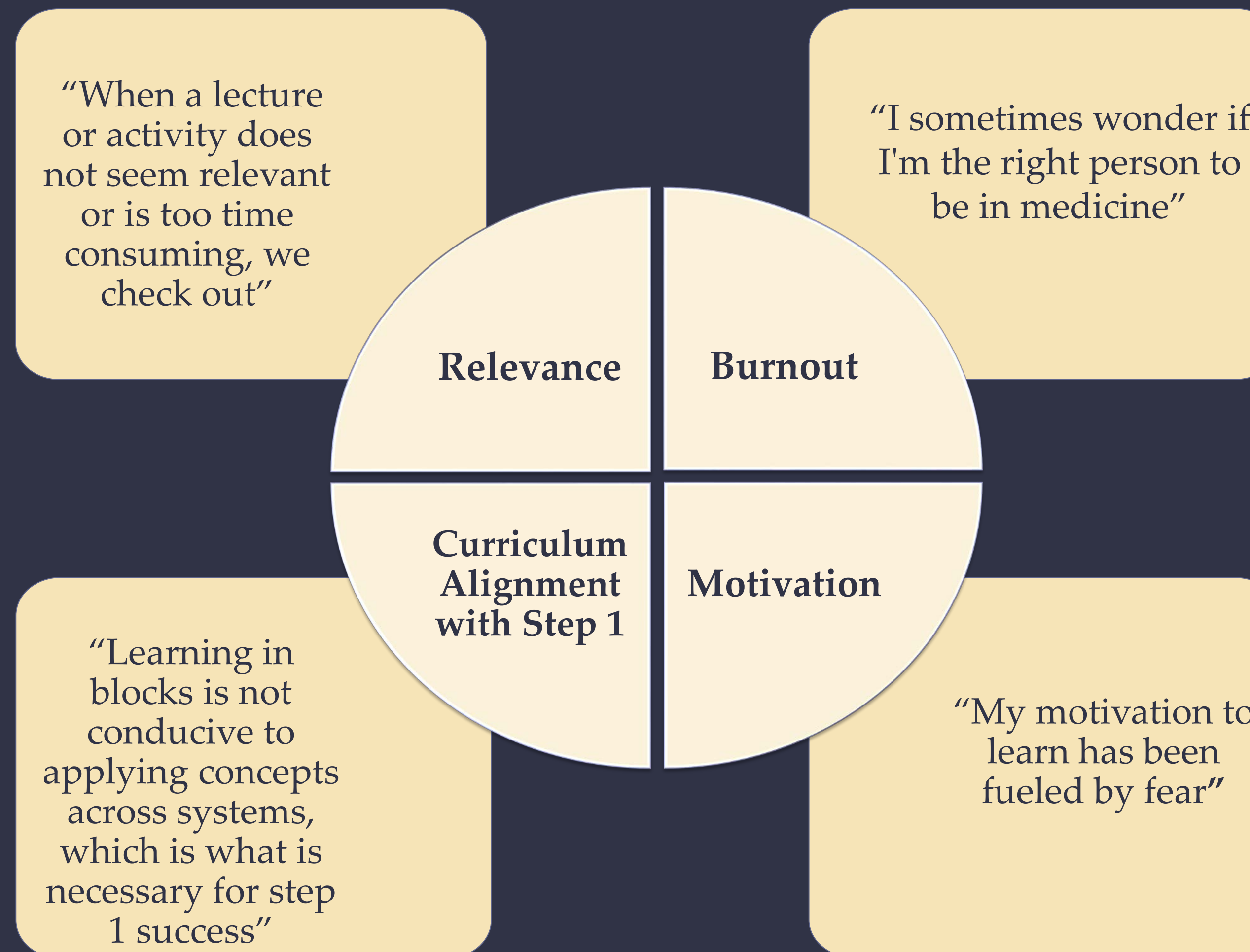
We conducted a focus group using semi-structured questions with both Block Chair faculty and medical students (years 2-4). See question domains below.

Focus group themes informed an anonymous survey administered to medical students at UNM (years 1-4).

### Question Domains

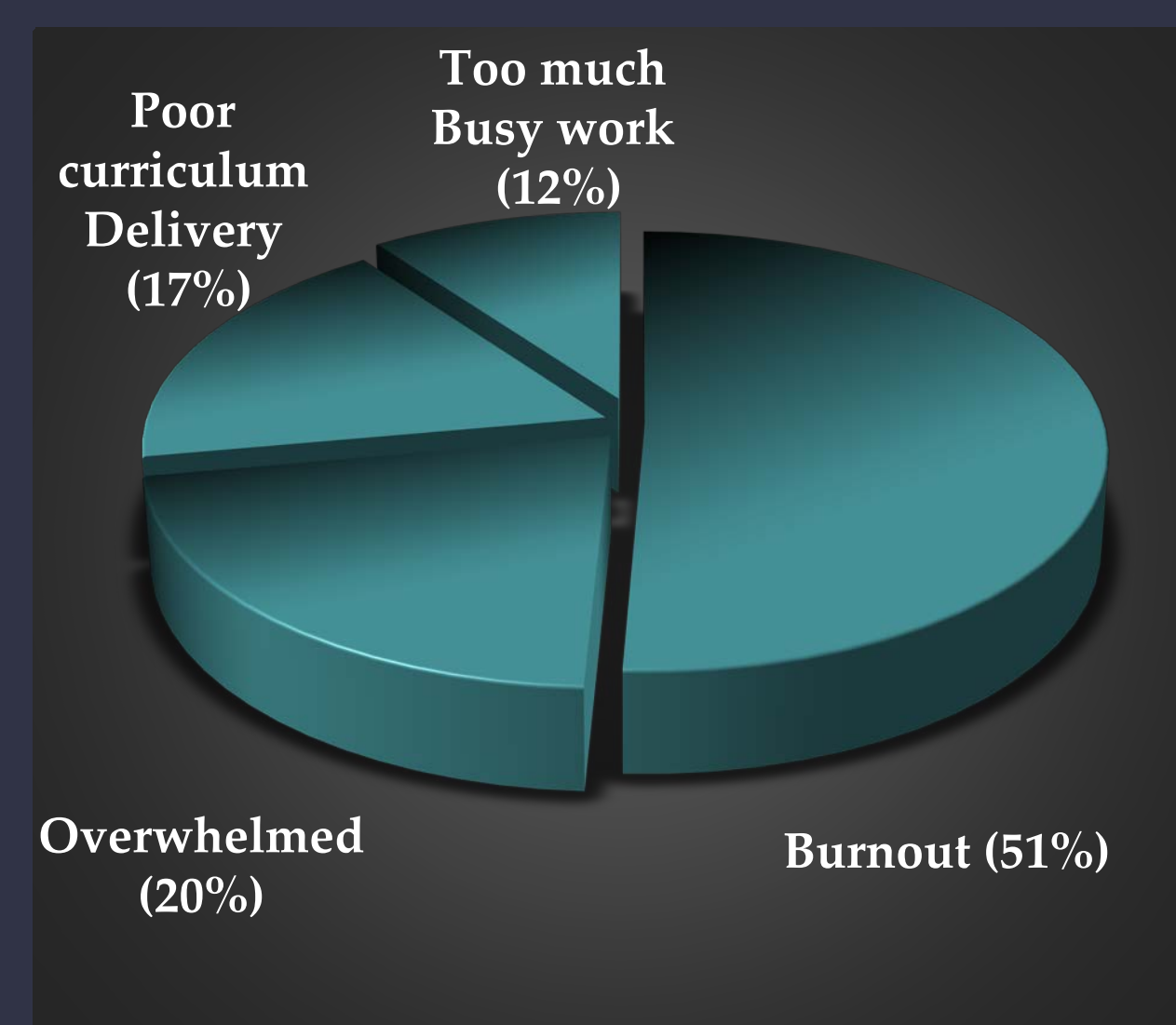


## FOCUS GROUP RESULTS

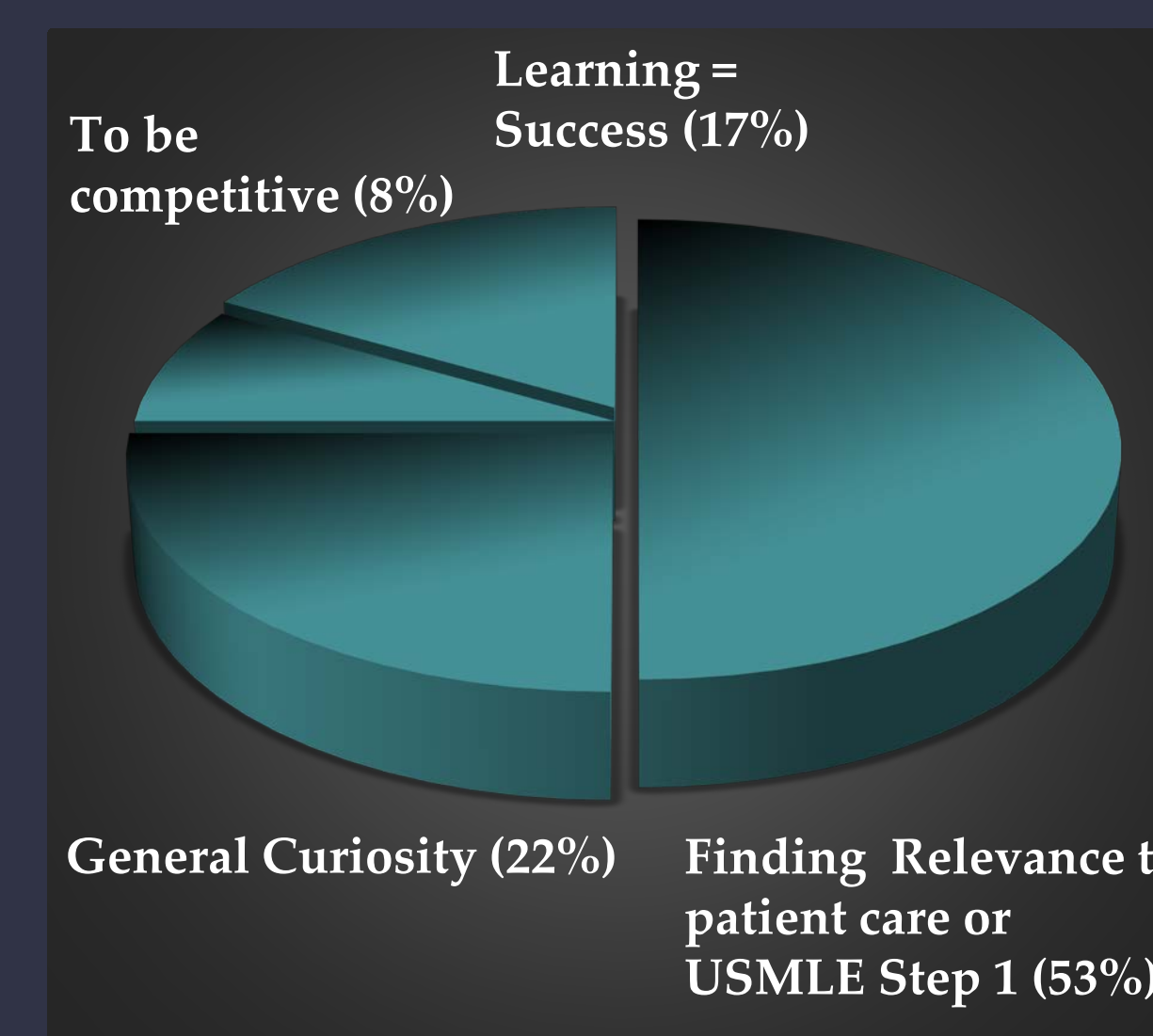


## SURVEY RESULTS

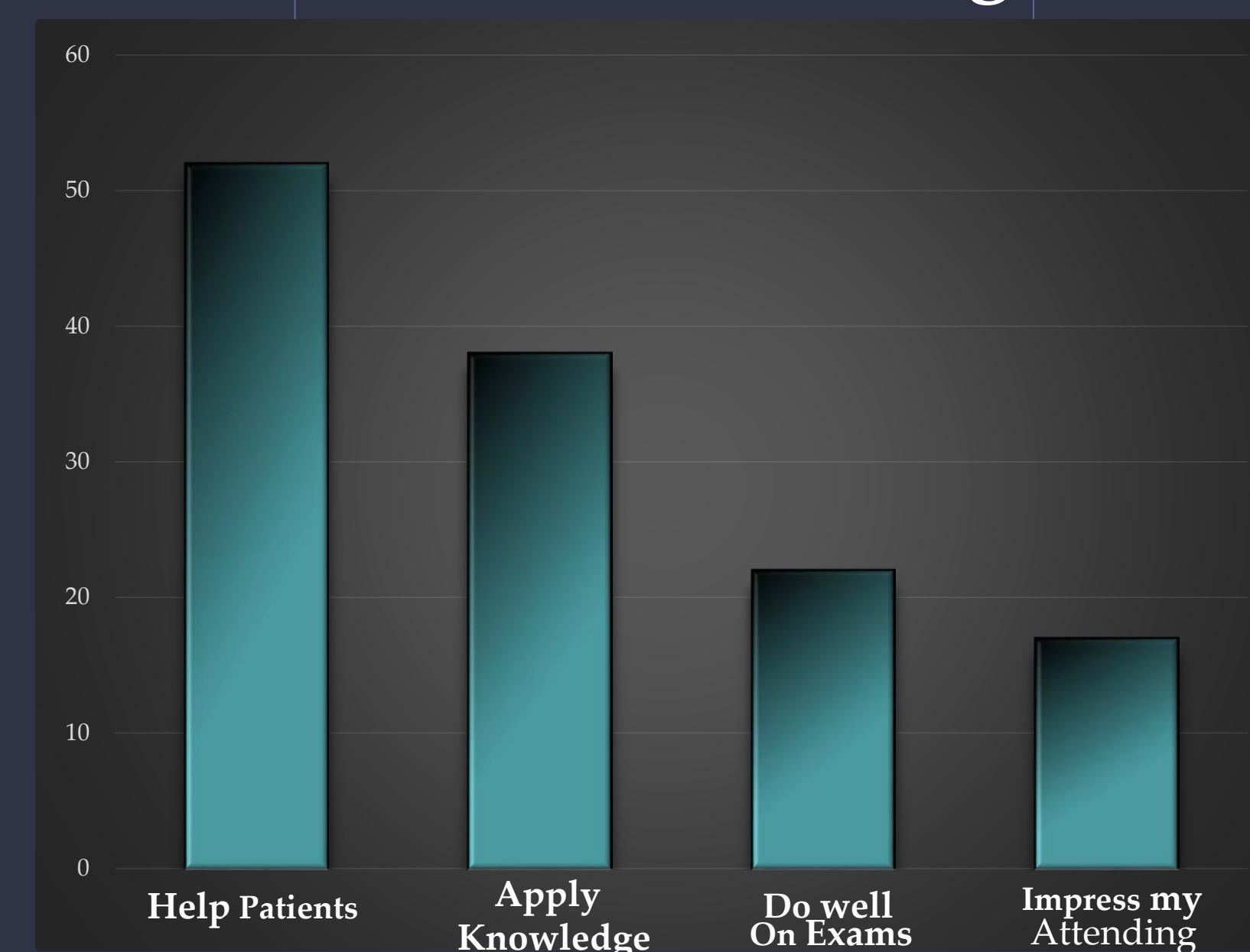
### Decreased Motivation to learn



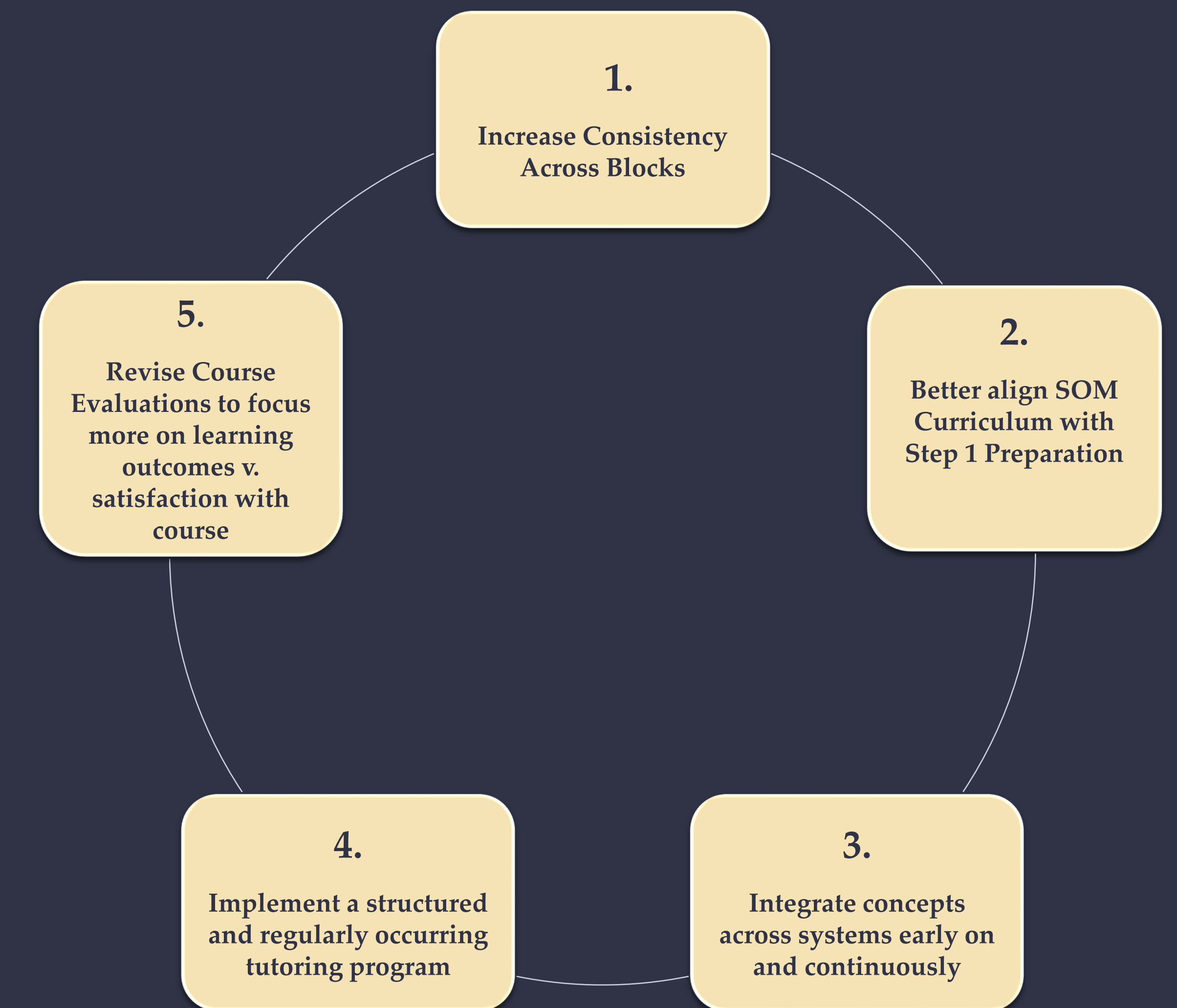
### Increased Motivation to learn



### Values in Learning



## STUDENT RECOMENDATIONS



## LESSONS LEARNED

1. We've demonstrated a feasible approach to study a complex subject.
2. Motivation to learn is increased by making content more relevant to patient care and/or USMLE Step 1 and is decreased by experiencing burnout.
3. Students prioritize patient care but also want to be better prepared for USMLE Step 1.
4. Curriculum design could contribute to burnout.

## NEXT STEPS

1. Increase student representation in curriculum and block design to help increase consistency across blocks.
2. Collect more data on student burnout and how this relates to curriculum design vs. psycho-social issues.
3. Work to better align delivery of curriculum with the knowledge and skills needed for USMLE Step 1 success.

## CONTACT INFORMATION

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