

Reading List: Maximal Performance 2017

Overview:

<https://www.walesdeanery.org/ultimate-performance>

<https://www.walesdeanery.org/working-memory-learning-teaching-video>

Learn the right thing:

How to peel a banana

See: <http://www.youtube.com/watch?v=nBJV56WUDng>

How to put on socks

<http://harvardmagazine.com/2012/10/excellence-is-recognizing-details-failures>

Body language

Power posing: <http://www.ted.com/talks/>

[amy_cuddy_your_body_language_shapes_who_you_are](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are)

Brain training:

Brain training-John Medina

The Chimp paradox- Steve Peters

Search inside yourself: Chade meng Tan

Decision making and brain training!

Sources of Power: Gary Klein

The Decisive moment: Jonah Lehrer

Decisive: Chip and Dan Heath

Martin and Elaine Bromiley

<http://www.newstatesman.com/2014/05/how-mistakes-can-save-lives>

General Human Factor info:

1. Anaesthesia. 2013 Aug;68(8):817-25.

Human factors in the development of complications of airway management:
preliminary evaluation of an interview tool.

Flin R, Fioratou E, Frerk C, Trotter C, Cook TM.

Excellent straight forward article on this subject

2. NAP ch 24: excellent case reports and practical advice

3. <http://www.abdn.ac.uk/iprc/ants/>

More detailed reading on the Anaesthetic non-technical skills work from Ronnie Glavin.

4. Safer anaesthesia liaison group (SALG) publication on M and M meeting style-very useful: available at:

<http://www.rcoa.ac.uk/node/14842>

Human error texts

Rhona Flin: Safety at the Sharp end

Sydney Dekker: field guide to understanding Human error

Expertise

The Cambridge Handbook of Expertise and Expert Performance (Cambridge Handbooks in Psychology)

by K. Anders Ericsson, Robert R. Hoffman

Aggregation of Marginal gains

Sky's the Limit: Wiggins and Cavendish: The Quest to Conquer the Tour de France- Richard Moore

Learn or Die

Mark Stacey

*Now, the take-home message from a working memory capacity standpoint is this: **what we process, we learn.** If we're not processing life, we're not living it. Live life.*
Peter Doolittle (TED)

In this talk I will attempt to link useful cognitive psychology and teaching theory to practical experience (both teaching, learning and performing) in the clinical environment.

The link between the outside world (Skills/knowledge/experience etc), working memory and long term memory will be explored in an effort to develop strategies to deliver the following:

1. Learn it right (when you learn something, what are the crucial elements to learning? Why don't your students learn what you are trying to teach them? What's the difference between rote and inflexible learning?)
2. Teach it right (How can we use a knowledge of learning to improve our teaching (and our own learning)?)
3. Perform it right: ultimately how can we put all these ingredients to perform that skill as well as we canalways!

Learn or die - our patients deserve it.

Reading list:

1. Jonah Lehrer: The decisive moment (penultimate chapter teaches you how to make better decisions)
2. Chip and Dan Heath: Decisive

3. Edward Hess: Learn or Die: great title: first 7 chapters are a great summary around learning and the last chapters give a variety of worked examples- useful for leaders.
4. Daniel Willingham: Why Don't Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom (and website-both excellent)-worth reading and re-reading.
5. Josh Kaufman: The first 20 hours-try it - it works!
6. Josh Waitzkin: The Art of Learning
7. Gary Klein : Sources of Power -experts learn and perform differently-why?
8. Benedict Carey: How we learn- this book encourages you to unlock your brain's potential.

9. Do Learners Really Know Best? Urban Legends in Education

Paul A. Kirschner & Jeroen J.G. van Merriënboer

<http://www.tandfonline.com/doi/pdf/10.1080/00461520.2013.804395>

1. The right knowledge- Learn the right thing
2. Practice (the right thing)
 - physical (10000 hrs/ rule of 30)
 - cognitive
 - team
 - decision making
3. 7 ± 2 , 4 ± 1 , binary
4. Equipment
5. Performance (low to high stress/rule of 30)
6. Sleep
- 7.Context specific training

10. The Cognitive Science of Learning: Concepts and Strategies for the Educator and Learner

Joseph Weidman, MD, and Keith Baker, MD, PhD

<http://graphics.uk.ovid.com.abc.cardiff.ac.uk/ovftpdfs/PDHFFNAGOCIDNK00/fs047/ovft/live/gv024/00000539/00000539-201512000-00031.pdf>

Start with Why-Simon Sinek

Worth 15 minutes watch this: <https://www.youtube.com/watch?v=hER0Qp6QJNU>

