

Teaching Beyond the Slides: Inspiring The Next Generation of Health Professionals

Dr. Elenita C. Manrique-Arreglo
lenicamacho27@gmail.com



Dr. Elenita C. Manrique-Arreglo is a seasoned medical practitioner and educator with over 30 years of experience in the healthcare and academic sectors. With a Doctor of Medicine degree from UERMMMC and a Master's degree in Hospital Administration from St. Bernadette's of Lourdes College, she holds a wealth of knowledge and expertise in her field. Throughout her career, Dr. Manrique-Arreglo has dedicated herself to providing high-quality healthcare services as a family physician and school physician, ensuring the well-being of her patients

and the school community. Her commitment to holistic care and health promotion has earned her a reputation as a trusted healthcare provider.

In addition to her clinical practice, Dr. Manrique-Arreglo has made significant contributions to education, with 30 years of teaching experience at higher education institutions. Her role as a faculty member at various colleges and universities over the years has enabled her to impart her knowledge and expertise to aspiring nurses, shaping the future generation of healthcare professionals. Furthermore, her extensive experience as a lecturer and reviewer for nursing, dentistry, and respiratory therapy licensure exams highlights her dedication to preparing students for success in their chosen careers. Dr. Manrique-Arreglo's multifaceted career demonstrates her unwavering commitment to patient care, education, and professional excellence.

A student approached me after the lecture and thanked me for everything I had said. I smiled and replied, "You're welcome," quietly wondering what he could be thankful for. After all, I had just spent the session explaining how a heart attack can lead to sudden death. Then another student came forward and said the same thing. As I sat down at my table, several more followed, each expressing their gratitude for the lecture.

I was delighted that they appreciated how I explained the medical concepts. They were undergraduate allied health students preparing for their board examinations, and I assumed their appreciation was rooted in

the clarity of the facts I had presented. Yet I kept asking myself: *What exactly made the lecture remarkable for them?* Then I remembered. After my final slide, I had said, *“Never stop believing in yourself. Keep learning.”*

In academia, much emphasis is placed on learning outcomes, program measurements, and assessment tools. These are undeniably important, but I believe what truly matters is motivating students to move forward—to learn more, persevere, and pursue their dreams. Education is not merely about meeting benchmarks; it is about inspiring growth.

Medical doctors who teach allied health students often go far beyond asking them to memorize body structures, recall physiological processes, understand chemical reactions, or identify how drugs work and how diseases manifest. More importantly, educators in science and medicine must help students understand and appreciate these concepts. Learning should not simply be grasped; it should be embraced. Studying should not remain in the mind alone; it should also be felt in the heart. Knowledge, after all, is not meant to be kept by one person—it must be shared.

In a time when institutions strive for accreditation and standardization, procedures must be established before action is taken. At the same time, rapid technological advancements—particularly the evolution of artificial intelligence—continue to reshape education and healthcare. Yet we must ask ourselves: which of these truly guarantees the development of a well-rounded health professional—one who is competent yet compassionate, efficient yet flexible, and capable of adapting to deliver quality healthcare?

Sometimes, the answer lies in returning to the basics. We need to help students truly understand. We do not need to rush through an entire syllabus or achieve a thousand competencies. If we help students deeply comprehend a few core concepts, they can learn the rest on their own. As B.F. Skinner noted that motivation in school learning involves arousing, persisting, sustaining, and directing desirable behavior. When students are motivated, they are driven—and when they believe in themselves, they can accomplish far more than we expect.

The gratitude of my students reminded me that the most powerful lessons often come not from slides or syllabi, but from moments of genuine encouragement. While knowledge equips students with skills, belief empowers them to use those skills with confidence and purpose. As educators in health sciences, our responsibility extends beyond delivering content—we are called to shape professionals who are competent, compassionate, and resilient. When we choose to motivate, to believe in our students, and to remind them to believe in themselves, we do more than prepare them for examinations; we prepare them for life and for meaningful service in healthcare.

In conclusion, the students' responses to the lecture highlight the essential role of motivation in health sciences education. While structured curricula, standardized learning outcomes, and technological advancements are critical components of contemporary academic institutions, they are insufficient on their own to ensure meaningful learning and professional formation. Effective teaching must integrate cognitive development with motivational support that fosters confidence, persistence, and self-directed learning (Skinner, 1953; Deci & Ryan, 2000). By encouraging students to believe in their capabilities, educators enhance not only academic performance but also intrinsic motivation, which is vital for lifelong learning in healthcare professions. Ultimately, such an approach contributes to the development of competent, compassionate, and adaptable health workers capable of meeting the evolving demands of healthcare practice

References

Deci, E. L., & Ryan, R. M. (2000). *The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior*. *Psychological Inquiry*, 11(4), 227–268. https://doi.org/10.1207/S15327965PLI1104_01

Skinner, B. F. (1953). *Science and human behavior*. New York, NY: Macmillan.

emailad – leni.arreglo@yahoo.com

