Lifelong Learning: Strategies to Keep your Edge

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Objectives:

• Understand the importance of lifelong learning to professional development and satisfaction
• Develop skills that support lifelong learning
• Increase understanding of the diversity of learning methods and assessment tools
• Understand how teaching at the point of care keeps your edge
History

• 1783 (Thomas Kirkland, MD)
  – The chief mistake committed by medical surgeons is leaving off their studies just when they have qualified themselves for pursuing them!

• 1900 (William Osler, MD)
  – The physician should illustrate the truth of Plato’s saying, that education is a lifelong process.
Why?

• Professionalism
  – Physicians commit to life long learning
  – Self-directed learning is required for residency training and more common for board certification and maintenance of certification.

  – Bottom line
    • Fundamental to providing the best care to our patients
Quick: *Adult* learning vs how I learned in medical school

Assumptions on our learning as physicians

– Before I start learning I need to know why I need to learn
– I have to understand that I am responsible for my learning
– My learning is based on my experiences
– I want to learn for my future experiences
– Use internal motivations more than external ones to reinforce what I learn
Traditional

- Meetings
- Conferences
- Rounds
- Courses
- In services

- Didactic
- Does it change practice?
Life long learning what does that mean in 2015?

• Understand
  – Evidence based healthcare
  – Critically appraise the evidence for care
  – Familiarity with informatics
    • Including how to retrieve information

• Self reflection and assessment
• Skills of knowledge management!
• Voluntary!
• Self motivated!
Challenges and Opportunities

- LONG hours
- Health care system changes
- Competing demands
- Stress
- Cost
- Limitation of current models

- Learn from experience
  - Less burnout!
- Use adult learning theory
  - Learn at work!
  - Use interprofessional skills...we work in teams let’s learn in teams.
  - Soliciting feedback is learning!
- Use your passion

- We need to teach this to medical students so that the next generation is successful with life long learning
What do you think will work

• For you?

• Think
  – Individually about how to continue to learn as a physician in your specialty

• Pair
  – Discuss with your neighbor
    • Similarities?
    • New ideas?

• Share with the group
Strategies

• Choose goals relevant to YOU
• Prioritize achievement
• Incremental steps
• Set a measurable outcome
• Use a tracking system
• External and internal accountability
• Achievable goals
• Daily routine
Suggestions from the experts

• Workplace learning: learning at the job
  – Uses technology, education and work as mutually dependent
  – Use clinical performance data to determine gaps in practice, establishing learning and other strategies to address the gaps and evaluate outcomes

• Experts

• Multifaceted interventions using the typical educational methods
POINT OF CARE Learning
Retrieval of information at the time and place of the patient visit

• Evidence based care
  – Literature reviews are impractical at the bedside!
  – Up to date
  – Journal Watch
  – DailyPOEMS

• Protocols

• Decision support system

• Practice audits and feedback
Features of learning at the Point of Care

• Learn in context
• Learning has immediate relevance
• Learning can be unpredictable and unstructured
• Learning is from experience
• Learn from patients
• Learning depends on the team
  – From colleagues and role models

• There is evidence that we are better able to recall and apply knowledge and skills if we learn at time of application
  – Downside: limited time to prepare, reflect and debrief
    • Also be careful of: this is how we do it vs lets do evidence based practice
Other

• Interprofessional education
  – Teams
  – Educate simultaneously and collaboratively

• Medical informatics

• Evidence based health care and critical appraisal

• Self reflection

• Point of care teaching!
Point of Care *Teaching*

- Advantage of being at the COM
- Teach basic skills
- *Allow questions*
  - Effective questions can promote better learning
- Be honest when you don’t know the answer
- Have learners:
  - Teach you
  - Give you feedback
Exercise.....

• GROUP 1
  – List the 4 last patients you can remember
    • Did you really know everything you need to know about the disease process?
    • Focus on medical knowledge

• GROUP 2
  – Is talking about lifestyle change turning you blue in the face?
    • Focus on communication skill improvement

• GROUP 3
  – Running late every day
    • Focus on time management

• GROUP 4
  – I want to improve my teaching evaluations for promotion
    • Focus on teaching
The exercise

• Identify the problem
• Define solutions
• Describe how it is life long learning

• Consider using **SMART** Goals
  – **S**pecific
  – **M**easurable
  – **A**cceptable
  – **R**ealistic
  – **T**ime-bound
Lifelong learning: A journey

• Lifelong learning is a process
  – Always evaluating your day to day work with patients
  – To be the BEST (and fulfilled) physician you can be

• Use questions to keep you on your journey
  – Where am I going
  – How am I doing in my work with patients
  – How do I improve my patient care....
Those questions are: FEEDBACK

• Self assess first
• Before you ask for feedback-review what you are asking for!
  – If it is a new activity get instructions first
• Be selective and concrete:
  – The task/skill you want to improve
  – The processes to improve the task/skill
• From whom?
  – Patients, senior faculty, peers, other professions, students!
  – Depends on the task/skill
Where am I going?

• What is your learning objective?
  – Improve communication with the subspecialist teams
    • Short reflection on the encounter that led you to this objective
    • Plan of action description
      – Ask the subspecialist for structured feedback
      – Observe other faculty who communicate well
      – Ask them for tips

• Assess

• What next?
  – Learning plan
  – Share with others
How?

• Use technology
  – To filter at the point of care
    • You can’t know everything!!!
  – Start a portfolio
    • Your specialty may have one
    • Allows you to see what you have already done what you will do in the future
  – Talk about what you learn with your colleagues!
Balance and healthy anxiety makes a happy and great doctor

• Confidence in what you know
• Know what you don’t know
• Stay motivated to question your knowledge
• Value questioning
  – Self
  – Team
  – Students
The FUTURE

• Change current medical education delivery along the whole spectrum
• Interprofessional education is the future
• Develop lifelong learning skills
• Seamless learning while we care for patients
references

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