

Self-directed learning in your curriculum—getting from theory to practice.

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IAMSE Webinar - September 15, 2016

The imperative for life-long learning

- Physicians need to be life-long learners
 - Rapidly expanding medical knowledge
- Life-long learning needs to be self-directed
 - After training external direction limited
- Self-directed learning needs to be fostered during medical education



Theoretical Frameworks

- Metacognition
- Self-directed Learning
- Self-regulated Learning
- Informed Self-Assessment
- Master Adaptive Learning



Metacognition

Thinking about thinking



- Flavell (1979): knowledge about cognition and control of cognition
- In context of learning: learning how to learn

Self-directed Learning

Knowles (1975):

- diagnosing one's learning needs
- formulating learning goals
- identifying resources for learning
- implementing appropriate learning strategies
- evaluating learning outcomes



What is learning?



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Learning from practice

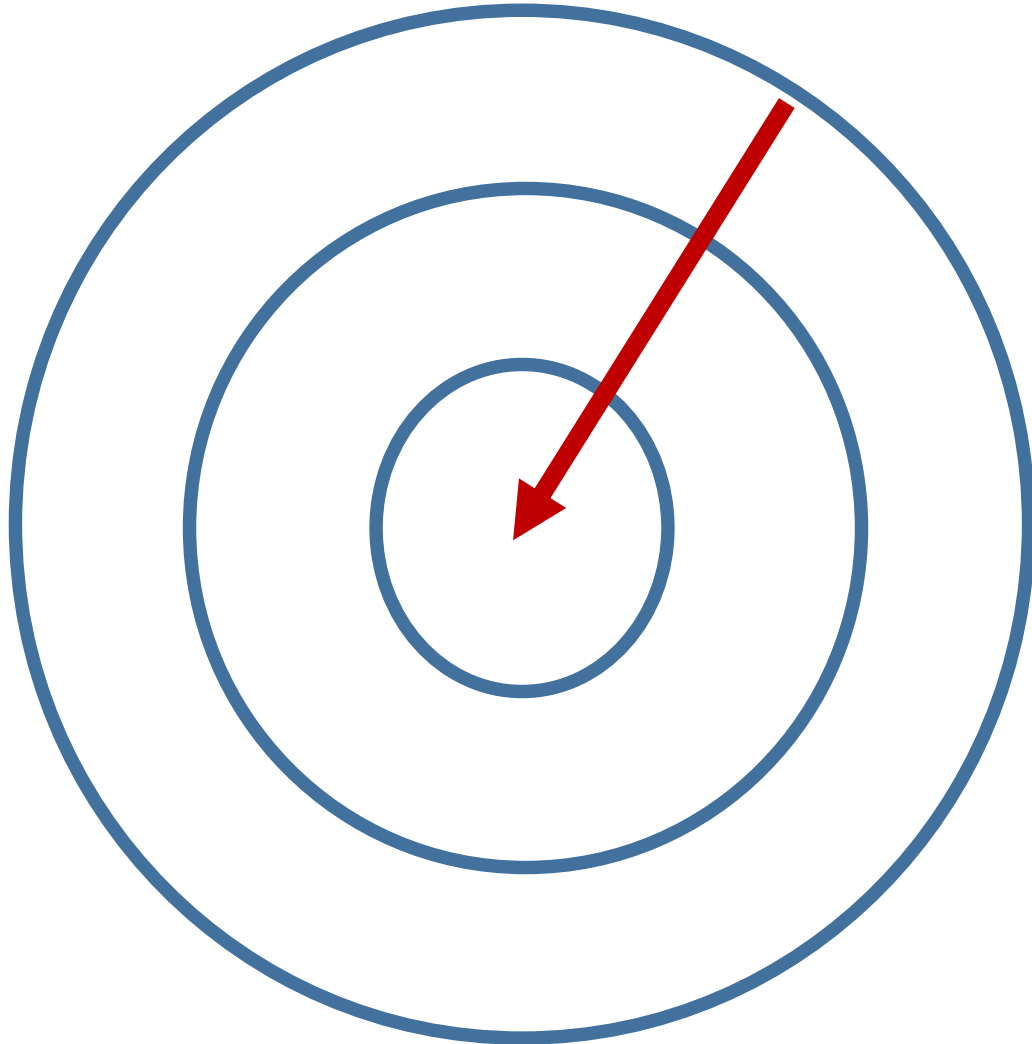
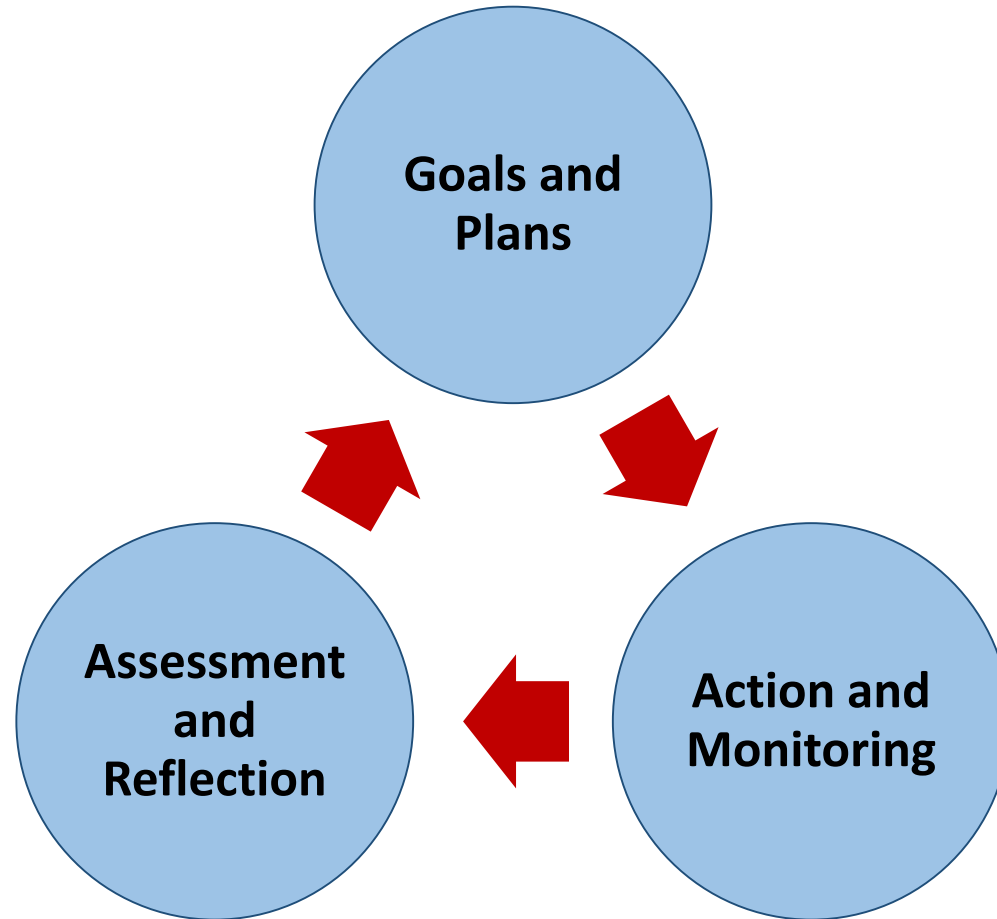


Photo by selmaemiliano via flickr
Taking Care of the Young
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Lave J, Wenger E. *Situated Learning*. 1991

Self-regulated learning



Goal setting is the answer! . . . Right?

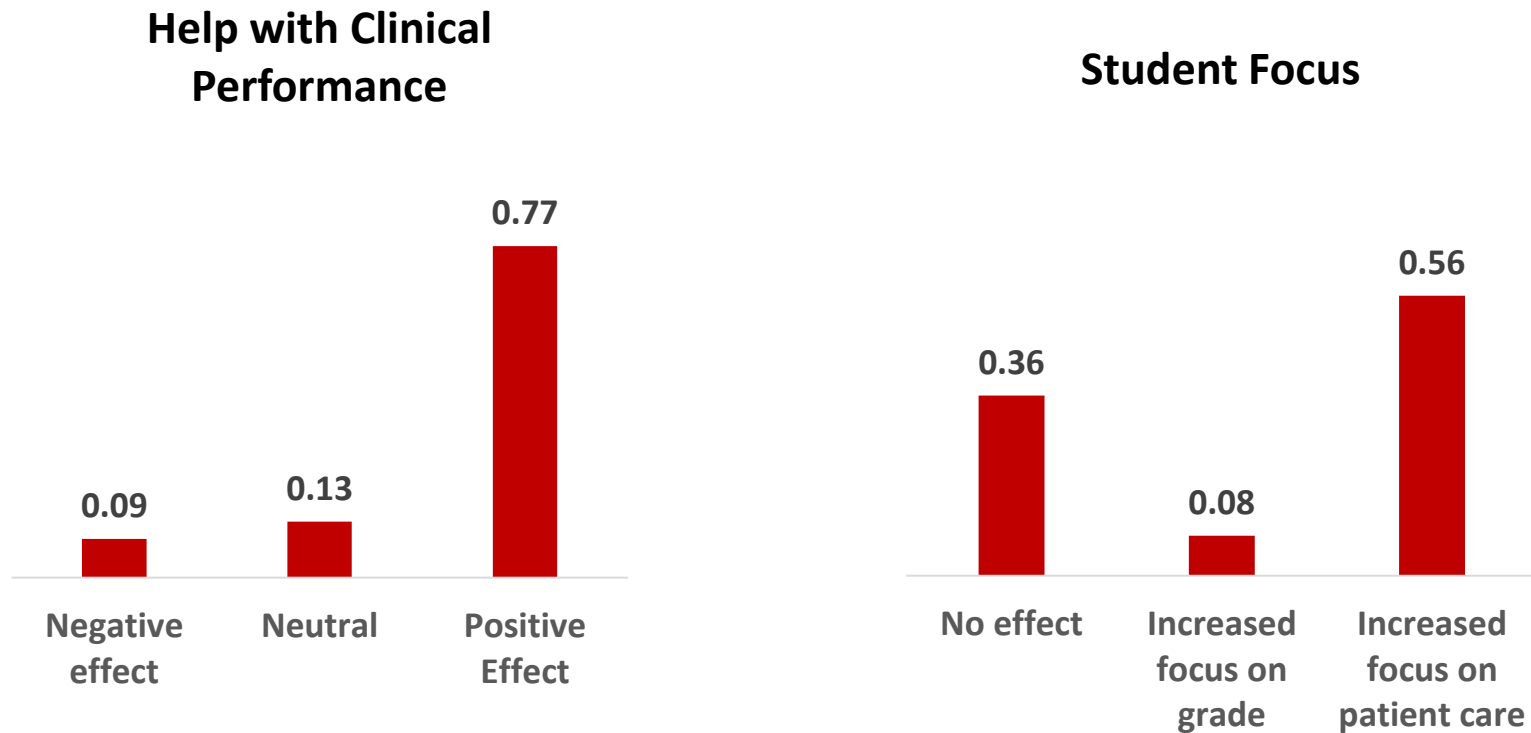
- While some studies of learning goal activities have shown benefit, others have shown that learners struggle.
- Studies of pediatric residents using learning goals and individualized learning plans:
 - Only 39% felt that they were worth the time and effort
 - Only 26% tracked the progress of their learning goals
 - 57% felt that it was difficult to remember to work on their goals
 - Only 35% felt that they provided a helpful framework for learning
 - Only 30% felt that they enhances their awareness of the learning process

What if we change the timeframe?

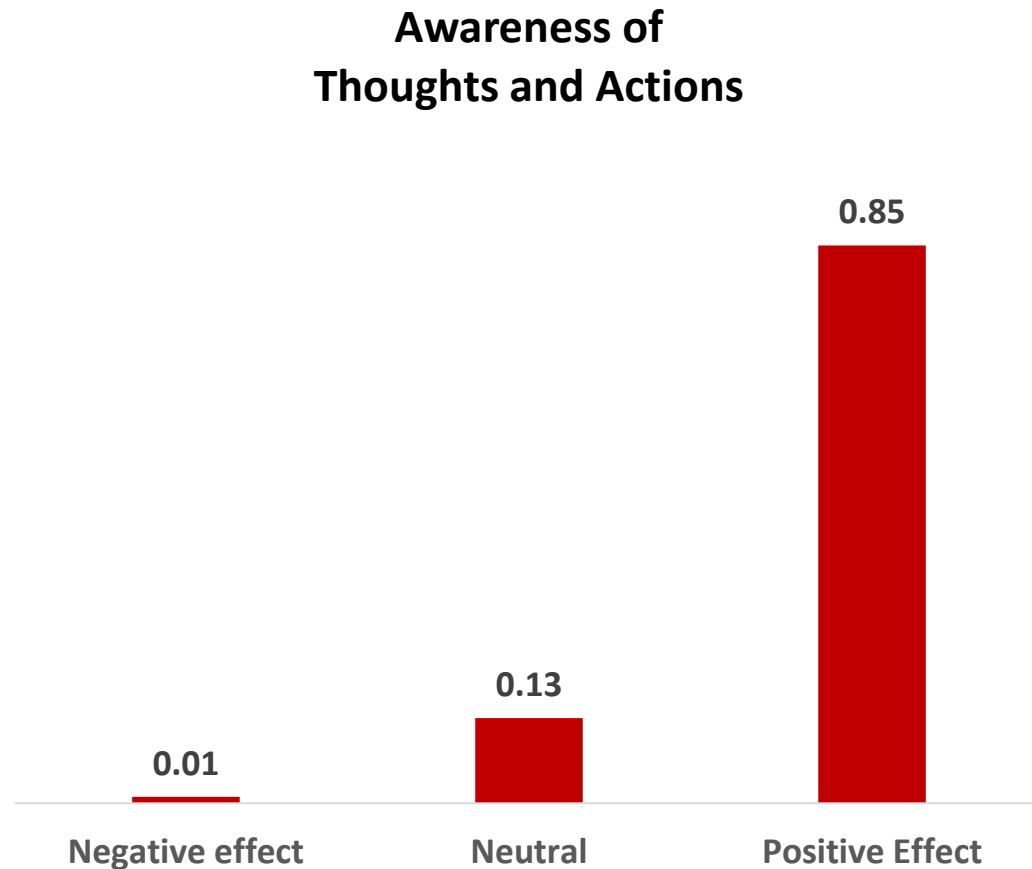
- Washington University in St. Louis Patient-Centered Learning Goals Program
 - First piloted in the neurology clerkship
 - Third-year medical students in their core clinical clerkships
 - One goal each week
 - Bullet point plan for implementation and tracking
 - Follow-up section evaluating the previous weeks goals
 - Goals are shared with the attendings and residents

Effects on learning in the neurology clerkship

- 82 students participated in the program during the study period
- 75 completed the evaluation survey (91% response rate)



Effect of weekly goals in the neurology clerkship



- “They allowed me to come up with concrete plans and to track my progress.”
- “[I]t let me reflect and forced me to think about what I'm actually doing.”
- “The weekly goals made me think about things I needed to do.”

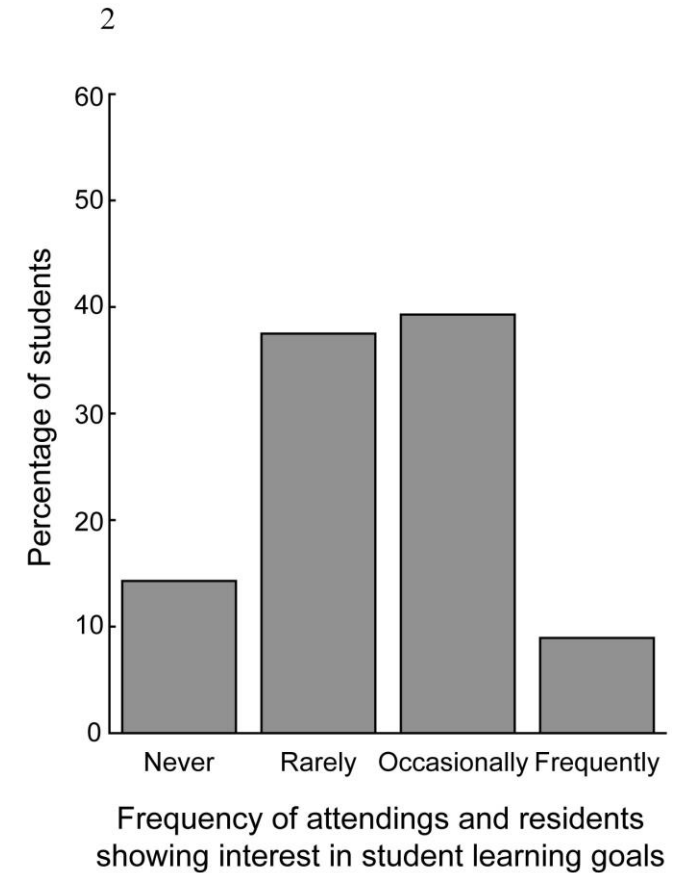
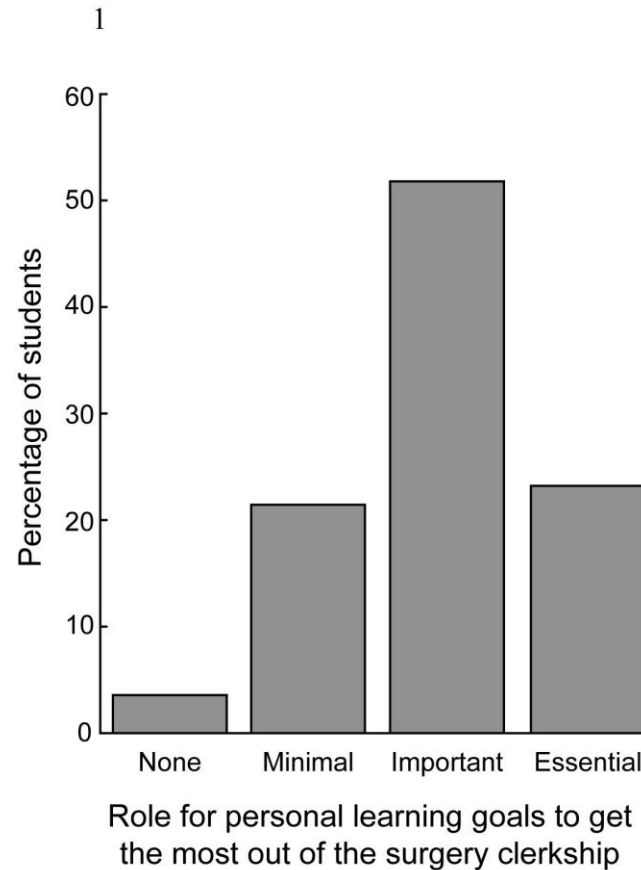
Time determines monitoring



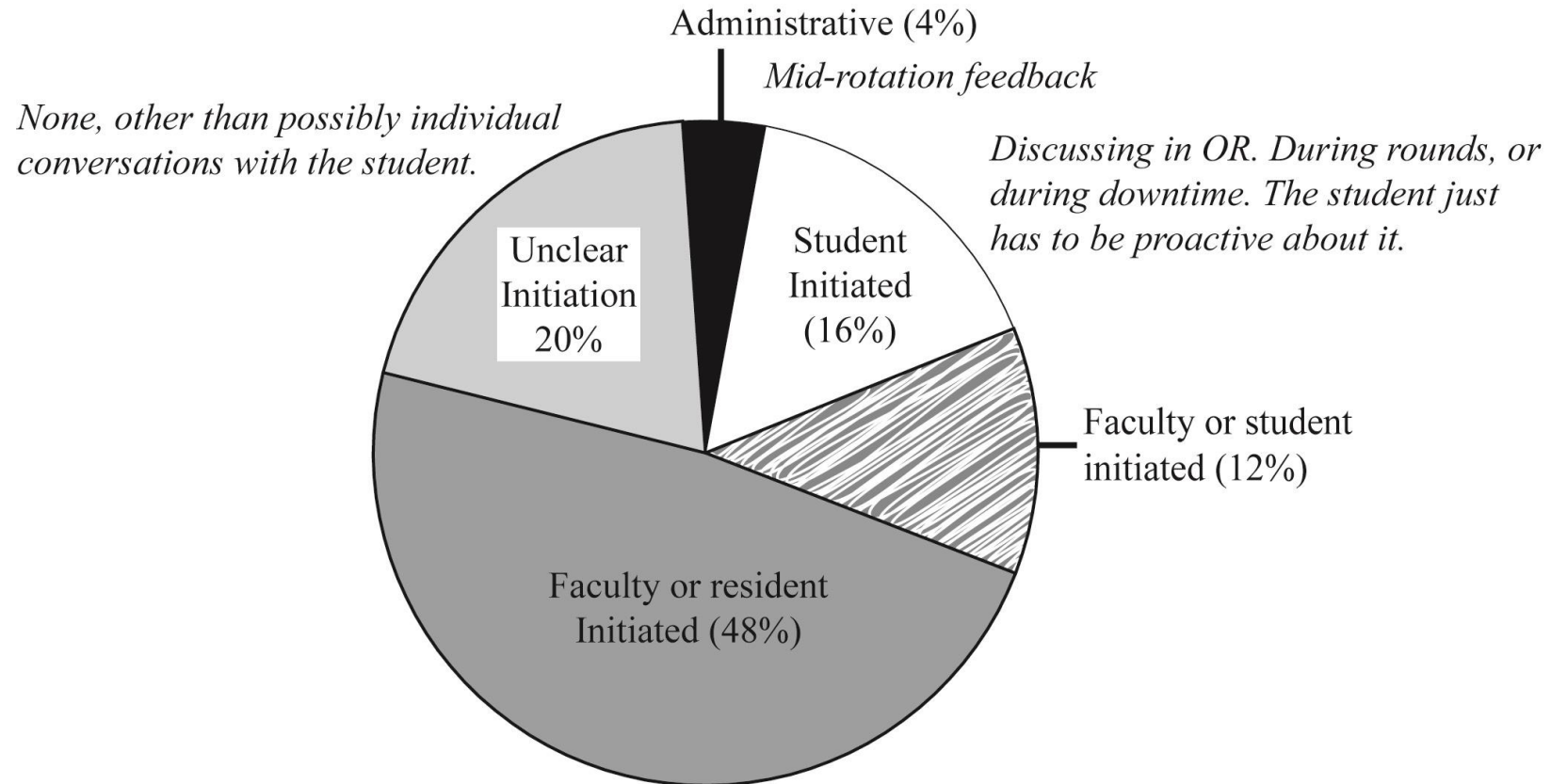
- What types of actions do you want to influence?
- How closely does it need to be monitored?
- What are the resources to support the timeframe?

Learning goals are tools to navigate our environment

- Students on the third-year surgery clerkship
- End of year survey
- 126 students surveyed
- 60 responded (48% response)



The disconnect



Nothing objectively laid out, depended heavily on individual attendings and residents taking time to talk to students on personal goals.

Self-regulated learning is not about the self

- Student's Perspective: The goals certainly did influence my interactions with the team. . . .[M]y attendings took the time to pull them up and review them with me and provide suggestions for carrying out my goals. For example, I wanted to learn more about acute care and prevention of stroke which prompted [my attending] to provide me with good reading material. The team was also cognizant of my desire to try to localize lesions on my own and gave me the opportunity to practice . . . I also wanted to expand my physical exam repertoire and the teams were great about demonstrating and explaining certain maneuvers.
- Attending's Perspective: There's certainly some of the learning goals where it wasn't necessarily my expertise, that I was learning from the things that they were doing too, as opposed to teaching through me telling you what to do and how ... I try not to do that. But it just made it easier I think to have a more back and forth conversation, than a one-sided didactic type of session.

Its about the collaboration

- The number one determinant of learning goal efficacy was whether or not supervisors engage with learners in a collaborative effort around their goals.
- Both students and their supervisors had to see the goals as a tool to change what they would typically do
- Lockspeiser et al found that for residents using learning goals the two most important factors were: 1) program support and 2) engagement by faculty

Key elements in moving from theory to practice

- Time

- Does the timeframe of your intervention support self-monitoring?
- Does the timeframe influence day-to-day practice?

- Collaboration

- Who are the collaborators in your intervention?
- What are the incentives and disincentives towards collaboration?
- Do both learners and their collaborators see your intervention as their own tool or as an externally imposed requirement?

Setting the Stage

- **Self-regulation** is important in fostering health care providers who will:
 - **MAINTAIN** their knowledge and skills in practice
 - **IMPROVE** their knowledge and skills in practice
- Set of behaviors requires:
 - an awareness of personal knowledge gaps
 - a willingness to address knowledge gap

→ **“Energy” that drives self-regulation**



<http://www.jillstone.net/wp-content/uploads/2014/07/Setting-the-Stage-for-Learning.jpg>

What is a Master Adaptive Learner?

- Predominant work of clinicians is problem-solving

- Address problems based on prior knowledge and understanding

(ROUTINE EXPERTISE)

OR

- Utilize new learning and innovative solutions to address problems

(ADAPTIVE EXPERTISE)

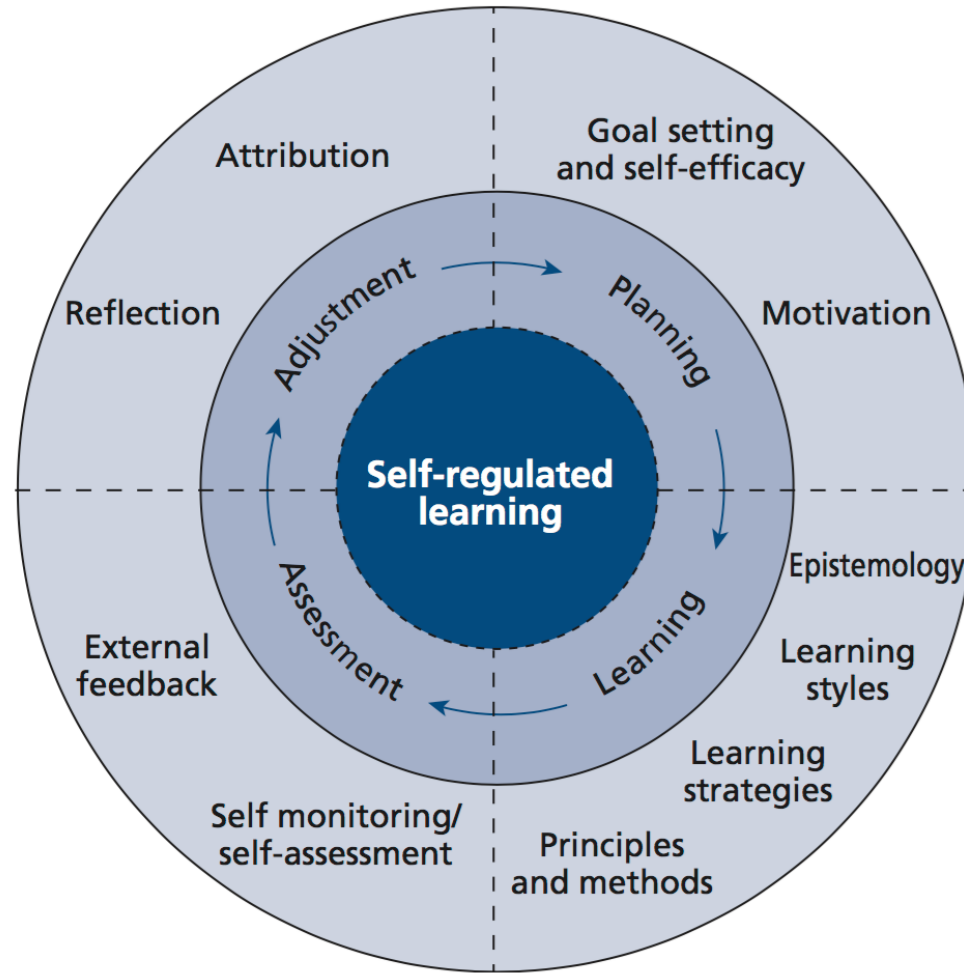
- Learning for now

- Learning for next year

- Learning for 20 years from now

- Habits
- Methods

Self-Regulated Learning in Medical Education



White, Gruppen & Fantone (2010) Self-regulated learning in medical education. *Understanding medical education: Evidence, theory and practice*

How Physicians Learn and How to Design Learning Experiences for Them: An Approach Based on an Interpretive Review of Evidence

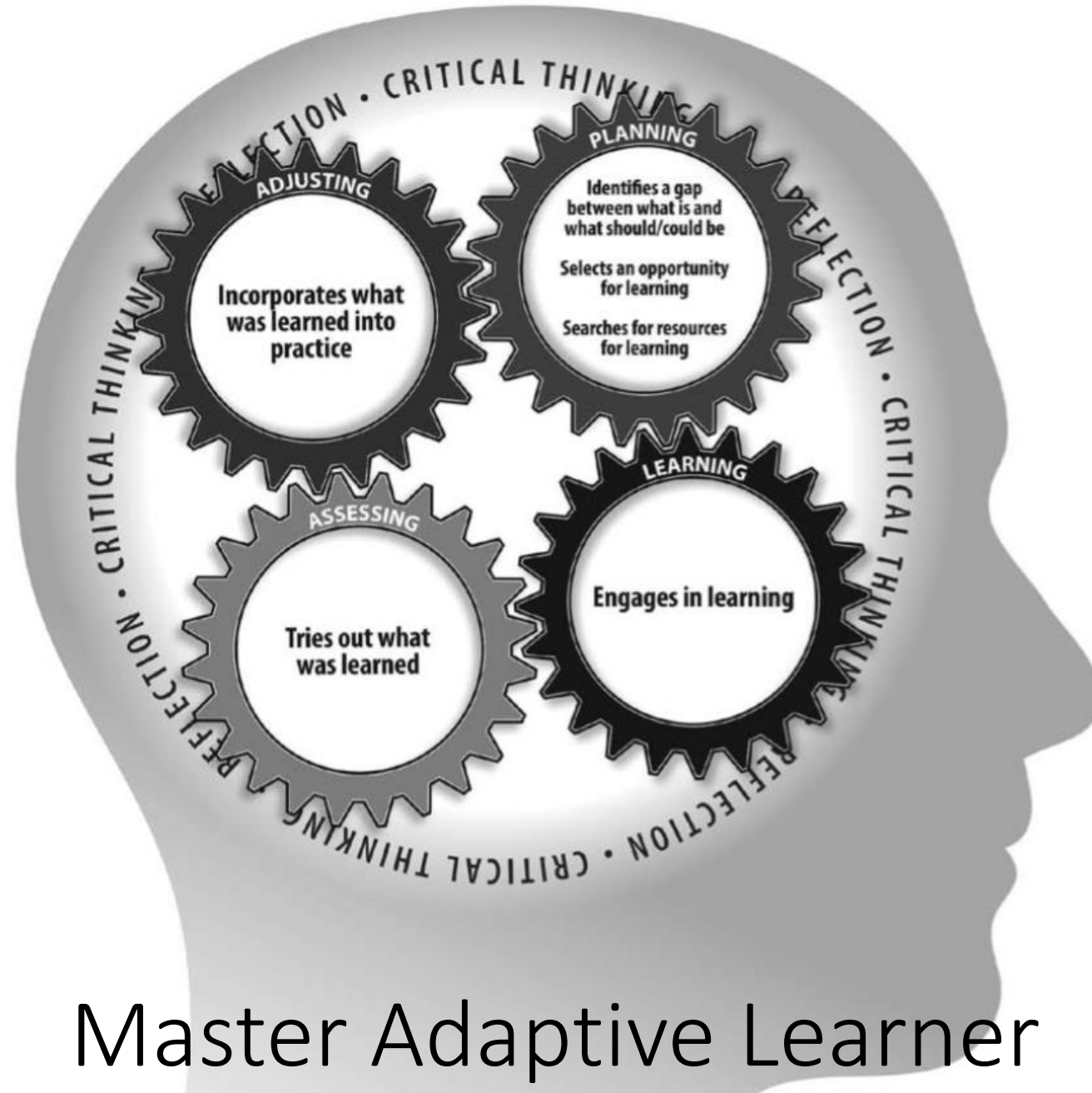
Donald E. Moore, Jr., Ph.D.
Vanderbilt School of Medicine

Table 1. Stages of Learning

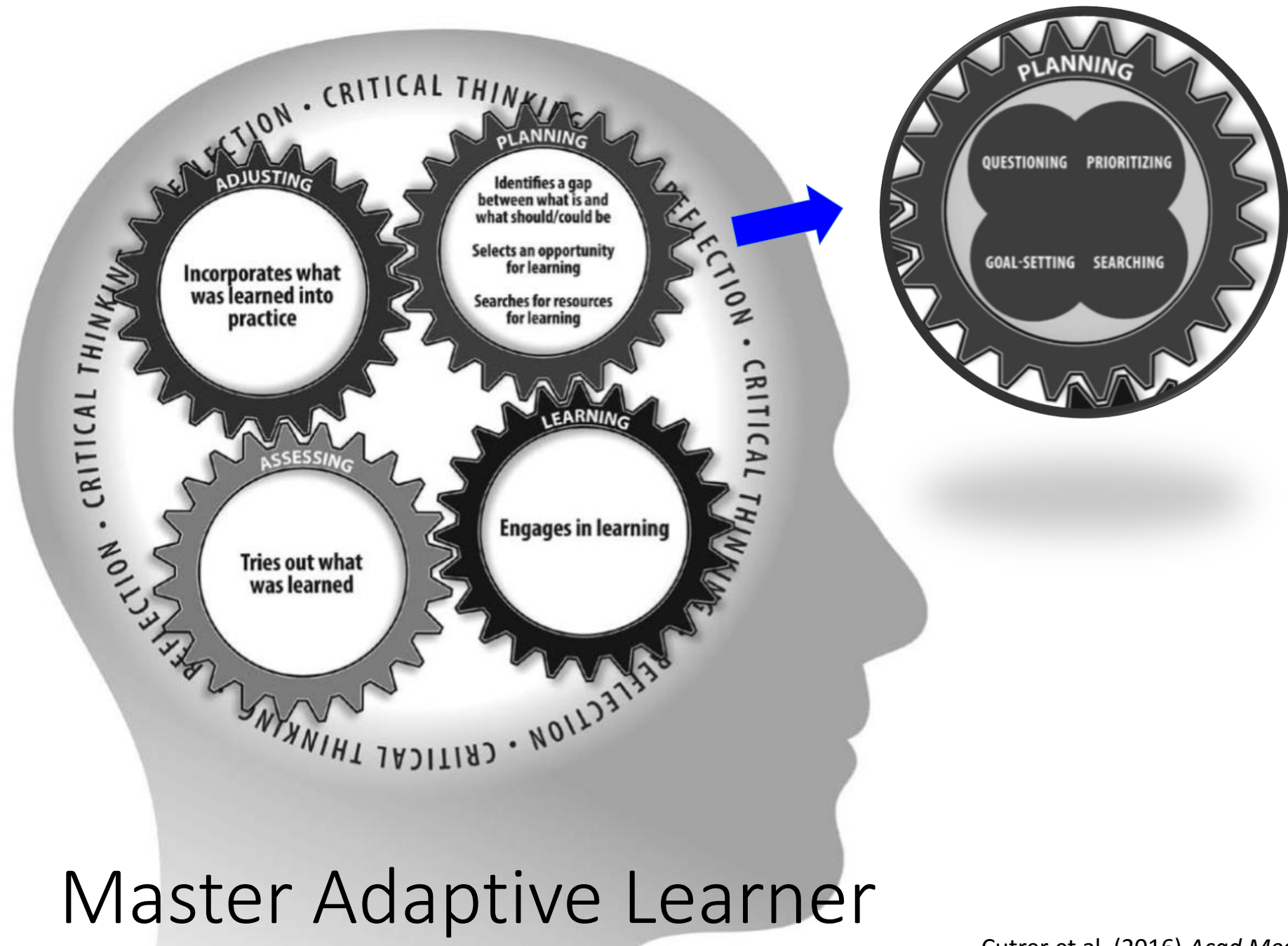
	Recognizing an Opportunity for Learning	Searching for Resources for Learning	Engaging in Learning	Trying Out What Was Learned	Incorporating What Was Learned
Studies on Physician Learning					
Geertsma et al 1982¹⁵	Priming	Focusing	Focusing	Follow-up	
Schon 1983¹⁶	Reflecting-in-action Reflecting-on-action	Decision to pursue information	Develop learning project		
Means 1984¹⁷	Awareness	Actively seeking a solution Decision-making			Problem resolution
Putnam, Campbell 1989¹⁸		Preparing to make a change	Making the change	Solidifying the change	Solidifying the change
Garcia, Newsom 1996¹⁹	Priming	Follow-up	Follow-up	Follow-up confirmation	
Pathman et al 1996²⁰	Pre-awareness Awareness	Agreement		Adoption	Adherence
Slotnick 1999^{21, 22}	Scanning	Evaluating	Learning	Gaining experience	Gaining experience

Moore (2007) *Continuing Education in the Health Professions: Improving Healthcare Through Lifelong Learning*

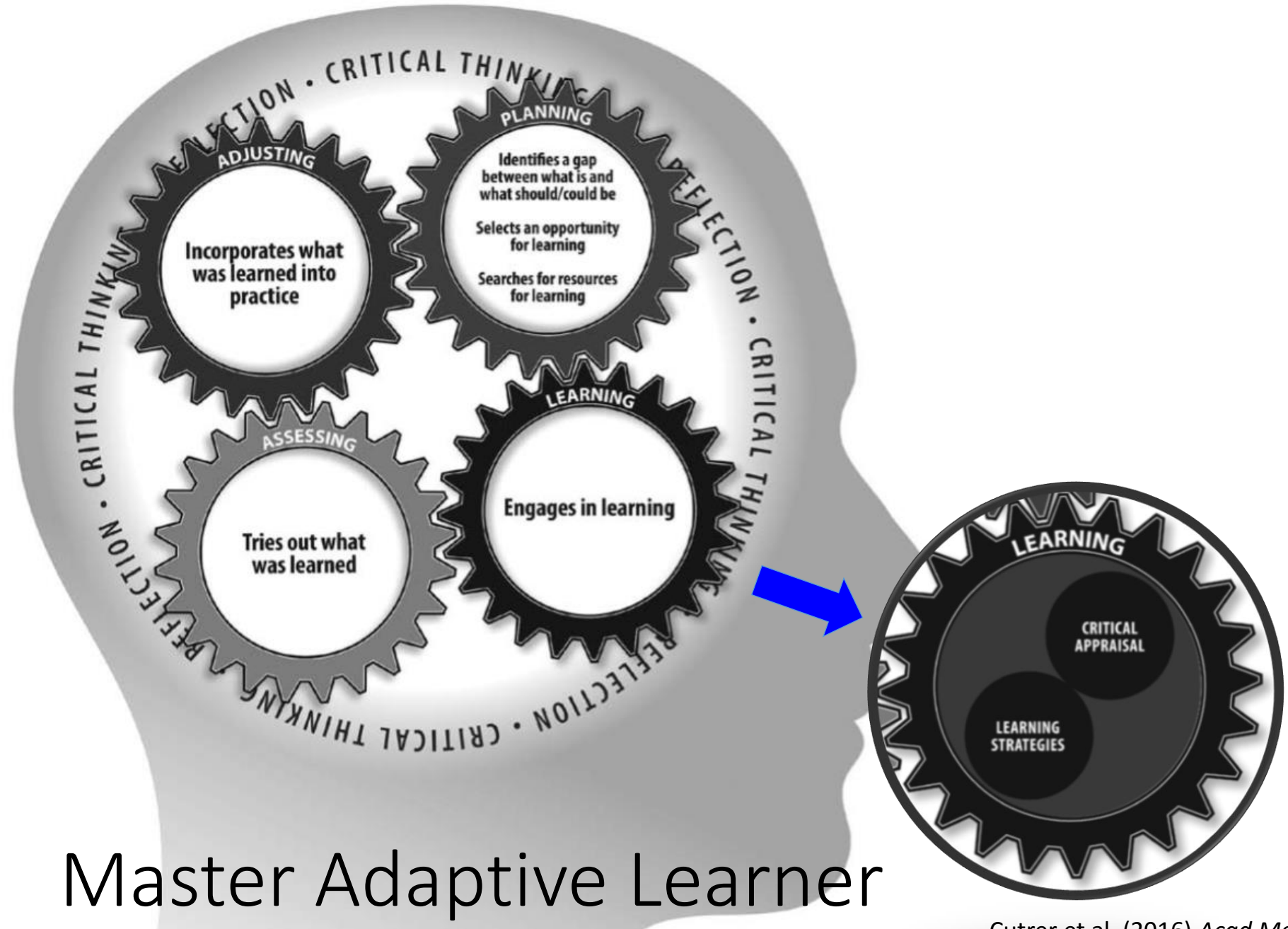




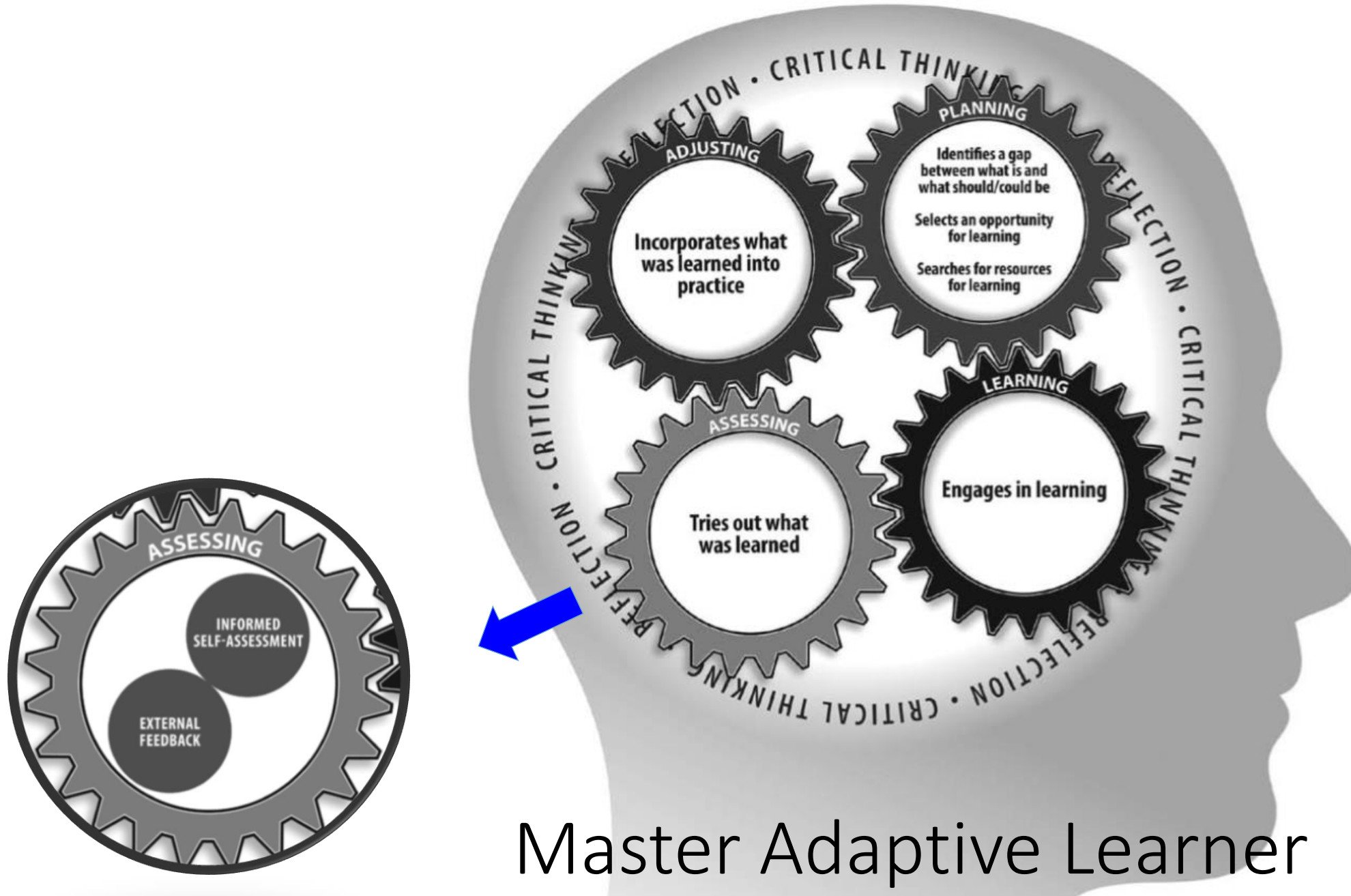
Master Adaptive Learner



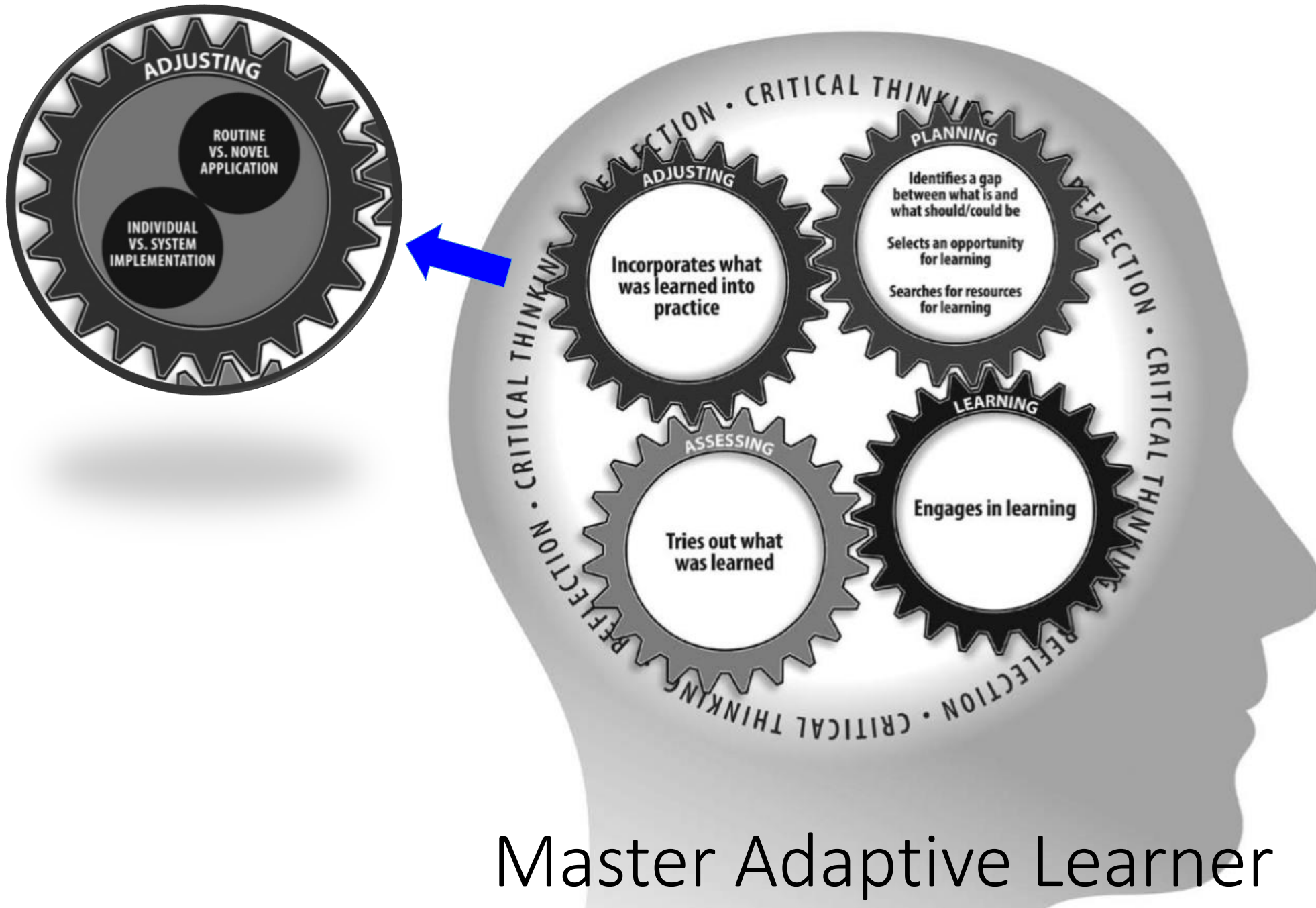
Master Adaptive Learner



Master Adaptive Learner



Master Adaptive Learner

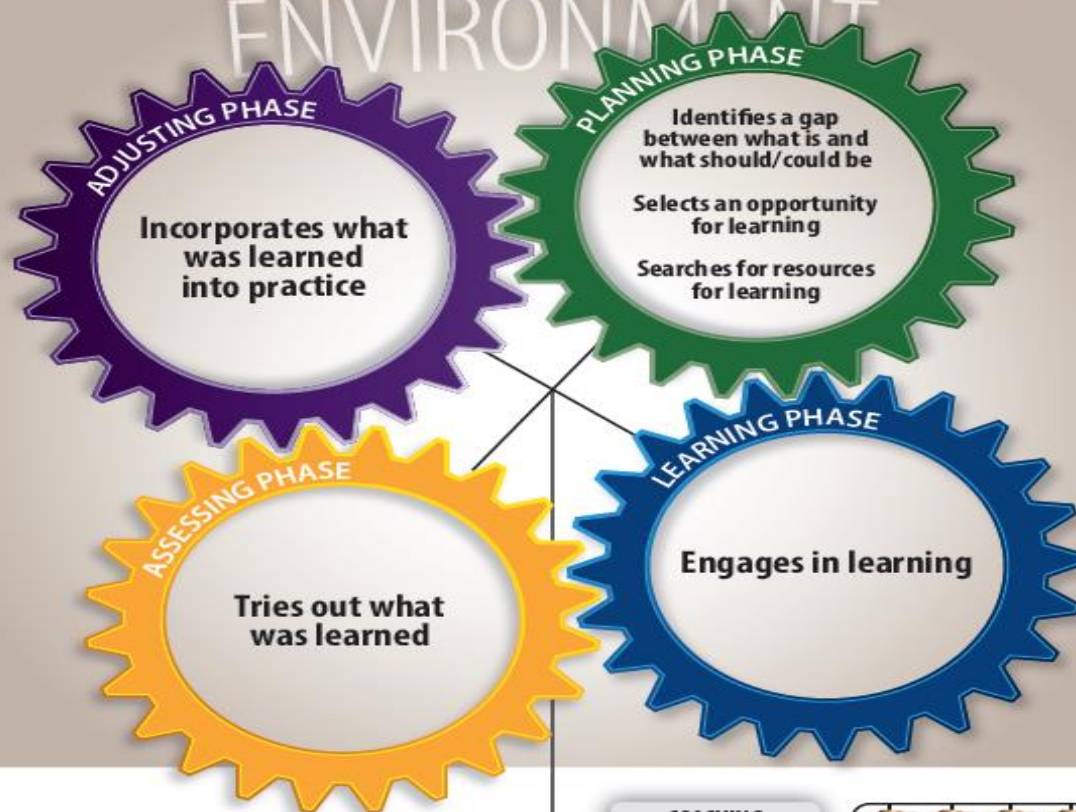




INSIDE THE MIND OF THE

Master Adaptive Learner

WORKING-LEARNING ENVIRONMENT

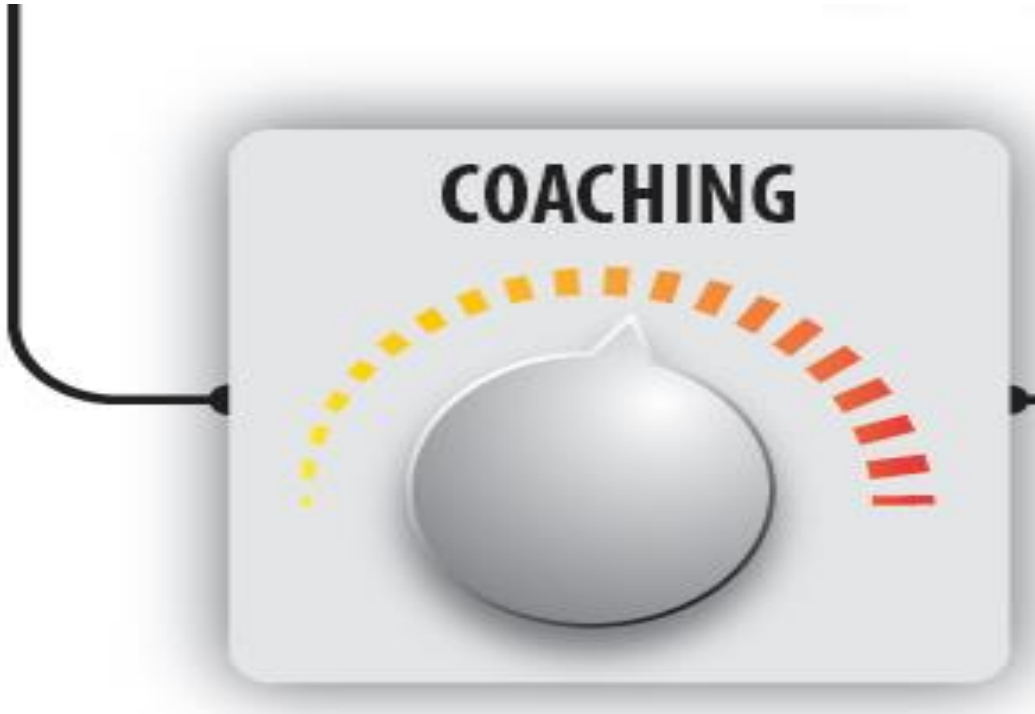


Created by William B. Cutler, MD, M.Ed., Don Moore, PhD and the American Medical Association Master Adaptive Learner workgroup.

Heavily influenced by: White, C. B., Grupper, L. D., & Fantone, J. C. (2010). Self-regulated learning in medical education. *Understanding medical education: Evidence, theory and practice*, 271-82.

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THE NEW YORKER

ANNALS OF MEDICINE

PERSONAL BEST

Top athletes and singers have coaches. Should you?

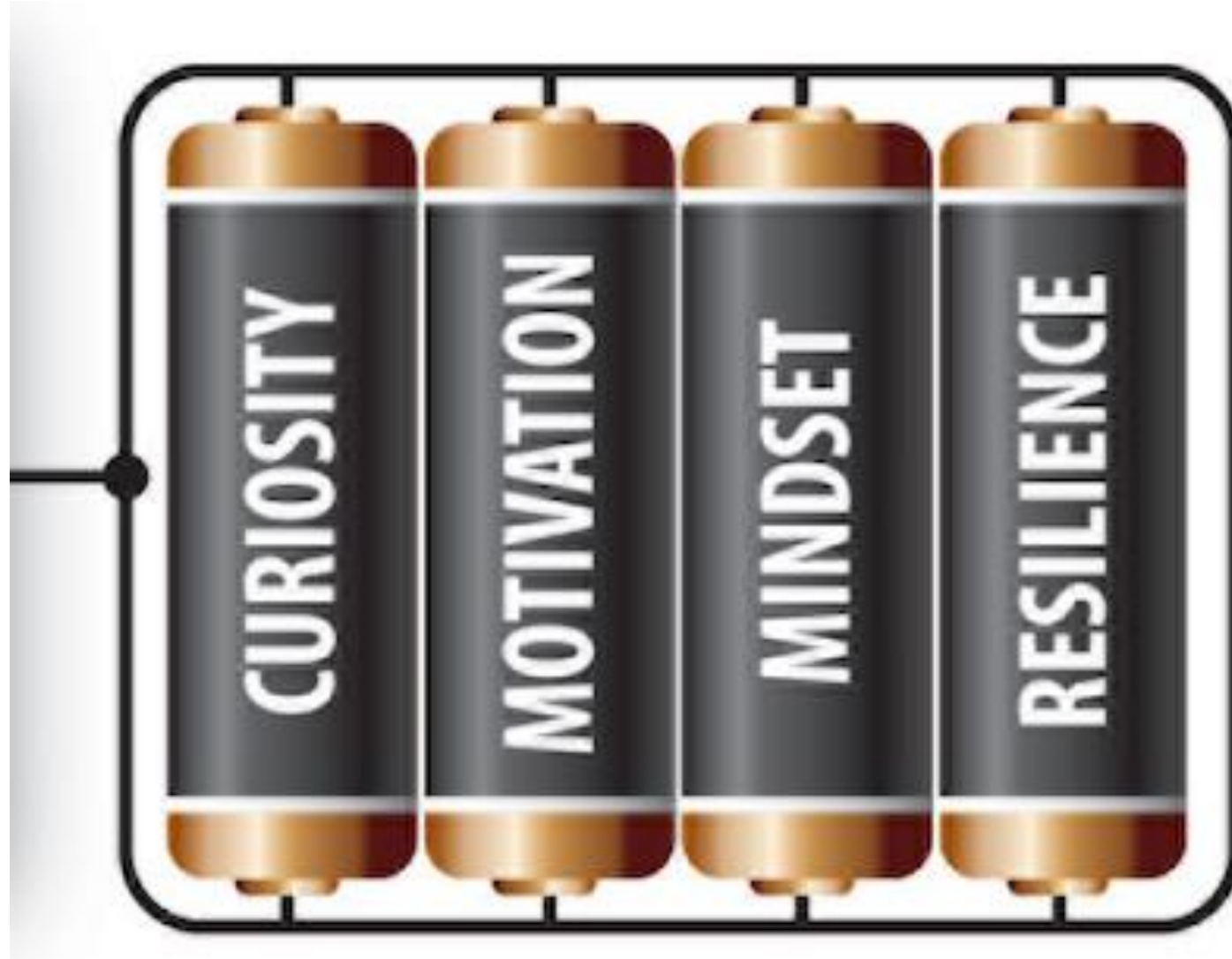
BY ATUL GAWANDE

OCTOBER 3, 2011



No matter how well trained people are, few can sustain their best performance on their own. That's where coaching comes in.

Learner Characteristics



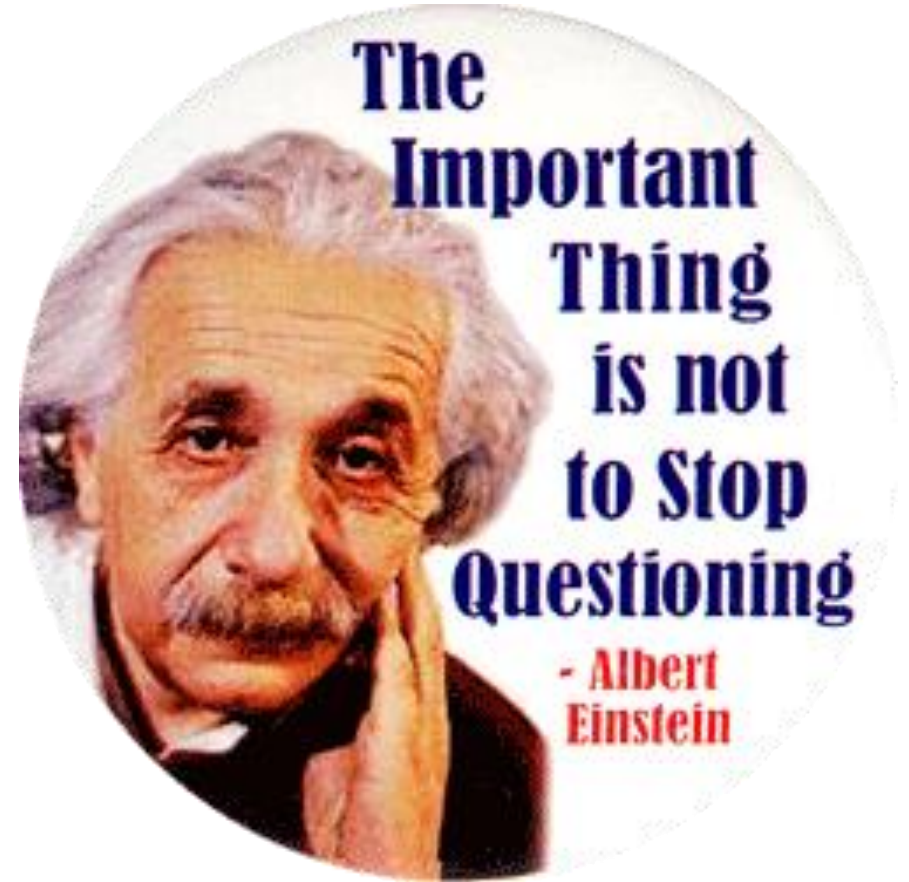
Practical strategies

To assist students with development of relevant skills:

- Reflection
- Learning plans
- Learning goals
- Portfolios
- Coaches



Questions?



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