Embracing Educational Theory to Improve Care: Development of Part II and IV MOC Activities for Lifelong Learning and Practice Improvement

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Plan

• Project Timeline
• The Need
• The Project
• Future Directions
Project Timeline

• Goal is to develop something meaningful in terms of MOC activities
  • Takes time
• Year 1: MOC Part II activity
• Year 2: MOC Part IV activity
• Year 3: Study activities
Our Beliefs (The Need)

- We must link patient outcomes and learner outcomes for the sake of optimal learning and improvement that results in optimal patient care.
- Linking patient and learner outcomes requires focus from both directions:
  - Using learner outcomes to impact patient outcomes.
  - Using patient outcomes to drive learner outcomes.
The Project

- **Purpose:** Develop MOC Part II and IV activities that equip learners with knowledge of pitfalls of self-assessment and mechanisms to overcome them and then link this to meaningful improvement activities.

- **Goals:**
  - Build from educational theory around self-assessment, gap filling, situated cognition, external assessment seeking, and other educational theories to inform and equip for more effective “self-directed learning.”
  - Use QI as the example and vehicle to build and bridge between Part II and Part IV.
  - Seamlessly transition between Parts II and IV in learning and improvement activities.
  - Engage peers and coaches in the activities.
Part II

• Design
  • Educational content delivered through discussion on two ABP diplomates alternating with case of a general pediatrician tasked with systems improvement in her practice (to give content life and context)

• Format
  • Bite-sized chunks, mobile friendly, ideally an app
  • Gamification, interactive, social, animated videos
Future Directions

- Technology around Part II (continued work)
- Develop Part IV activities and structure
- Study impact of our Part II and IV activities