

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



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Objective

 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

Background

Meaningful engagement and outcomes from MOC participation rest
upon the principles of lifelong learning

Self-assessment and self-directed learning are central to lifelong learning

· Self-assessment is limited by its known inaccuracies

 Thus, the ability to overcome the pitfalls of self-assessment, as well as those of gap filling, is important to make MOC as meaningful as it can be

External assessment sources are important to self-assessment calibration

Methods

· Design and Delivery

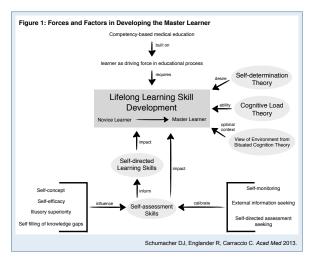
- Mobile-friendly, ideally an app

- Animated ideos

- Bite-sized chunks
- Gamification, social, interactive

Methods

- Educational Content (Fig 1)
- Self assessment pitfalls
- Gap filling pitfalls
- Overcoming pitfalls of self assessment and improvement efforts
 External assessment
 - · Self-directed assessment seeking
 - Teamwork/coach
- Foundation for QI



Product to Date

· Script and content for Part II activity

 Educational content delivered via discussion between animated ABP diplomates alternating with case of physician engaging in personal and practice improvement that helps further bring the educational content to life and place into real world, familiar context

Technology/delivery platform being developed currently

Future Directions

- · Part II technology and delivery
- · Part IV content, technology, and delivery
- · Study of Part II and IV activities

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