



# 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 ideas
  - 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

## Acknowledgements

- Virginia Moyer, MD, MPH – Vice President, Maintenance of Certification and Quality, American Board of Pediatrics
- Dongming Zhang, MS, MLS – Vice President, Information Technology, American Board of Pediatrics
- Charles Wernlund – American Board of Pediatrics

