

International Workshop on Lifelong Learning in Family Practice

Make your own learning plan

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Content of the session

- 25 min. Introduction to CPD concepts and methods to be used
- 60 min Small groups
 - assessment of GPs' work with three methods
- 20 min Plenary: Reflections
- 90 min Lunch **13.00-14.30**
- 20 min Plenary: Peer review, How to make a concrete learning plan
- 40 min Small groups
 - Peer review, Starting to make a learning plan
- 30 min Coffee break
- 20 min Small groups: Finalising the learning plan
- 40 min Plenary
 - Presentation of learning plans
 - Summing up general reflections and evaluation

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Traditional Continuing Medical Education

- Focus on « teaching » and « knowledge absorption »
- Credits in controllable environment
- Problem: it does not change practice performance!

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Adult as learners

- need to know why we should learn
- learners have a great volume and quality of experience
- need to be self-directing
- readiness to learn is related to tasks
- problem- and practicecentred
- immediacy of application

- Effective learning: constructive, cumulative, self-regulated, goal-oriented, situated, collaborative, feedback-searching

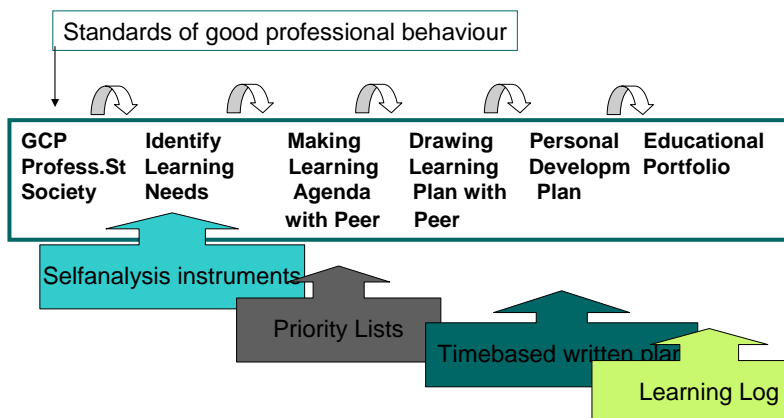
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From CME to Continuous Professional Development

- Start from practice and focus on change in practice
- Multifaceted interventions are needed
- Proof of process: educational portfolio
- Problem: requires a new set of instruments

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Continuous Professional Development



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Consultation diary: PUN/DEN/PAM

- Patient unmet needs (PUN)
- Doctors educational needs (DEN)
- Patients actually met needs (PAM)

- originates from real practice
- has to be done in a systematic way
- not all PUNs lead to DENs
- there are also other DENs

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PUN/DEN/PAM

Details of consultation	PUN	DEN	ACTION
<i>Parents of 15y old son consulted with fear around uncontrollable behaviour of their son</i>	<i>They asked how to find out eventual drug abuse</i>	<i>I need to know more on specific symptoms on drug abuse. I need to know more on local support facilities so that I can refer more adequately</i>	<i>Consult the local organizations guide, and contact appropriate organizations, or look for good literature</i>

PAM= Patient actually met needs

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Position mapping Strength/Weakness

- lies mostly on official documents or job descriptions
- should be done regularly to show your development
- can be used alone, but your peer can help you remarkably
- sometimes is connected with wages and, may be felt harmful

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Position mapping

Professional Task and Performance Definition	Not known ----- very skilled 1 2 3 4 5 6	To work on it now? Y N	Priority
<u>Consultation skills</u> know the consultation & communication model concepts	1 2 3 4 5 6	Y N	
-implement them in daily practice consultations	1 2 3 4 5 6	Y N	

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SIGNIFICANT EVENT ANALYSIS

- Something happened.....
- ->...and then something went wrong or almost wrong or very well
- can be done alone, but will be more fruitful in groups with all the concerned
- a trustful atmosphere is needed
- sometimes sensitive

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Example: Significant event analysis

A 42-year old woman has often visited our practice. Our doctors have treated her, including myself.

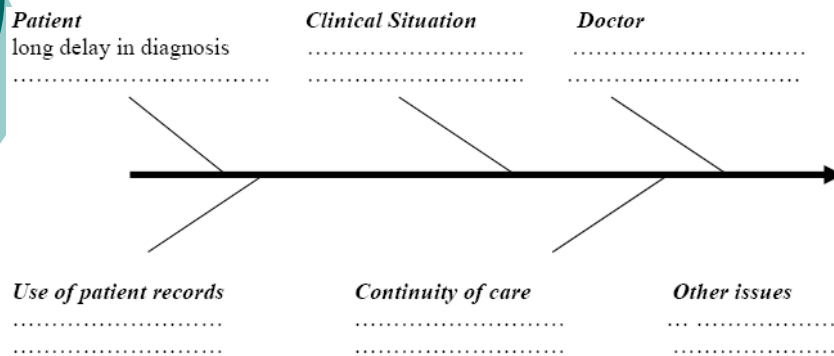
She has more than ten years' history of left-sided ear pain (otalgia) with unclear symptoms. She had been examined precisely every time, with records being taken on every visit.

Last week a new young doctor stated she had referred the patient to an otologist, and the patient had been diagnosed with cholesteatoma.

The patient came to meet me today. I discussed the matter with the patient, and she said she will not make an official complaint.

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Fish bone diagram as a help



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Part 2. DISCUSSION WITH PEER

- is very useful, but is not often done
- can make your own needs more clarified, when others assess them
- adds more aspects to the learning needs you have discovered yourself
- takes better into account the needs and objectives of the whole practice
- there are learning needs for you from the community, society, patients etc.

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Part 3: Elements of a concrete « learning plan »

- WHAT: concrete learning aims (in do terms)?
- HOW: methods, sources?
- TOWARDS WHICH TIME: timeschedule, target time?
- WHERE and BY WHOM: tasks and responsibilities?
Need of peer? Need of support (team,
management, practice) ?
- PRODUCT: how to show aims are met?(portfolio)

**Specific,
Measurable,
Achievable
Relevant,
Timebound**

BE SMART

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