Workshop: From Continuing Medical Education to Contemporary Stakeholder Learning: A Future-Focused Methodology for Outcomes-based Learning in Complex Health Ecosystems

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Since Abraham Flexner first wrote his report in 1910 that defined the way medicine should be taught – with the exception of the advent of problem-based learning, variants of which have been introduced by many universities worldwide – there has been remarkably little change since. Likewise, continuing medical education (CME) has been impervious to change and lags behind the advances that undergraduate medical teaching has made. CME today is positioned ambiguously and delivered inconsistently. Changes in the health ecosystem demand a reconsideration of the role and delivery of medical education.

What do we need to unlearn from past practice – which aspects of our educational models have become outmoded, particularly considering the seamless digital age in which we live where knowledge is instantly available? What do we need to learn anew to ensure healthcare professionals have appropriate learning resources and experiences to remain capable of delivering the best possible outcomes for their patients? The science of learning in combination with a robust understanding of the evolving healthcare ecosystem paves the way for driving a new approach towards outcomes-based planning of learning strategies recognizing multiple stakeholders in the healthcare ecosystem. Learning and performance gap analyses within the context of health ecosystems remain a foundational step before any educational strategy should be defined.

Typical pitfalls, challenges within and outside of organizations, sources of bias need to be identified before they can be addressed through effective learning strategies. This session will start with a vision of the future healthcare ecosystem followed by identifying critical elements for planning and articulating potential executions of global learning strategies. This discussion will look at the latest evidence from the fields of behavioural and decision science and seek to describe how evidence from these spheres of academia can be deployed in educational settings, to shift beyond knowledge gain to support optimisation of clinical behaviour and in so doing improve patient outcomes. Importantly, the valid role that industry partners contribute to the continuing professional development of healthcare professionals will be critiqued and discussed.