

# A multi-dimensional theoretical framework to support the learning needs of medical specialists

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# The Royal Australasian College of Physicians



## Educate

- Accredited specialist training
- Continuing Professional Development
- Assessment of Overseas Trained Physicians



## Advocate

- Healthcare policies
- Promoting the interests of the profession
- Patient and community first



## Innovate

- Lead innovation in delivery of specialist medicine
- Develop world-leading medical education programs
- Support physician education and research

# RACP Medical Specialties

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*A large and diverse range of specialties*

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- Clinical Pharmacology
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- Endocrinology and Medical Pathology
- Gastroenterology
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- Geriatric Medicine
- Haematology
- Immunology and Allergy
- Infectious diseases
- Infectious diseases and Microbiology
- Medical Oncology
- Nephrology
- Neurology
- Nuclear medicine
- Occupational and Environmental Medicine
- Palliative Medicine
- Public Health Medicine
- Rehabilitation Medicine
- Respiratory Medicine and Sleep Medicine
- Rheumatology
- Sexual Health Medicine
- Adolescent and Young Adult Medicine
- Community Child Health
- General Paediatrics
- Neonatal and Perinatal medicine
- Paediatric Emergency Medicine
- Paediatric Rehabilitation Medicine

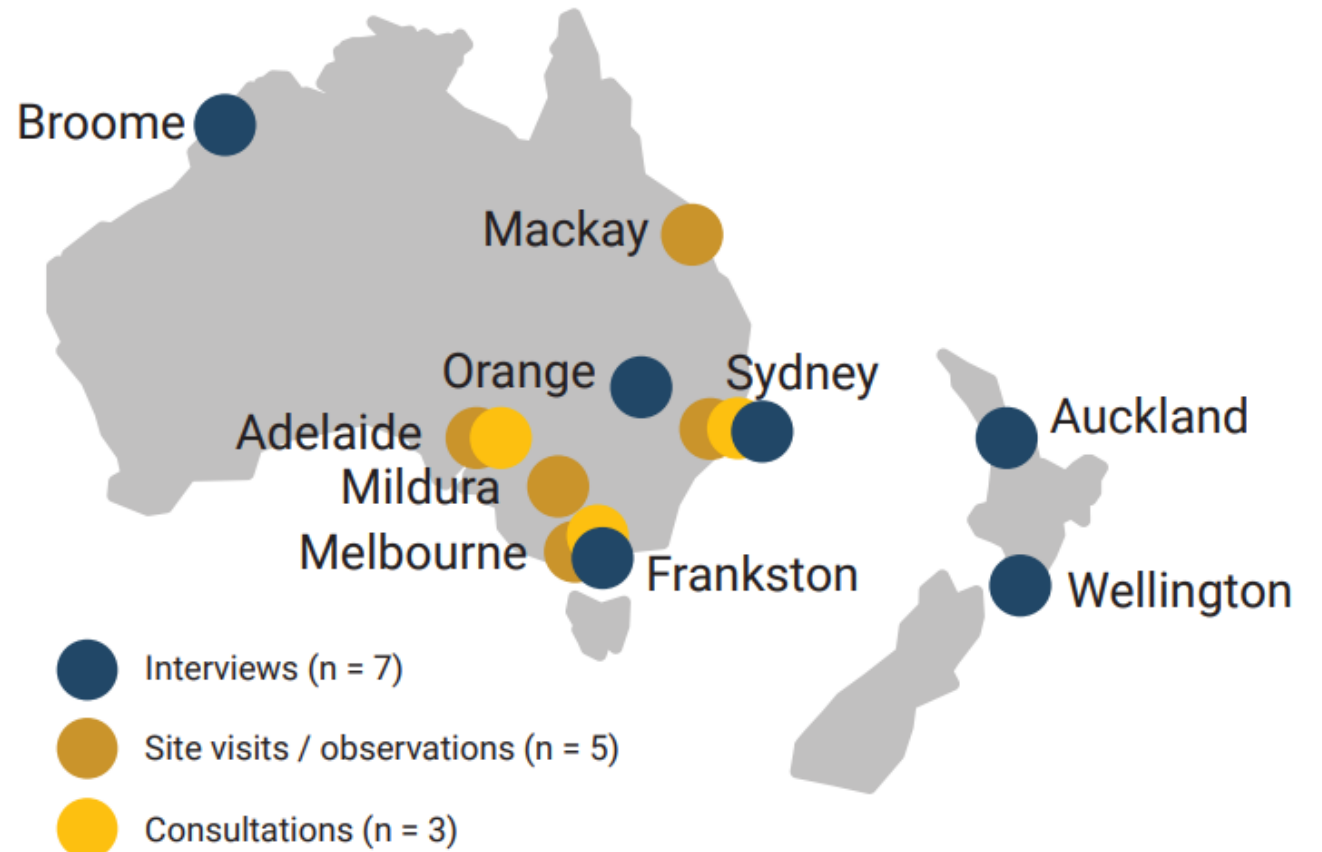
# eLearning Futures: A preliminary study

## The Question:

*Which is the educational model that best aligns with the way physicians learn?*

## Investigation methods:

- Ethnographic study across Australia and NZ – site visits (observations), consultations (focus groups) and interviews
- Observe trainees and physicians learning in their workplace



# Key Findings

Trainees and physicians learn socially, on a number of levels, from interaction with peers, with and from their peers, with and from their supervisors, and from observing colleagues in the wider workplace.



# Social learning @ the College

“ Most human behaviour is **learned observationally through modelling**: from observing others, one forms an idea of how new behaviours are performed, and on later occasions this coded information serves as a guide for action. ”



(Bandura, 1977, p. 22)

# Learning by doing

“ Important learning is rooted in repeated practice of skills in different situations, using actual tools [...] in real contexts, while coping with the social and political dynamics important to any working community. ”

(Fenwick, 2003, p.6)

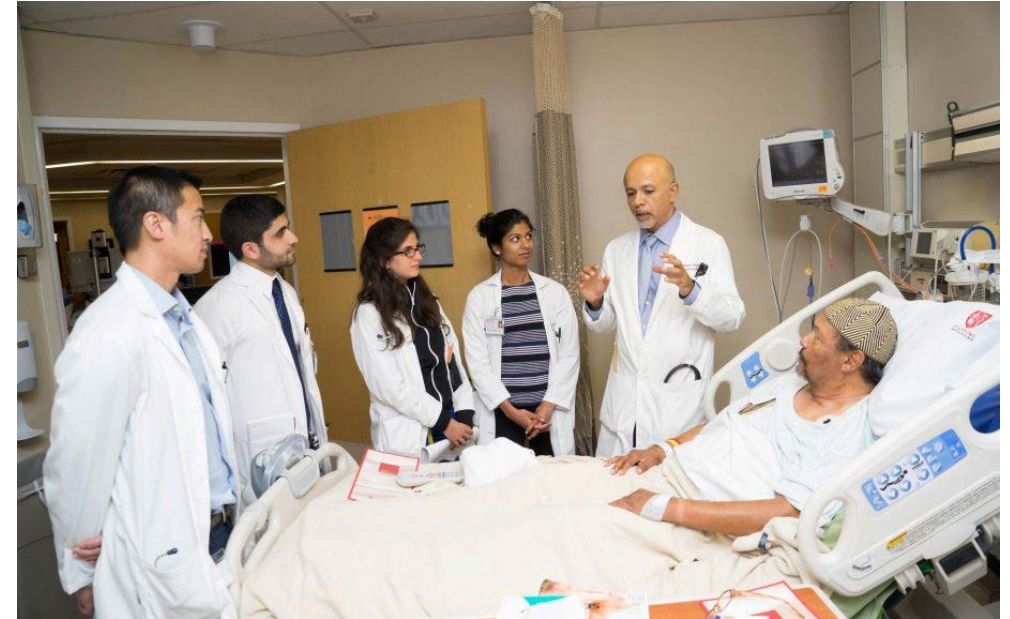




# Experiential learning

“ What [one] has learned in the way of knowledge and skill in one situation becomes an instrument of understanding and dealing effectively with the situations which follow. ”

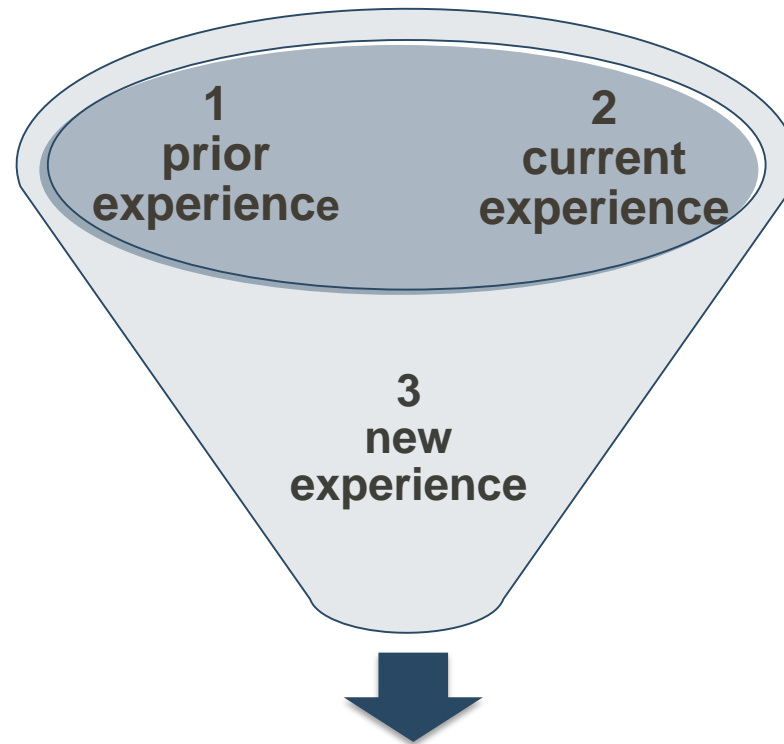
(Dewey, 1963, p. 44)





# The role of practical experience

Four levels through which experience creates learning opportunities, and subsequently knowledge, by incorporating:



into a 4 'learning-from-experience framework

# Experiential learning and medical education

“ Much adult learning is commonly understood to be located in everyday workplace tasks and interactions [...] and other important sites of non-formal and sometimes unacknowledged education. ”

(Fenwick, 2003, p. 1)

# Reflective practice

“ Reflective practice is learning that is acquired through reflection on or in practice (experience). ”

(Merriam and Bierema, 2013, p. 115)

“ Reflection in action reshapes what we are doing while we are doing it. ”

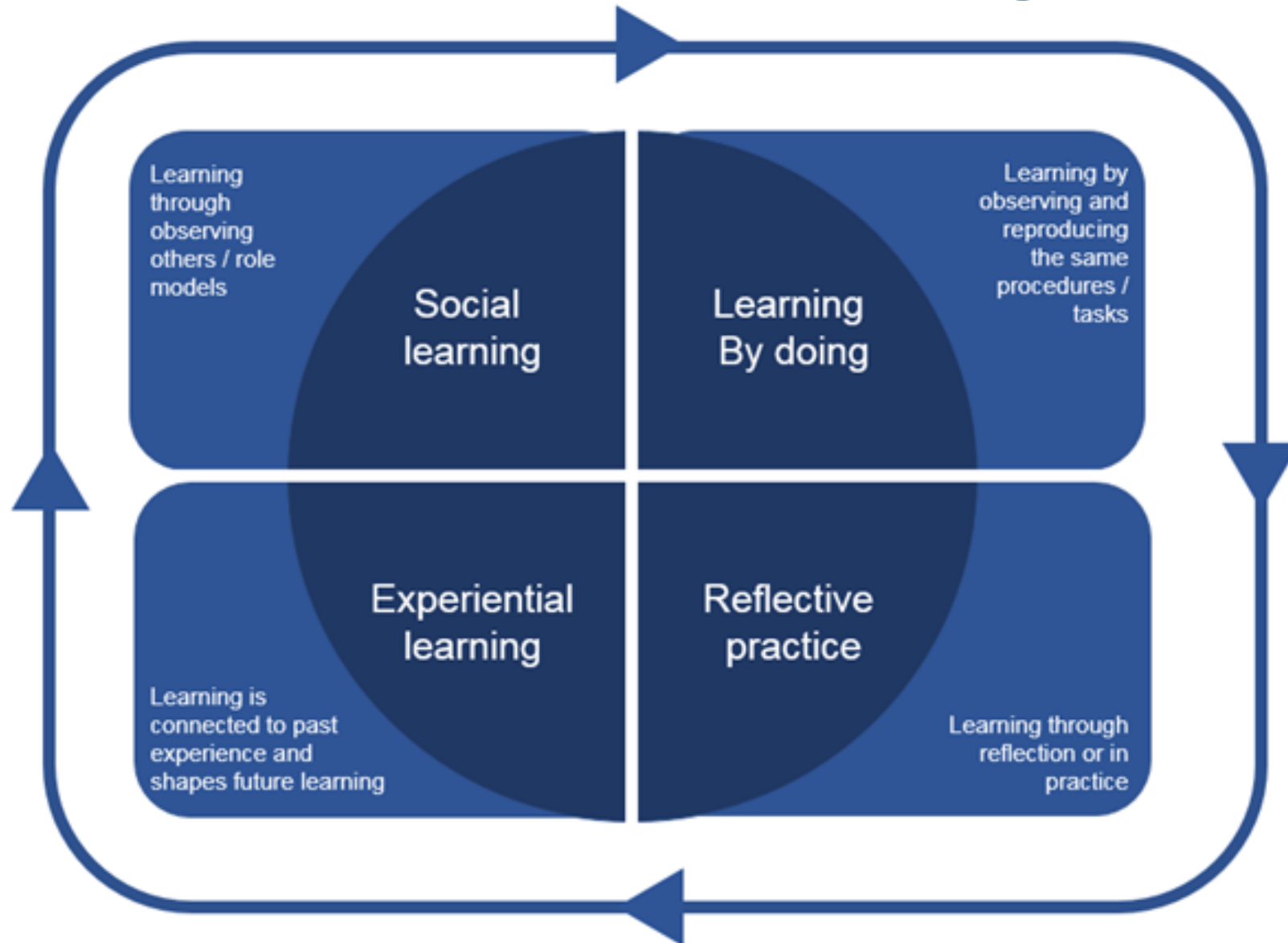
(Schon, 1987, p. 26)

# Reflective practice and work-based learning

“ The work-based environment can be formalised as an authentic learning environment and thus accepted as comparable but nevertheless different from the traditional on-campus one. ”

(Chisolm et al., 2009, p. 319)

# RACP Multi-dimensional Learning Framework



# The case study: The Supervisor Professional Development Program

## Case study part 1 and 2: Clair and Nadia

To complete this activity:

1. Watch the 'Case study part 1 & 2: Clair and Nadia' video.
2. Review **Nadia's LNA** PDF.
3. Post a reply to the **Case study part 1 & 2: Clair and Nadia** discussion thread.

## Clair and Nadia

Dr Greg Williams FRACP  
Dr Steve Robinson FRACP



[Download transcript PDF](#)

### COURSE MENU

- Week 1:**  
Introduction to work-based assessment
- Week 2:**  
Goal setting
- Week 3:**  
Learn and gather evidence
- Week 4:**  
Making evidence-based judgements
- Week 5:**  
Reflect and prepare

### CPD CREDITS AVAILABLE

RACP CPD Participants can earn CPD credits (**3 credits per hour**) in **Category 1** for the time they spend on this resource.  
[+ Add activity to MyCPD](#)

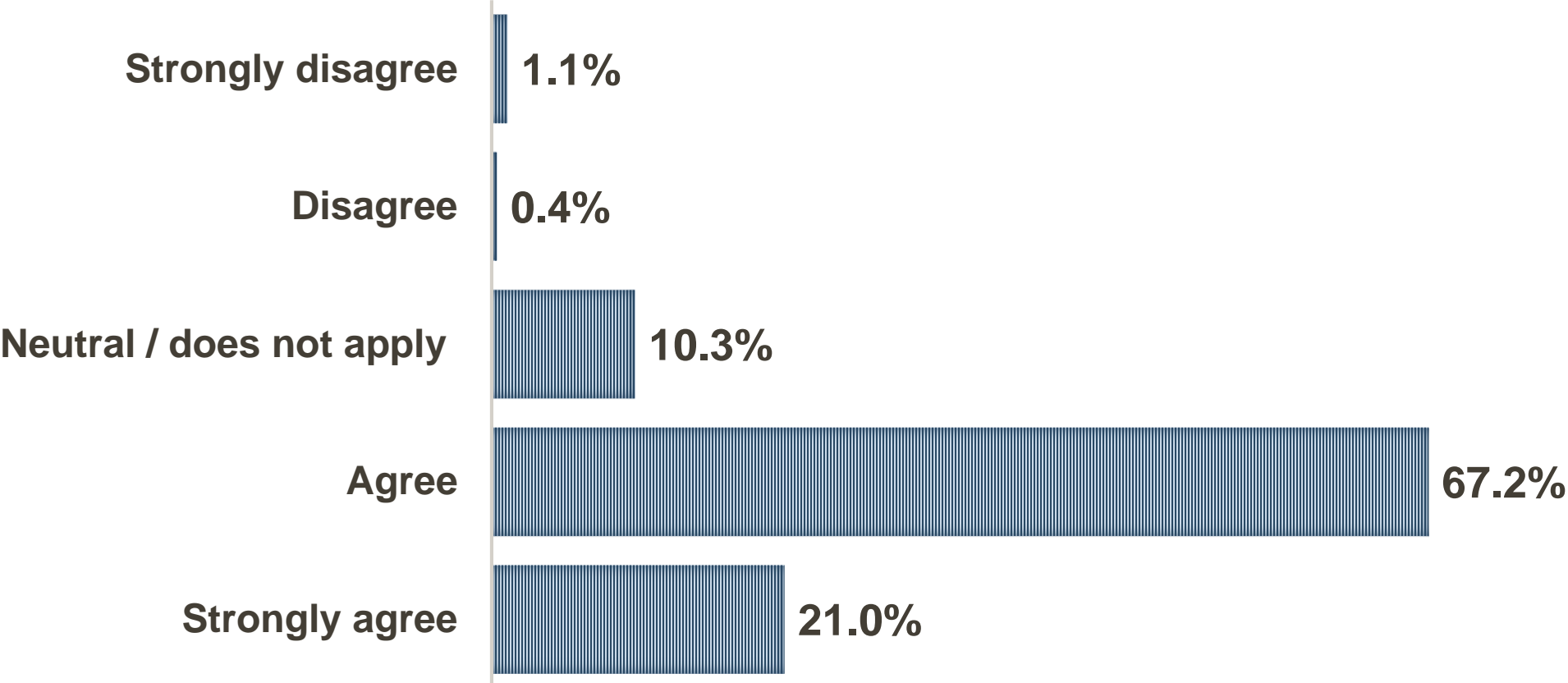
# The case study:

## The Supervisor Professional Development Program

- three online courses
- held over a period of five weeks, one topic per week
- facilitated by College's physicians
- opportunities for interaction and sharing ideas and experiences
- discussion forum
- real case scenarios
- social prompts



# “The opportunity to have discussions online with other supervisors was useful for my learning” (n=263)



# “What did you find valuable about the resource?”

“Really valuable discussions on the forum”



“Ability to learn from all participants”



“Reading the experience of other supervisors and their ideas/thoughts on each topic”



“The ideas from other participants”



“Gaining insights from others’ experiences and reflections”



“Opportunity to reflect and reinforce information learnt as well as practice”



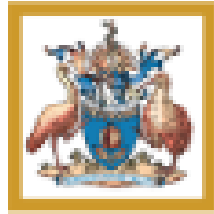
“I enjoyed the forum discussions and allowed me to reflect more on my own behaviours as a supervisor”



# Conclusions

The multi-faceted nature of the framework presented in this talk allows to capture the complexity of the medical educational model into the design of the College's educational resources.





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**Specialists. Together**  
EDUCATE ADVOCATE INNOVATE

**Thank you**

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