Major Shifts in Healthcare and the Implications for CE

As outlined in the 'Necessary Disruption 2.0: A Continuing Education Call to Action' article (November 28, 2024 issue of the Almanac)

1 - Increased Use of Educational Technology & Artificial Intelligence (AI)

Resulting from:

- A dramatic increase in the amount of medical knowledge
- Advancements in available technology (educational technology, artificial intelligence)

Key Questions:

- How can a learner efficiently and effectively review, distill, interpret, and apply the vast (and rapidly growing) amount of knowledge?
- How can we improve our use of technology and/or approach to data collection/analysis to improve CE programming?

Calls for:

- Greater awareness of technological upgrades in healthcare, expansion of educational technology / digital tools
- Acceptance of (and a deliberate plan to leverage) advancements in technology and use of AI
- Improved research on "AI + medical education" AND commitment to stay apprised of the emerging literature and new findings

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2 - Enhanced Educational Design
(Built on a Science of Learning Foundation)

Resulting from:

- Discoveries related to critical reasoning, behavioral change, and knowledge networks
- Distinct need for more rapid and on-going assessments of need linked to organizational priorities

Key Questions:

- What practices do we need to employ to help facilitate learners' decision-making skills (from prognostic, diagnostic and therapeutic points of view)?
- How can we improve our use of technology and/or approach to data collection/analysis to improve CE programming?

Calls for:

- Serious assessment of (and response to) the shifts occurring in learner expectations
- Adoption of a strategic perspective related to cognitive science, retention and application of lessons learned

Excerpt generated by Ginny Jacobs

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3 - Use of Technology & Real-World Data for Improved Clinician Learning (Relevant & Personalized)

Resulting from:

- Greater need to bridge educational content and clinical practice
- Increased availability of education technology and tools
- Demonstrated effectiveness of case-based teaching & quality improvement initiatives

Key Questions:

- How can we tap into available real-world data for purposes of timely assessment of need, impact, and patient outcomes?
- How can we maintain a balanced, principled use of artificial intelligence?
- How can we improve our approach to data collection/analysis to improve CE programming?

Calls for:

- A shift to a more innovative, tech-enabled, data-inspired, longitudinal CE design coupled with a systematic reflection of learner outcomes

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#4 - Emphasis on Adaptive, Cross-disciplinary, Customizable Learning Frameworks

Resulting from:

- The overwhelming pace of change in the field of healthcare, technology
- The realization that education can be the greatest lever for change – lifelong experiences
- Increased collaboration between education organizations, regulatory agencies, and medical societies

Key Questions:

- How can we form intentional collaborations and/or partnerships (internal or external) to facilitate and advance a more nimble, adaptive approach to CE development?
- How can we improve our use of technology and/or approach to data collection/analysis to improve CE programming?

Calls for:

- The need to build expertise across the healthcare team (internal and/or external) by evaluating available (internal/external) resources and generating support for change
- Evaluation and alignment with organization's strategic priorities and/or performance gaps