Identifying Change in Learner Engagement through Multi-specialty Collaboration
A Transformation of Continuing Professional Development (CPD)

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We have nothing to disclose
Objectives:

1. Recognize the benefits of broad participation and collaboration across medical specialty societies (via CMSS)

1. Confirm the major pivot in educational offerings and learner behaviors that occurred across medical specialty societies in response to the pandemic

1. Analyze the impact of the pivot on medical specialty society staffing as well as future CPD offerings and innovations.
Background:

- Recognized opportunity to understand impact of pandemic on medical education
- Leveraged CMSS (CPD PPG) to collaborate across specialties (societies)
- Solicited funding support from CMSS - RECEIVED!
- Maintained focus on how to inform future medical education
Methodology:

- Conducted monthly CMSS CPD PPG meetings
- Identified small working group
- Developed research questions
- Utilized CMSS (PPGs) organizations and members
- Using mixed methods:
  - society survey (8 questions)
  - learner survey (8 questions)
  - focus groups
- Continue to update larger group, CMSS leadership, CEOs
Results - Society Questionnaire:

- 36 of 47 (77%) CMSS member organizations responded to the Institutional Questionnaire

- All participating Specialty Societies responded to the pandemic by pivoting and offering a virtual Annual Meeting

- A need for different and new staff knowledge and skill sets were identified

- Participating organizations recognized a change in learner preference
Figure 1. Formats That Were or Will be Implemented at Annual Meeting
Figure 2. Changes in Annual Meeting Related Personnel
New knowledge/skills needed for annual meeting personnel

THEMES:

- Virtual Meeting Production
- Faculty Development
- Learner Focused
New knowledge/skills needed for annual meeting personnel

THEMES:

Virtual Meeting Production

• “Learning to use new platforms for deployment of meeting”

• "Increased AV and technical skills for remote speakers and in-person speakers”

• "Staff has had to learn to be more nimble and understand technical capabilities”

Faculty Development

Learner Focused
New knowledge/skills needed for annual meeting personnel

THEMES:

Virtual Meeting Production

• “Additional staff knowledge was needed to guide faculty for teaching in a virtual format whether in live sessions and/or in pre-recorded sessions”

Faculty Development

• “How to ensure faculty understand what their responsibilities are before and during the meeting”

Learner Focused

• “New skills related to helping faculty learn how to record presentations as well as understand how to utilize the platform the meeting is using to get sessions to attendees”
New knowledge/skills needed for annual meeting personnel

**THEMES:**

- **Virtual Meeting Production**
  - “Experiment with production elements to further build learner engagement”

- **Faculty Development**
  - "Learning management theory for virtual environments”

- **Learner Focused**
  - “Much discussion about how to make virtual meeting impactful - considering adult learning principles”
Observations of learner preference changes

THEMES:

Zoom Fatigue

In-person Preference; Networking Missed

Want Choice; Expect Hybrid Option

Micro-Learning; Spaced Learning
Observations of learner preference changes

**THEMES:**

- **Zoom Fatigue**
  - “less engagement in visually engaging (Zoom fatigue) platforms”
  - "Tired of virtual meetings"

- In-person Preference; Networking Missed

- Want Choice; Expect Hybrid Option

- Micro-Learning; Spaced Learning
Observations of learner preference changes

THEMES:

Zoom Fatigue

In-person Preference; Networking Missed

Want Choice; Expect Hybrid Option

Micro-Learning; Spaced Learning

• “miss in person interaction but not necessarily for learning”

• “...eagerness to return to in-person learning activities and reconnecting with colleagues face-to-face”
Observations of learner preference changes

THEMES:

Zoom Fatigue

In-person Preference; Networking Missed

Want Choice; Expect Hybrid Option

Micro-Learning; Spaced Learning

• “our digital products - YouTube videos, podcasts and mobile apps - have continued to grow in popularity”

• “Learners desire to have the choice to attend either the virtual or the live meeting”

• "learners prefer option to engage with content "later" and as needed”
Observations of learner preference changes

THEMES:

Zoom Fatigue

In-person Preference; Networking Missed

Want Choice; Expect Hybrid Option

Micro-Learning; Spaced Learning

- "participants prefer briefer sessions and less time in front of a computer"
- "they prefer not to have extended periods of time in front of the laptop for CME and, instead prefer it segmented with breaks"
Preliminary Results - Learner Questionnaire:

25 CMSS member organizations administered the questionnaire

- Societies were provided parameters and asked to send a society-specific web link to 300 physician learners
  - Web links allowed for individual society response tracking and anonymity of members

- 1,078 physician learners responded across societies
  - Society level responses ranged from 4 - 166 physician learners

- AND.....
Figure 3. Instructional Formats Ranked by Preference Prior to and Since March 2020

Instructional Format Preferences

Weighted Ranking

Live In-Person Meeting: Prior to March 2020 - 4.56, Since March 2020 - 3.67
Live Virtual Meeting: Prior to March 2020 - 3.49, Since March 2020 - 2.46
Online Education: Prior to March 2020 - 3.17, Since March 2020 - 3.32
Podcast/Audio-Based: Prior to March 2020 - 1.93, Since March 2020 - 2.02
Print/Journal-Based: Prior to March 2020 - 2.92, Since March 2020 - 2.56
Discussion: (Ah-ha’s)

“Pivots are now the expectation!”

- We knew there was a pivot; findings confirm and describe
- Recognize some changes are here to stay; change in expectations
- Opportunity to evaluate further what worked (and didn’t)

AND

- Great benefits to utilizing our CMSS community
- All specialties/Societies impacted and will benefit from findings
What’s Next:

❖ Complete analysis of learner data
❖ Conduct learner focus groups to further explore - change in preference
❖ Disseminate results, contribute to the literature
❖ Maintain focus on using findings to inform future education

AND

❖ Utilize this innovative process to inform future collaboration, scholarly work, and continue to inform CPD as a field, with the continued goal of enhancing the quality and safety of patient care and health outcomes
Thank you for your participation and support!