First Fridays Webinar Series: Medical Education Group (MEG)

May 6th, 2011

Webinar Series Goals

- Provide Insights into MEG Operations
- Share Up-To-Date Information
- Share Best Practices
- How Can Pfizer Improve Processes?
- Respond to Outstanding Questions From Providers
External Satisfaction Survey Results

Operational Survey
Sent to 500 orgs; N=70 (14% response rate)

Call for Grant Applications
- 63% of respondents are satisfied or very satisfied with the CGA process
- 28% of respondents were unaware of change of scope requirement

Monitoring and Change of Scope
- 28% of respondents noted a request of reconciliation completion within 60 days after the activity’s end date is too early

Post Activity Reconciliation
- The grant application has been updated with clarifying instructions regarding the specification of an end date

Outcomes Data
- 69% of respondents noted we use this to justify ongoing support
  - 26% of respondents do not feel it should be shared with the supporter

6 Themes for Improvement

Timelines
Denials
Improve Communication
Budget Form
Assn-Specific
Miscellaneous
Nothing
External Satisfaction Survey Results 2011

Technology/Webinar
Sent to 500 orgs;
N=75 (15% response rate)

- Transparency in Grants Report
  - 50% of respondents use the report
  - Identify clinical areas
  - Identify providers that rec’d grants
  - Identify trends in funding
  - Curiosity
  - See how organization is listed

- Mobile MEG
  - 29% of respondents are very likely or somewhat likely to use app for status updates
  - 45% of respondents are very likely or somewhat likely to use app to e-sign LOAs

Top Webinar Requests
- Needs Assessment
- Pfizer grant request scorecard
- Quality/Innovative grant requests
- Outcomes

Open-Ended Feedback
I actually use your process as a "model" when I'm trying to navigate other systems. Leave as is! It's a very user friendly system.

External Satisfaction Survey - Results 2011

How Does Pfizer Rate…?

Feedback from Review Process

- Clarity of Educational Goals
  - 77% of 48 respondents who interacted with individual MEG colleagues were very satisfied or satisfied with their interactions

Accessibility of Education Directors

- Clarity of Quality Indicators
  - 77% of 48 respondents who interacted with individual MEG colleagues were very satisfied or satisfied with their interactions
Made to Stick

Brian S. McGowan, PhD
Senior Director, MEG, Oncology

First Friday Webinar
May 6th, 2011

http://www.madetostick.com
Made to Stick

Built off the work of Malcolm Gladwell:

“Tipping Point examined the forces that cause social phenomena to ‘tip’, or make the leap from small groups to big groups.”

“Tipping Point” had 3 sections:
- First - the need to get the right people
- Third - the need for the right context
- The second – ‘the stickiness factor’

Made to Stick

Lesson #1: What is Sticky?
Why are ‘we’ here:

- **We** = the CME community
- We are the seed **AND** the soil for excellence in education.
- … success lies in our ability to transfer knowledge.

MTS: Calls to Action

1. Everything can be made (more) rememberable.
2. We must challenge ourselves to make things stick(y)(ier).
3. Never stop asking: “How can [this] be stickier?”
Example

Evidence Report/Technology Assessment
Number 148

Effectiveness of Continuing Medical Education

Prepared for:
Agency for Healthcare Research and Quality
U.S. Department of Health and Human Services
560 Gunther Road
Rockville, MD 20850
www.ahrq.gov

Contract No. 290-02-0018

Prepared by:
The Johns Hopkins University, Evidence-based Practice Center, Baltimore, MD

Investigators:
Sypsoura S. Manosopoulos, M.D., M.B.A.
Todd Donnan, M.D.
Neda Ramashringa, M.D.
Luis M. Wilkins, Jr., M.D.
Bumin M. Adler, M.D.
Jeffrey L. McPean, M.D.
Roderick G. Miller, M.D., M.B.A.
Patricia A. Thomas, M.D.
Gregory P. Pickren, M.D.
Belma Ozyurek, M.D.
Eric R. Bao, M.D., M.P.H.
Example #1:

How can this be stickier?

What is the AHRQ Study?

- Knowledge
- Attitude
- Skills
- Behavior
- Outcomes

Do changes endure?
What is the AHRQ Study?

KASBO

Which is Stickier?

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200 Independence Ave.
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Contract No. 290-02-1840

Prepared by:
The Johns Hopkins University, Evidence Assisted Practice Center, Baltimore, MD

Investigators:
Spyridon S. Manoussakis M.D., M.B.A.
Geoff Donovan, M.D.
Neda Karavecevga, M.D.
Lisa M. Wibben, Ph.D.
Brady D. Allen, M.D.
Kerri J. Magerkurth, M.D.
Ezekiel G. Mbere, M.D., M.B.A.
Pamela A. Thomas, M.D.
Surenjan P. Prakash, M.D.
Ruben Sperberg, M.D.
Eric E. Song, M.D., M.P.H.
Made to Stick Model

1. Simple
2. Unexpected
3. Concrete
4. Credible
5. Emotional
6. Stories

Made to Stick Model

SUCCESS
Made to Stick

Lesson #2: Simple

SIMPLE
Spotting and Communicating A Clear Message
The Archvillain of sticky ideas is the **Curse of Knowledge**

Our learners have a lot to say about how our messages are transferred

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**The Curse of Knowledge**

- The more we know something, the less able we are to imagine what it feels like not to know it…
- The greater the challenge:
  - to make break something down
  - to engage without overwhelming
  - to develop an accessible message

Learners have a lot to say about how your messages are ‘transferred’
Need To Communicate

• Military
• Air Traffic Control
• Emergency Room
• Surgeons

What can we learn from the communication strategies of these highly skilled, high stress professions?

A Simple Roadmap

• Commander’s Intent:
  – No plan survives contact with the enemy.

• Ask yourselves:
  – If we do nothing else during tomorrow’s mission we must __________.
  – The single, most important thing we must do tomorrow is __________.
Simple is…

• A engineer knows she has created a masterpiece not when there is nothing left to add, but when there is nothing left to takeaway.

  – Antoine de Saint-Exupery

A Simple Exercise #1:

• Tappers and Listeners Experiment
  1. Think of three of your favorite songs – privately jot them down
  2. Ask a colleague or friend, “Can you guess the song I am about to drum for you?”
  3. Don’t stop until all of the songs have been guessed – no hints!
  4. Learn from the challenges presented by perspective…
Lesson #3: Unexpected

UNEXPECTED

Building a Treasure Map Experience for Learners
The IOM says our CE system is broken…
stay tuned to learn why it may be all YOUR fault…

UNEXPECTED

The First Step of Knowledge Transfer

• The more we are confronted with our knowledge gaps, the more likely we are to be curious

Unexpectedness IS NOT about a gimmick
Unexpectedness IS NOT about clipart
Unexpectedness IS NOT about animations

• Unexpectedness IS about peaking a learner’s curiosity
Every ‘Aha!’ moment must be preceded with a ‘Huh?’ moment

An itch to be scratched…

• The attention-grabbing action must force the learner to ask THE question that you are ready to answer…
  – Curiosity-peaking actions that do not focus the learner are counterproductive
  – Predisposing actions not followed by solutions are ‘painful’

Are your programs (communications) attracting attention or distracting attention?
Coming up on News at 11…

• Temperatures are stable for the next few days, but a drastic change is in order for the weekend, stay to find out whether you will need shorts or a parka…

• There is an insidious new addiction raging through our middle schools and the source might be…YOU.

   Are your activities teasing or spoon-feeding the learners?

An Unexpected Exercise #2:

• Consider the last talk you gave or worked on:
  – How did the presentation begin?
  – Did it attract or distract attention?
  – What was done to frame the question?
Lesson #4: Concrete

Use Pre-built Handles
Of all of the components of the MTS model…

**Concrete is the easiest to embrace!**

(pg 129)

- Easily understood
- Easily remembered

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**Did You Ever Wonder…**

Are fables memorable because they are so concrete or are they so concrete because the ambiguity and abstraction was lost – was the forgettable stuff forgotten over time? (pg 107)
Concrete Concepts Are The Only Common Language

Abstraction is the luxury of the expert. If you’ve got to teach an idea to a room full of people, and you aren’t certain what they know, concreteness is the only safe language (pg 104)

Concrete Ideas are SMART

- Specific
- Measurable
- Attainable
- Realistic
- Timely

The Velcro Number

The Biology of Sticky
Concrete Concepts Allow Learners To Understand And Learn

• There is no compromise in teaching…

*Like the tappers and listeners game…it can feel unnatural to talk concretely about subject matter [we know well]… but if we are willing to make the effort we will see the reward.*

A **Concrete Exercise #3:**

Ask your colleagues or friends:

1. In 20 seconds write down as many words as you can think of that end in -h.
2. In 20 seconds write down as many words as you can think of that end in -sh.

*Concrete Concepts Are Not Absolute: Know the Right Starting Point*
Lesson #5: Credible

Belief is The Gatekeeper to Memory
Alternative Introduction:

CREDIBLE

Taking Advantage of Human Gullibility Since Antiquity

Why Do We Believe Something

• It is easier/safer not to ask questions?
• ‘doubt’ takes thought/energy
• ‘doubt’ is unsettling
• Some ideas just seem more ‘plausible’
**Why Do We Believe Something**

<table>
<thead>
<tr>
<th>External Credibility:</th>
<th>Internal Credibility:</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Family</td>
<td>– Evidence-base</td>
</tr>
<tr>
<td>– Friends</td>
<td>– Experience</td>
</tr>
<tr>
<td>– Authorities</td>
<td>– Details</td>
</tr>
</tbody>
</table>

**non-modifiable vs modifiable factors**

**Friends, Family, & Authorities**
Internal Credibility

• Evidence-base
• Experience
• Details

…the most important thing to remember about using statistics effectively. Statistics are rarely meaningful in and of themselves. Statistics will, and should, almost always be used to illustrate a relationship…and learners should remember the relationship, not the numbers (pg 143)

Credible: Fueling Con-Artist Since Antiquity

• Kevin Trudeau regularly appeared on infomercials hawking "miracle" products
• Until he was prosecuted by the Federal Trade Commission …
• He ended up consenting to an agreement whereby he wouldn't appear on infomercials
Made to Stick

Lesson #6: Emotional

EMOTIONAL
The Grease that Lubricates the Gears of Learning..
Getting from A to B to C

1. Knows
2. Knows how
3. Shows how
4. …but do we do?

For example: Exercise?

3 Ways to Move an Audience?

1. Use emotional triggers
2. Appeal to self interest
3. Appeal to self identity
Use Emotional Triggers

• One vs the Masses

• Emotion vs Analysis

Appeal to Self Interests

Transcendence – Helping others
Self-actualization – Fulfillment
Aesthetic – Balance/Beauty
Learning – Knowing
Esteem – Status
Belonging – Affection
Security – Safety
Physical – Comfort
Appeal to Self Interests

• What’s In It For You?
  – Highlight the benefit of the benefit

• Classic advertising example:
  – *The room was full of laughter as you approached the piano, but as you began to play…*

Appeal to Self Identity

• What’s In It For People Like You?
  – Subjective norms

• 2 examples:
  – “Bubba’s and Texans”
  – Firefighters and popcorn makers
Lesson #7: Stories

STORIES
The Immense Power of “Role-playing”
The Next Best Thing...

• “…sit still and picture yourself performing a task successfully, step by step…”
  – Darts, trombone, skating…

• Mental practice produced 2/3rds of the benefits of physical practice

Knowledge Transfer

Presenting facts = Analysis

Stories = Simulation
Imagination = Simulation

• Blurry line b/w protagonist & learner…
  – We can not separate ourselves from the actions and emotions of the story
  – Wonders of a limited neurochemistry
• Advantage = Mass customization

What lessons did we learn?

To Make Things Stick…

Simple    Unexpected    Concrete
Credible    Emotional    Stories
Summary

Everything can be made (more) rememberable.

Questions or Comments

Brian S. McGowan, PhD
Senior Director, MEG, Oncology

First Friday Webinar
May 6th, 2011
• Please join us for our next webinar –  
  – Review of the Grant Request Scorecard  
  – Friday, June 3, 2011  
  – 11am ET  
• The next open grant window is June 1 – July 15 for activities occurring October 1, 2011 or later  
  – Remember to check the revised goals statements  
• See what providers are doing to move education forward  
  – PfizerMedEdGrants  
    • Resource Center  
      – Publications  
      – First Friday Webinars  
    • Transparency Report