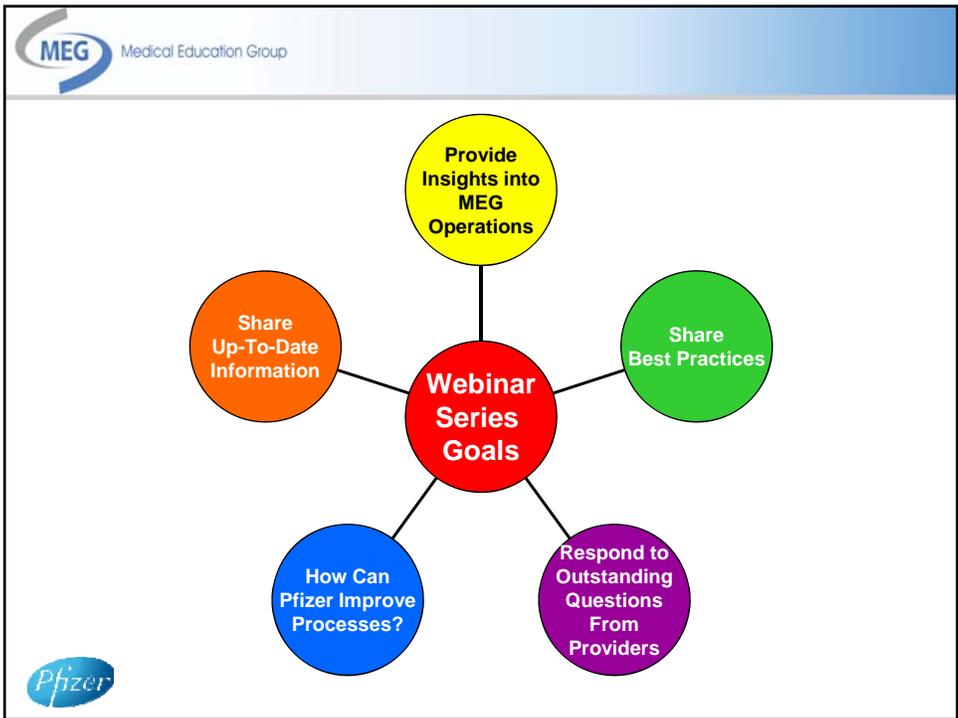


MEG Medical Education Group

# First Fridays Webinar Series: Medical Education Group (MEG)

May 6<sup>th</sup>, 2011

Pfizer



- Welcome
- *Review of External Satisfaction Survey Data – Betsy S Woodall, PharmD, MBA*
- *Sticky Education – Brian McGowan, PhD*
- Q and A
- Closing Remarks



### 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

\*\*\*\*\*

#### Monitoring and Change of Scope

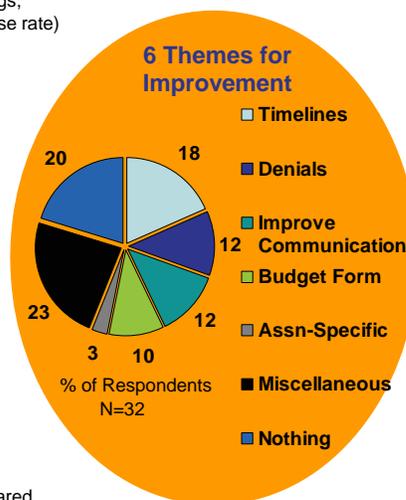
- 28% of respondents were unaware of change of scope requirement

#### Post Activity Reconciliation

- 41% of respondents noted a request of reconciliation completion within 60 days after the activity's **end date** is too early
- 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



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

Top Webinar Requests

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

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

\*\*\*\*\*

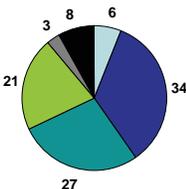
Open-Ended Feedback

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.



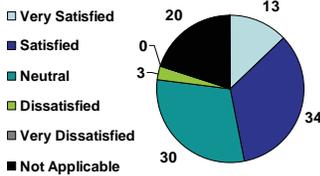
How Does Pfizer Rate....

Feedback from Review Process



N=62 % of Respondents

Accessibility of Education Directors



N=61 % of Respondents

We Listen

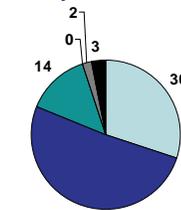


77% of 48 respondents who interacted with individual MEG colleagues were very satisfied or satisfied with their interactions

- 66% of 38 respondents who interacted with MEG via the telephone and 75% of 53 respondents who contacted MEG via email were very satisfied or satisfied with the value of MEG's response
- 59% of 39 respondents who used the MEG 1-877 number and 81% of 53 respondents who contacted MEG via email were very satisfied or satisfied with the timeliness of MEG's response

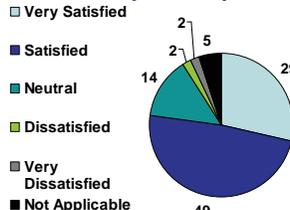


Clarity of Educational Goals



N=63 % of Respondents

Clarity of Quality Indicators



N=63 % of Respondents

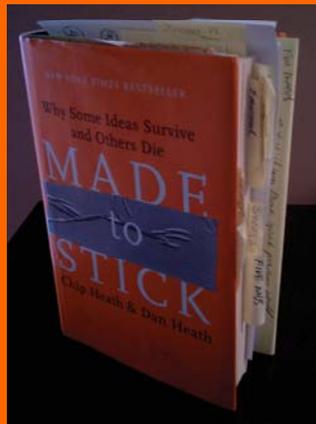
# Made to Stick

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

**First Friday Webinar**  
**May 6<sup>th</sup>, 2011**

Why Some Ideas Survive and Others Die...  
**MADE to STICK**

[HOME](#) [BOOK](#) [AUTHORS](#) [RESOURCES](#) [EXCERPTS](#) [MEDIA](#) [FAST COMPANY](#) [BLOG](#) [CONTACT](#)



<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 149

## **Effectiveness of Continuing Medical Education**

**Prepared for:**  
Agency for Healthcare Research and Quality  
U.S. Department of Health and Human Services  
540 Gaither Road  
Rockville, MD 20850  
[www.ahrq.gov](http://www.ahrq.gov)

**Contract No. 290-02-0018**

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

*Investigators*  
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Redonda G. Miller, M.D., M.B.A.  
Patricia A. Thomas, M.D.  
Gregory P. Prokopowicz, M.D.  
Rehan Qayyum, M.D.  
Eric B. Bass, M.D., M.P.H.

Is  
this  
sticky?

# Example #1:

Chapter 2: Results	23
Results of Review of Primary Literature	23
Results of Review of Systematic Reviews	23
Summary of Study Characteristics and Evaluation Methods	25
Summary of Study Characteristics and Study Setting	25
Summary of CME Activity Characteristics	26
Study Quality of Primary Literature	27
Quality of the Systematic Reviews	27
Transfer of Adult Learning Principles	28
Key Question 1: Is there evidence that particular methods of delivering CME are more effective in: a) imparting knowledge to physicians, b) changing physician attitudes, c) acquiring skills, d) changing physician practice behavior, or e) changing clinical practice outcomes?	29
Key Question 2: Do changes in knowledge, attitudes, skills, practice behavior, or clinical practice outcomes produced by CME persist over time (greater than or equal to 30 days)?	29
Knowledge Outcomes	29
Attitude Outcomes	33
Skills Outcomes	37
Practice Behavior Outcomes	40
Clinical Outcomes	44
Key Question 3: What is the evidence from systematic reviews about the effectiveness of simulation methods in medical education outside of CME?	46
Characteristics of the Systematic Reviews	46
Effectiveness of Simulation in Teaching Procedural Skills	47
Effectiveness of Simulation in Teaching Physical Examination	48
Effectiveness of Simulation in Teaching Communication Skills	48
Effectiveness of Simulation in Knowledge Acquisition	48
Features of High-Fidelity Simulators for Effective Learning	48
Summary	49
Key Question 4: Which characteristics of the audience by themselves or in combination with other characteristics influence the effectiveness of certain educational techniques?	49
Key Question 5: Which external factors by themselves or in combination with other factors reinforce the effects of CME in changing behavior?	49
Audience Characteristics	50
External Factors	51
Key Question 6: What is the reported validity and reliability of the methods that have been used for measuring the effects of CME in terms of: a) imparting knowledge, b) changing attitudes, c) acquiring skills, d) changing practice behavior, or e) changing clinical practice outcomes?	51
Background	52
Results	52
Conclusions	54

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?



*Evidence Report/Technology Assessment*  
Number 149

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## Made to Stick Model

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

## Made to Stick Model

**S U C C E S S**

# Made to Stick

Lesson #2:  
Simple

## SIMPLE

Spotting and Communicating  
A Clear Message

## Simple is Sticky

The Archvillain of sticky ideas is the **Curse of Knowledge**

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

## 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...

# Made to Stick

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

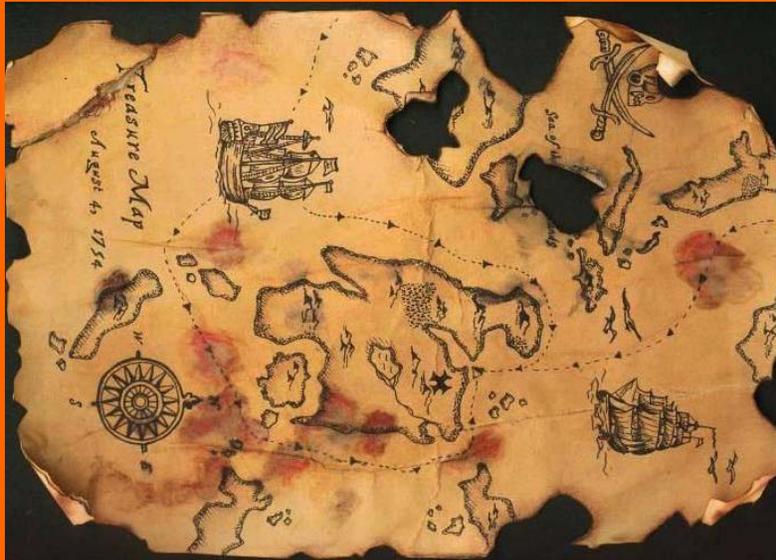
Unexpectedness IS NOT about a gimmick

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?

# Made to Stick

Lesson #4:  
Concrete

## 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

## **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)*

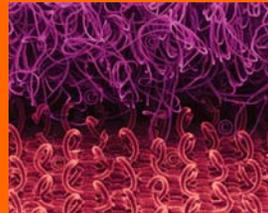
## Concrete Concepts Are The Only Common Language

*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***

# Made to Stick

Lesson #5:  
Credible

# 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

### External Credibility:

- Family
- Friends
- Authorities

### Internal Credibility:

- Evidence-base
- Experience
- Details

non-modifiable vs modifiable factors

## Friends, Family, & Authorities

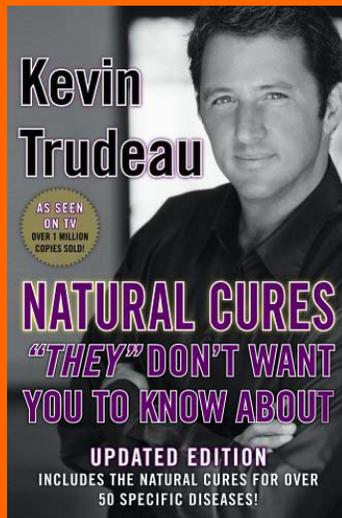


## Internal Credibility

- 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



Thirty million people a year  
**DIE of HUNGER**  
Thirty million people a year  
**DIE of HUNGER**  
Thirty million people a year  
**DIE of HUNGER**

- 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

# Made to Stick

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 6<sup>th</sup>, 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