Developing Adaptive Expertise Through ‘Narrative Shifts’ and Workplace Learning

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Adaptive Expertise

Adaptive Innovations

Routine Efficiencies

Hatano & Inagaki, 1986
How does adaptive expertise develop?

Mylopoulos & Regehr, 2009
Mylopoulos et al., 2011
Little is known about how adaptive expertise develops in current learning environments yet... this understanding is key when considering how to design curricula and educational experiences.
Purpose

- To explore how residents develop adaptive expertise in Pediatric medicine through workplace learning
Methods

Participants

- 10 Pediatric subspecialty residents
- PGY4 or PGY5
- Nominated by program directors
Data Collection and Analysis

- Participant observations
  - 34 observations over 12 months (July 2016-June 2017)
  - Total of 102 hours
  - Average of 3 observations/resident (range 1-4)
  - Field notes
- Post-observation interviews (34)
- Exit interviews (10)
- Constructivist grounded theory study
  - Adaptive expertise
Results

Adaptive Innovations

Routine Efficiencies
Open Stance

“You have to change your approach. When someone is sort of not looking at you and not saying anything and not wanting to talk, you can’t present yourself in the same way.

I think a lot of it is just learning how to read the situation in order to make yourself what the person needs in that situation.”
Narrative Shifts
Narrative Shifts

- **Adjustments** in the clinician’s understanding of a patient and family’s narrative that impacts clinical care
“First of all, we know you are not faking it. These are real symptoms. It’s how you are feeling.

Right now, we are not going to focus on the diagnosis, we’re going to focus on what we can do. What we have is something life altering and we need to do things that are going to help you day-to-day.”
“So, I did my usual. When she started crying I paused, I gave her a tissue. I asked her what was going on, like open-ended questions. I think keeping your voice calm, your body language open, welcoming, to let them be able to talk to you is important.”
New strategies are refined over time

“But I think it’s not something that can just be learned with one particular encounter or experience, and it’s been an evolving process of learning to refine how I approach a situation.”
“I’ve learned so much from the different staff that I work with and how they respond to situations, and how they can adapt their approach – I would say that most of what I learned has just been from observing people that are good at their jobs.”
Narrative Shifts Trigger Learning

Adaptive Innovations

Routine Efficiencies

Context
Workplace Affordances

Work independently with minimal supervision
Limited constraints on time/efficiency

Allows for experimentation
Analyze critical elements
Seek multiple perspectives
Competency based medical education

Perform rather than practice  Authentic feedback
Conclusions

- Residents are developing adaptive expertise through workplace learning
- Narrative shifts trigger learning
- Workplace learning offers affordances that promotes future learning through:
  - Active experimentation
  - Seeking multiple perspectives
  - Analyzing critical elements