

Methods to facilitate behavior change

- Written action plan – have participants write down what they will do differently based on what they learned. Research has demonstrated that those individuals who write down their goals are more likely to achieve them.
- Have participants discuss what they will do differently in their practice
- Include a list of practical ways to implement the change at the end of articles, on a slide or in a text box.
- Barriers to change and ways to overcome these barriers
 - A list of common barriers to change with suggested solutions
 - Discussion in small groups on barriers and solutions
 - Highlighting in reading materials, actionable items that one could do in practice
- Practice exercises to increase confidence that changes can be made
 - Working on patient cases
 - Role playing exercises
 - Group discussions
- Quizzing/testing to challenge assumptions – if you think you already know the facts but get the answer wrong on a quiz, you are more likely to learn
- Audio-visual material
 - Videos of physicians demonstrating the strategies
 - Patient vignettes describing experiences
 - Pictures and videos of signs and symptoms of diseases
- Using patient vignettes to make the learning relevant and ground it in reality
- Incorporate quality improvement activities such as EQIPP
- Provide job aids or other enablers – items that will help the physician implement in practice
 - Pocket cards
 - Diagrams to be used in patient education
 - Toolkits for implementation
- Identify compelling reasons for change (what’s in it for me or for my patients?)
 - Patient satisfaction
 - Changes in billing
 - Simplification
- Provide opportunities for teaching the material learned to others
- Focus on small but important changes
- Prioritize what is taught and don’t overload the learner with facts
- Sequenced sessions or other methods to revisit the material
- Include different learning methods for the same CME activity whenever possible (e.g. – in a 60 minute session include lecture, discussion, practice cases and testing)
- Provide feedback, best practices and/or benchmarks
- Follow up after the CME activity
- “Memo’s to myself” – (i) In order to assist you in making this learning activity of more value to you, take a moment to consider the most important aspects of the material presented and discussed, (ii) Please write down 3 things in the space at the bottom, that you will do when you return to your practice, as a result of this learning activity. Do not put your name on this sheet, (iii) Place the top copy of your memo into the envelope provided, address it to yourself and seal it. Return the envelope to the coordinator. This will be mailed to you in a couple of weeks, (iv) the remaining copy will be collected.
- Making commitments to change, whether selecting them from a predefined list or generating them spontaneously, is positively associated with practice change.
- Including reflective learning activities or times for the participants to reflect on how they currently practice
- Teach the participants “how” to implement the changes in their practice.