

LIGHT ON LEARNING TOOL

SAMPLE RESPONSE - HYPOGLYCEMICS

STEP 1: DEFINE YOUR TOPIC

IDENTIFICATION

What area(s) of your practice would you like to shine a light on?

Hypoglycemic agents in diabetes management

Do you feel ready to explore your topic using this tool? Well, let's get started!

REFLECTION

Think back to a recent patient encounter (or other practice-related concern) that represents, or has elements of, that particular area of practice. This can be an encounter with a particular patient, an aspect of your encounter with several patients or a feature of your day to day practice as a physician.

- a) Briefly summarize the situation.

I have several diabetic patients who have been prescribed newer oral hypoglycemic agents by specialists. Patients ask me questions about the medications, and I feel ill-prepared to answer their questions or understand why they were prescribed over older medications. I feel my knowledge of this generation of diabetes medications is outdated.

- b) What specifically would you like to improve?

Define your goal/aim/improvement that you want to make.

I would like to learn about new oral hypoglycemic agents, such as when to prescribe them, side effects, contraindications, effectiveness, and drug coverage in BC. I would like to be more prepared to answer patient questions.

Time spent completing Step 1 (in hours): **0.25**

Proceed to Step 2 to complete the self-directed assessment using external feedback.

STEP 2: SELF-DIRECTED ASSESSMENT: EXTERNAL FEEDBACK

STEP 2A: CREATING AN INFORMATION-GATHERING STRATEGY

- a) What can you measure that is specific and would help you assess how you are currently doing with respect to your topic?

List one or more things that you would find useful to measure.

- My confidence level on a scale from 1-10 [1=not at all confident; 10=extremely confident]:
 - My ability to explain indications for various medications to patients.
 - My ability to explain potential side effects of medications to patients.
 - My knowledge regarding the effectiveness of various medications.

- My patients' experience with my ability to satisfactorily answer their questions about these drugs. I don't have this data yet, but perhaps I can also implement a rating scale and record patient confidence/satisfaction for the future.

b) Do you have an Electronic Medical Record (EMR) system?

Yes

c) Considering the measure(s) you listed previously, will your EMR be an appropriate source for the information you need?

No

d) Do you know how to get a report from your EMR that shows information about what you want to measure?

N/A

e) What would be the question (query) you would run on your EMR to get this information?

N/A

f) How would you predict the answer to your question on your topic will be? (This is asking you to predict what you will discover based on the information you will gather!)

N/A

With your information-gathering strategy now firmly in place, you can proceed with gathering the information you need. Remember that some projects may be new and not have a baseline; if this is the case, feel free to skip Step 2B.

STEP 2B: GATHERING THE INFORMATION

g) When you've completed your information gathering exercise, summarize your findings.

Were your findings different from what you predicted?

N/A

h) An additional source of information is verbal or written feedback from your patients, colleagues or staff. If you've recently received such feedback that is related to your topic, what was the recurring or main idea?

I have not received verbal or written feedback.

i) With all the information you've gleaned so far, what have you discovered?

N/A

Time spent completing Step 2 (in hours): 0.25

Congratulations! Completing this process has provided you with an assessment of how you are doing in the area that you have identified. You have also increased your comfort level and picked up a few skills for finding information for a self-directed assessment by getting to this stage. Celebrate this milestone and consider sharing your findings or lessons learned with your colleagues and co-workers.

Now what? Proceed to Step 3 to develop an action plan for becoming the best you can be in this area of practice.

STEP 3: CREATE A PLAN FOR IMPROVEMENT

The first requirement for creating your improvement plan is to determine what the ideal state is.

- a) What are best practices in your chosen topic, if applicable?
 Diabetes Canada Clinical Practice Guidelines: <http://guidelines.diabetes.ca/fullguidelines>
 BC Guidelines for Diabetes Care: https://www2.gov.bc.ca/assets/gov/health/practitioner-pro/bc-guidelines/diabetes_care_full_guideline.pdf
- b) Based on the best practices you have identified and the information you gathered regarding your current practice, where would you ideally like to be in dealing with the issue? What place would you like to reach in dealing with your topic?
 I will review relevant guidelines and ensure my knowledge of oral hypoglycemic medications are up to date. Ideally, I will be able to prescribe newer agents confidently according to the most recent research and recommendations.
- c) Define your goal(s). What does success look like to you?
 You identified a goal/aim in Step 1. This is an opportunity to further refine your goal. We recommend a maximum of two goals so the tasks do not become too daunting or unmanageable.
 - My confidence level on a scale from 1-10 [1=not at all confident; 10=extremely confident] will increase to 9:
 - My ability to explain indications for various medications to patients.
 - My ability to explain potential side effects of medications to patients.
 - My knowledge regarding the effectiveness of various medications.
 - My patients will be more satisfied in my ability answer their questions about these drugs.

Now that you have defined your goal(s), create your action plan. Making your goal S.M.A.R.T would have given you the raw material needed for this exercise.

d) Action plan

| Action Steps | Deadline | Resources/Supports | Potential Challenges | Evidence of Success |
|--|-----------------------------|--------------------------------------|---|--|
| Register for CME course on pharmacological diabetes management | 6 months (December 1, 2018) | Local academic institutions, College | Less availability of CME opportunities | Completion of CME courses in diabetes management with updated content on oral hypoglycemic agents. |
| Ensure I am up to date with latest releases on clinical guidelines involving | 2 months (August 1, 2018) | Diabetes Canada, BC Guidelines, | Conflicting information between organizations | Feeling confident prescribing and explaining newer classes of diabetes |

| | | | | |
|------------------------------------|--|------------------------------|--|-----------------------------|
| prescription of oral hypoglycemics | | other relevant organizations | | medications to my patients. |
|------------------------------------|--|------------------------------|--|-----------------------------|

e) Which CanMEDS-FM role(s) does your goal(s) fit under? Please select all that apply.

| | <i>CanMEDS Role</i> | <i>Description</i> |
|---|------------------------|--|
| | Collaborator | <i>Works with patients, families, healthcare teams, other health professionals, and communities to achieve optimal patient care.</i> |
| X | Communicator | <i>Facilitates the doctor-patient relationship and the dynamic exchanges that occur before, during, and after the medical encounter.</i> |
| X | Family Medicine Expert | <i>Provides comprehensive, continuing care to patients and their families within a relationship of trust.</i> |
| | Health Advocate | <i>Responsibly uses expertise and influence to advance the health and well-being of individual patients, communities, and populations.</i> |
| X | Professional | <i>Committed to the health and well-being of individuals and society through ethical practice, profession-led regulation, and high personal standards of behaviour.</i> |
| X | Scholar | <i>Demonstrates a lifelong commitment to reflective learning, as well as the creation, dissemination, application and translation of knowledge.</i> |
| | Leader/Manager | <i>Uses resources wisely and organizes practices which are a resource to their patient population to sustain and improve health, coordinating care within the other members of the health care system.</i> |

f) How confident do you feel about following through on your plan (on a scale from 0 to 10 with 10 being very confident)? 9

Time spent completing Step 3 (in hours): 1

Phew! Well done on creating and committing to a workable action plan. Set up reminder notifications in your calendar based on the deadlines you decided on.

Go ahead and implement your plan! The final step, which is to be completed after you have implemented your plan, will help you assess how well your implementation worked.

STEP 4: EVALUATE THE IMPLEMENTATION

This is the last step and should be completed after you have implemented your improvement plan.

If possible, gather post-implementation information using the same measure(s) and process you identified in Step 2 (Self-directed assessment: external feedback). If applicable, compare the pre-

implementation and post-implementation information from your practice to assess the impact of your improvement activities.

a) Did you observe any changes?

Yes

b) If yes, what was the extent of the change?

- I achieved a confidence level of > 9 on all of the following:
 - My ability to explain indications for various medications to patients.
 - My ability to explain potential side effects of medications to patients.
 - My knowledge regarding the effectiveness of various medications.
- My patients reported that they were more satisfied in my ability answer their questions about various medications.

c) Did you encounter unanticipated challenges or barriers while implementing your improvement plan?

No.

d) If yes, what were the challenges and how did you manage them?

N/A

Reflect on a patient encounter (or other practice-related scenario) that occurred after you completed your improvement plan that was similar to the one that previously made you feel challenged or uncomfortable.

e) Has there been a change in your comfort level?

Yes

f) If yes, describe the change(s).

I feel much more confident managing my diabetic patients, particularly the ones that arrive in my practice with a pre-existing medication regimen that includes newer oral hypoglycemic drugs.

g) Are there any other steps you can take to increase your comfort/confidence level? Please describe.

I will continue to keep myself updated on recent diabetes management guidelines and attend CME events.

h) The overall learning objectives for this self-directed assessment tool are listed below. Please **select all** the learning objectives you felt were addressed through this self-directed assessment process.

- X Reflect on an area of practice where you feel challenged or uncomfortable
 - X Identify available sources of information for conducting a self-directed assessment
 - X Formulate an action plan for practice/quality improvement
 - X Determine the effectiveness of a practice/quality improvement plan
- Describe how to use health data or information for practice improvement

Time spent completing Step 4 (in hours): 1

Great job on completing the final step! You may use this tool in an iterative improvement process for the topic or area of practice you identified and for as many different scenarios or topics as you like.

Total time spent on Steps 1 to 4 (in hours): 3

Mainpro+ credits earned: 9.0