



Becoming an Expert Learner:

Strategies for Lifelong Growth in Health Professions Education

Christopher Reeves, MSN, CNP, NPD-BC

Senior Nursing Professional Development Specialist
Clinical Education, Informatics, Practice, Quality & Safety

Associate Director of Interprofessional Health Professions Educator Engagement – BCH Academy



Introductions



Christopher Reeves, MSN, CNP, NPD-BC

Senior Nursing Professional Development Specialist
BCH Academy Associate Director of Interprofessional Health
Professions Educator Engagement

Disclosures

The speaker(s) do not have relevant financial relationships to disclose.



To receive credit for today's BCH Academy Seminar:

Text 865912 → 1-844-998-2674

Your engagement

Please keep your cameras on to help us foster an engaging and connected experience for one another and our invited speakers.

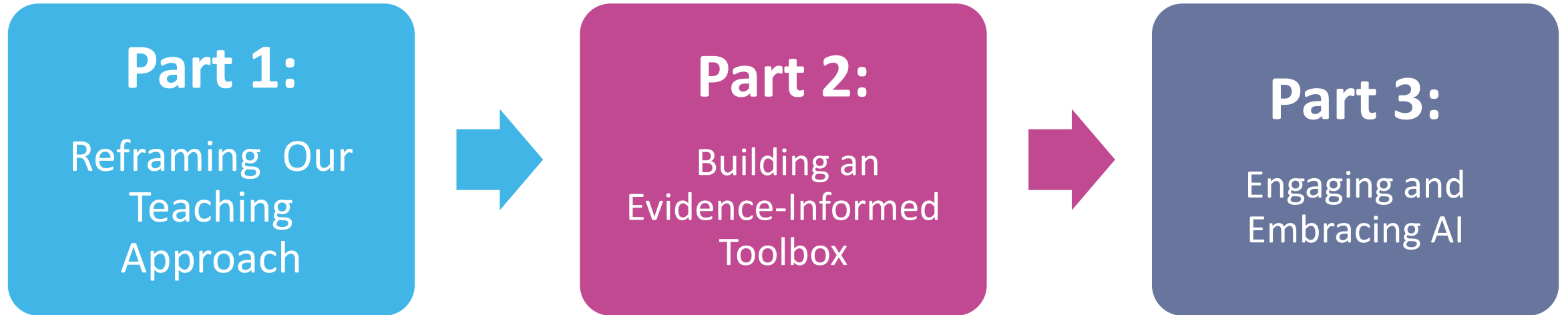


Learning Objectives

1. **Describe** the concept of learning capacity and its role in long term development of expert learners in health professions.
2. **Identify** one teaching strategy to foster learning capacity in learners in a clinical setting.
3. **Consider** an AI “Teaching Strategy Remixer” prompt/agent to generate opportunities for learning capacity building



How we will proceed



Part 1:

Reframing Our Teaching Approach

- Reframe our educational interactions relative to concepts of knowledge transfer and developing learning capacity
- Consider the contextual importance of both paradigms
- Connect our mission to develop learning capacity with Knowles' Adult Learning Theory.



Go to

www.menti.com

Enter the code

9721 8552



Or use QR code

▶ Start Menti



What do you wish your learners did more of *without being told*?



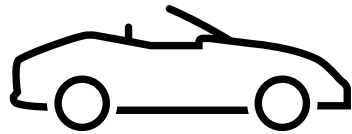
menti.com
9721 8552

Waiting for participants



Reframing the Educational Interaction: From Delivery to Capacity

- **Reframing the Role:** The Facilitator-Learner Partnership
- **Reframing Knowledge Transfer:** Encoding vs. Retrieval
- **Reframing the Goal:** Developing the "Adaptive, Resilient Learner"



Teaching strategies are not the vehicle for content, but the content is the vehicle to deliver lifelong learning strategies.

Capacity for
internally motivated
lifelong learning



Androgogy as a Philosophical Underpinning

Core Assumption	Pedagogical Application (Child)	Andragogical Application (Adult)
Self-Concept	Dependent; learner relies on instructor.	Self-directed; learner values autonomy.
Role of Experience	Primarily a resource for the instructor.	Wealth of knowledge serves as a resource.
Readiness to Learn	Dictated by a fixed curriculum.	Triggered by social roles or clinical needs.
Orientation	Subject-centered (e.g., Biology 101).	Problem-centered (e.g., diagnosing a patient).
Motivation	Predominantly extrinsic (grades).	Predominantly intrinsic (job satisfaction).
Need to Know	Learners learn what is taught to pass.	Learners need to know "why" to engage.

(Knapke et al., 2024)



The Foundation: Self-Determination Theory (Ryan and Deci, 2000)

SELF-DETERMINATION THEORY

Self-determination is when a person or group make their own decisions regarding their life and how it is managed.

THEORY

self-determination theory was created by Ryan and Deci (2000). The theory starts with two assumptions:

1. Human beings strive for growth, and
2. Internal sources of motivation are essential.

In order to achieve growth, people need to feel autonomous, competent, and connected with others.

STAGES OF MOTIVATION

The theory proposes 6 stages of motivation:

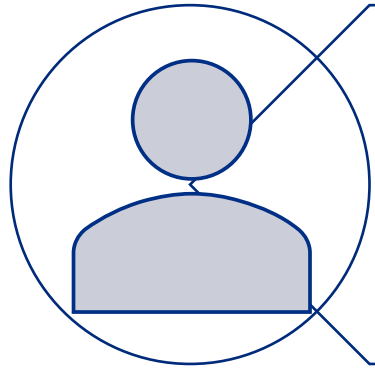
- 1 Non-regulation
- 2 External regulation
- 3 Introjected regulation
- 4 Identified regulation
- 5 Integrated regulation
- 6 Intrinsic regulation

HELPFULPROFESSOR.COM

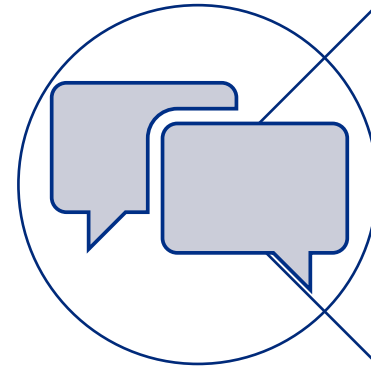
Autonomy
Competence
Relatedness

(Drew, 2020)





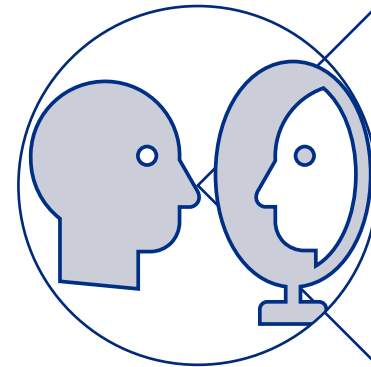
Self-regulated
learning



Utilizing feedback
effectively



Reasoning
under
uncertainty



Sustaining lifelong,
internally-motivated
learning



Part 2:

Building your Toolbox

- Review a variety of strategies to support learning capacity building
- Ground strategies within a vignette of a learner operating in an interprofessional setting.
- Develop scripts to facilitate the initiation of capacity building strategies.



Autonomy
Support

Retrieval
Practice

Deliberate
Practice

Feedback
loops

Reflection



Teaching move #1 — Autonomy Support

Motivation that lasts

Bounded choice + purpose

“Pick one of these two goals for today — both matter. Which feels most useful for your growth?”

Examples

- Choose which patient you’ll present (or which part of the plan to lead)
- Choose which skill of a bounded list you’d like to focus on
- Choose one micro-skill to deliberately practice (Priority setting, handoff, med rec)
- Choose the resource you’ll use to close a knowledge gap (guideline, review, point-of-care tool)

Learner Assessment Clues

- The “Point-scoring” culture
- Cognitive Interference
- Lack of Rationale
- Disengagement due to “Pressure”
Language

Teaching move #2 — Retrieval Practice

Ask for recall, not recap

Replace “Any questions?” with a 30-second retrieval check

“Close your notes. Teach back the plan and the WHY in 30 seconds.”

“Now: what would make you change your mind?”

Quick formats

- One-sentence problem representation
- Two “what if” variations
- 3 key steps from memory
- 1 misconception to avoid

Learner Assessment Clues

- The “Forgetfulness Curve”
- Encoding-Retrieval Mismatch
- Knowledge Gaps during High-Stakes Prep
- Abandonment of the “Classroom”

Teaching move #3 — Deliberate Practice

Repeat a sub-skill + feedback

Bounded choice + purpose

“Pick one of these two goals for today — both matter. Which feels most useful for your growth?”

Examples

- Choose which patient you'll present (or which part of the plan to lead)
- Choose which skill of a bounded list you'd like to focus on
- Choose one micro-skill to deliberately practice (Priority setting, handoff, med rec)
- Choose the resource you'll use to close a knowledge gap (guideline, review, point-of-care tool)

Learner Assessment Clues

- Performance Plateaus
- Repetitive Errors in Tasks
- Poor Self-Assessment Skills
- Procedural Anxiety or Lack of Confidence

Teaching move #4 — Feedback loops

Feedback → next rep → check

Make feedback actionable by turning it into a scheduled action

- Frame it using “plus/ delta”

Examples

- Here’s something that is going well
- Here’s ONE concrete thing to try differently
- What would that look like?

- Make a plan to check

Learner Assessment Clues

- Formation of “Bad Habits”
- Metacognitive Misalignment
- Defensiveness

Teaching move #5 — Reflection

Build resilience and adaptability

90-second reflection can
create a meaningful change

Prompts to Consider

- What surprised you?
- What assumption did you make?
- What might you have missed?
- What would you do differently next time?
- What's the smallest next step you can take today?

Learner Assessment Clues

- Incomplete reasoning
- Difficulty with additional layer of “complexity”
- Overemphasis on task over professional and interprofessional role identity
- Difficulty integrating previous experiences

Let's apply it!



Morgan on rounds

Morgan is novice learner presenting on interprofessional rounds. They are hardworking and stays late every day. Today, they present a patient with fever, tachycardia, borderline blood pressure, and a new rash.

Morgan reads out nearly every data point from the chart. They go through each and every vital sign, lab, medication and then concludes, “I think it’s viral. We can watch.”

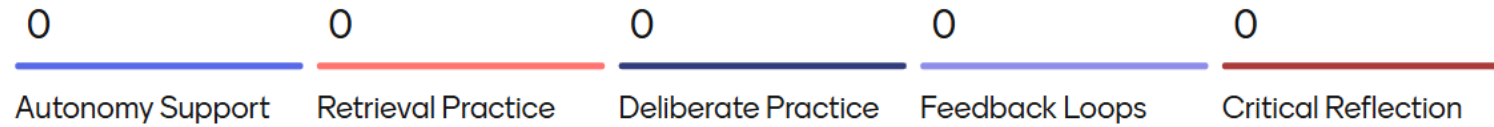
The bedside RN adds that urine output dropped overnight and perfusion looks worse. The pharmacist asks about recent antibiotic exposure and whether this could be a drug reaction. The respiratory therapist asks if work of breathing has changed since early morning. Morgan looks flustered, says, “I already checked,” and starts scrolling the chart to find answers.

After rounds, the attending says, “You need to be more organized and think broader.” Morgan nods but later tells you, “I studied all night. I guess I’m just not good at this.”

Your job: pick ONE teaching move that will help to grow learning capacity




As a group, which strategy should we work together to apply?

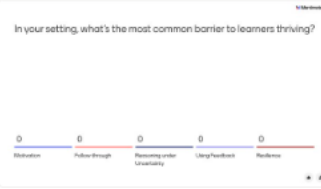



menti.com
9721 8552


Waiting for participants


Select which slide to add

- 
- In your setting, what's the most common barrier to learners thriving?


- What do you wish your learners did more of without being told?


- As a group, which strategy should we work together to apply?


- What will it look like?







What will it look like?

All responses to your question will be shown here

Each response can be up to 200 characters long

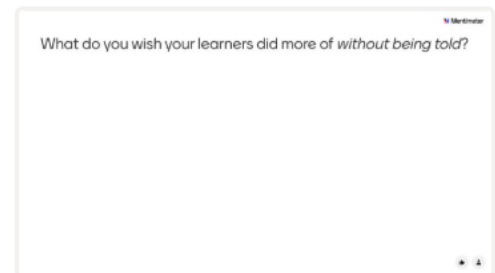
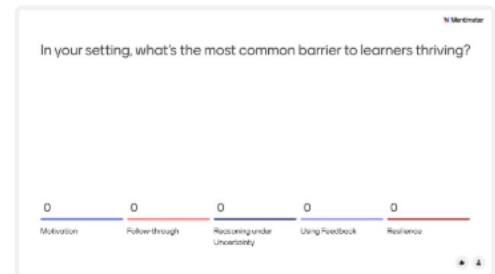
Turn on voting to let participants vote for their favorites



menti.com
9721 8552

Waiting for participants

Choose a slide to present



Autonomy Support

Offer bound choices: ‘Do you want to practice structuring the opening or generating a differential under uncertainty?’

Retrieval Practice

Start with a brief retrieval check. Have Morgan give a 30-second summary from memory (no chart) and identify the top two concerns and next best step.

Deliberate Practice

Practice the micro-skill. Redo just the 20 seconds of her presentation (problem representation & concern) twice with active feedback between each.

Feedback Loops

Convert “be organized” into one observable behavior and provide a same-day opportunity practice opportunity.

Critical Reflection

Create safe space for brief reflection. What cues might you have missed? What did the questions RN/Pharmacist/RT reveal? What might you do differently next time?





How are you going to say it?

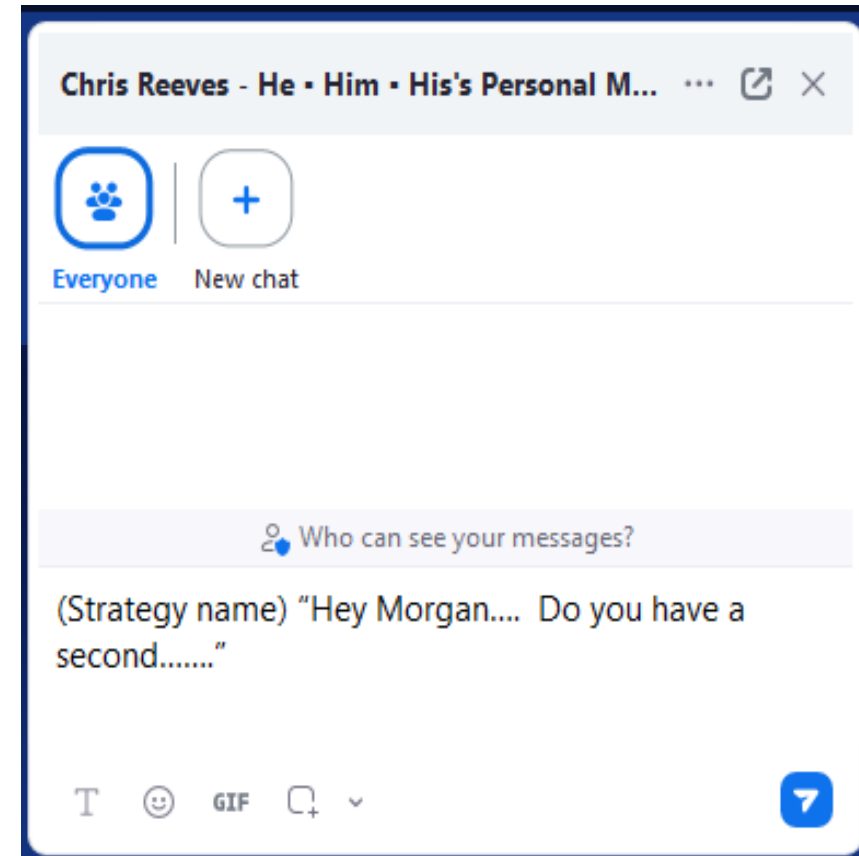
Intentions are nice, but translating into action is better

- Clarity of message
- Directness
- Psychological Safety

Take 60 seconds to craft your script to enter the conversation.
Draft your response in the chat box, **but don't hit send yet.**

Chat Waterfall:

On your mark, get set, ...



Go! 



Part 3:

Engaging and Embracing AI

- Consider how custom GPTs and agents can be helpful in supporting the educator to consider learning capacity.
- Review guardrails around AI utilization
- Develop scripts to facilitate the initiation of capacity building strategies.



Why AI?

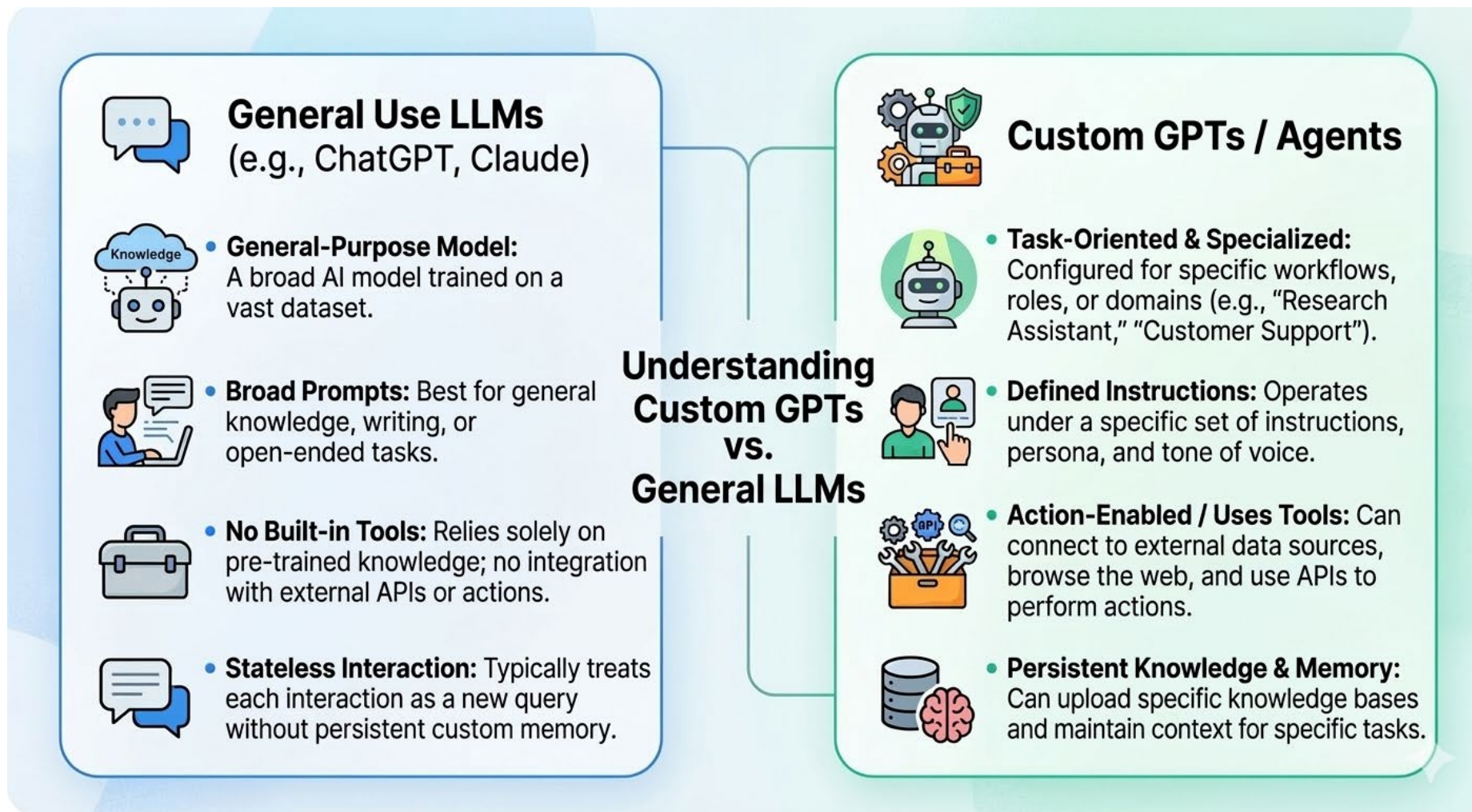
- Continue to apply concepts and processes from the BCH Academy Fall Retreat
- Help make helpful habits easier to apply
- Helpful with quick brainstorming in times of limited bandwidth

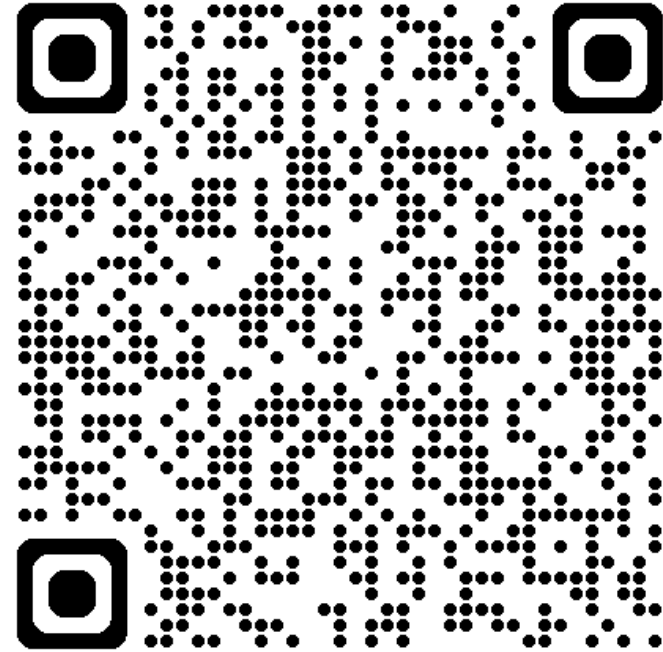
Guardrails

- No PHI / no identifiers
- Use de-identified composites
- AI generates the output; you decide the action
- Validate clinically relevant outputs



What's a custom GPT/ Agent?





<https://chatgpt.com/g/g-69a6433459dc8191aad82a040aef4961-learning-capacity-strategy-support>



Contact BCHacademy@childrens.harvard.edu with any questions, feedback, comments, or ideas for seminars!

Thank you!