IMPLEMENTING A SELF-LEARNING PROJECT

Work Sheet

The self-learning project work sheet drawn up by the Collège des médecins du Québec (CMQ) is a useful tool for the physician. Its purpose is to help you target your learning goals and analyse the educational activity’s effect on your professional practice. It also includes elements to induce reflection on your practice, as well as a phased, systematic approach to continuing education.

This document should be filled out following every individualized, structured, educational activity. You may use the proposed CMQ model or any other format that meets the same requirements and your own needs. You complete a work sheet for every self-learning project. You may use as many sheets as you wish. This task will take but a few minutes.

The work sheet may be produced in print or electronic form, in WORD or PDF format. It is available on the CMQ website at www.collegedesmedecins.qc.ca. You may highlight on the computer the appropriate sections of the work sheet, then copy and paste them into your self-managed CPD plan.

Date(s)
Enter the approximate date of the educational activity engaged in. If the activity did not end on the day it began, indicate the date on which it began, and the date on which it ended, separately.

Time dedicated to learning activity
When the main information-seeking/learning analysis activity includes lectures, Internet research, or individual study, give an estimate of the time dedicated to this activity.

If the main information-seeking/learning analysis activity is combined with a symposium or congress (group activities), indicate the approximate number of hours dedicated to the question you wanted to resolve.

1. Nature of project and objectives
Enter the particular context or general subject of your project. Don’t waste your time looking for a complex title. The important thing is to define the project in simple terms, using key words.

Also describe your project’s objectives in one or two sentences. Indicate the questions you wish to answer.

2. Motivating factors
Indicate the motivating factor behind this self-learning project. If it is not on the proposed list, check off "Other", and write in your answer.

Table 1 presents examples of motivating factors.
3. Learning resources
Indicate the educational resources that led you to answer your question. If the resource used was not on the proposed list, add it to the "Other" section. Specifying this resource will help you better define your profile and select your preferred learning tools.

4. Critical analysis of the learning
This crucial phase in the learning process enables you to evaluate and analyse the information received or competence acquired in relation to your professional practice, practice context, environment and available resources. You will therefore determine the relevance, validity and reliability of the information or competence.
You will also analyse the elements that make it easier for you to incorporate the new information or competence into your practice as well as the real or potential obstacles to incorporating this competence.

The purpose of this phase is to assure you that the newly acquired competence can and must be incorporated into your practice. You alone can do this analysis.

Reflecting on one’s practice and on the learning activity is essential. It makes the link between knowledge per se and its use in practice.

5. Impact on practice
In this section, you will indicate the result or results of your self-learning project.

Indeed, it is possible that the self-learning project will have had no effect on your practice, because it did not really apply to your professional practice.

The self-learning project could also have confirmed that your competence or practice was appropriate and did not need to be changed at this point.

Lastly, the self-learning project could have resulted in a change in your practice or could have implied that another self-learning project consisting of information-seeking or the acquisition of additional skills is required.
<table>
<thead>
<tr>
<th>MOTIVATING FACTORS</th>
<th>CONTEXT</th>
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<tbody>
<tr>
<td>Discussion with a colleague or other health professional</td>
<td>During a discussion about one of my patients, my colleague and I were wondering about the best treatment for secondary syphilis.</td>
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<tr>
<td>Question arising from a consultation with a patient</td>
<td>One of my patients presents with blisters on his trunk. I wonder about the differential diagnosis for this type of lesion.</td>
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<tr>
<td>Reading an article</td>
<td>After reading a scientific article on the diagnostic approach to vesicular lesions, I wonder about the treatment for secondary syphilis.</td>
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<tr>
<td>Question resulting from attendance at a symposium/conference/workshop</td>
<td>During the annual day on infectious diseases, which I attended, I wondered about the present treatment of secondary syphilis.</td>
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<tr>
<td>Feedback from the committee on the evaluation of medical acts/ professional inspection visit</td>
<td>The committee on the evaluation of medical acts recommends that all of our patients who are seropositive for HIV be screened for syphilis. What is the evidence-based information on the subject?</td>
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<tr>
<td>Question resulting from a meeting with a pharmaceutical representative</td>
<td>The pharmaceutical representative I met with today informed me of a new treatment for syphilis. What are the side effects of this treatment?</td>
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