

## **EP27.05**

### **A workshop to discuss a self-regulating learning template for trainees in general practice**

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**Background and Aim:** Continuing medical education is key requisite for trainee doctors. It requires self-regulated learning (SRL) on the part of the trainee and the optimisation of skills in this domain can establish improved life-long learning. Our workshop sets out to test a potential plan for doctors to improve their SRL skills.

**Method:** We adapted a model proposed by White et al (2014) that divides SRL into 4 categories: planning, learning, assessment and attribution. We applied key concepts in each category to make a schematic that covered 7 topics including medical theory, examinations, procedures, investigations, management and patient experiences. In each topic the doctor is encouraged to set goals and explore their motivations. They are directed to optimise learning strategies. They are instructed to periodically assess their progress and seek feedback. They are then guided to reflect on their experiences and adjust strategies accordingly. An adjustable template has been designed to incorporate and link all these facets. We aim to present the template at the workshop in the form of a poster and handouts.

**Results:** Each concept of the template will be discussed demonstrating the reasoning and evidence base guiding the concept. Participants will be introduced to key concepts in medical education to inform their own learning patterns. They will be able to discuss how practical and useful the template is and through this, find a structure that they can use for personal practice.

**Conclusions:** SRL is an educational strategy that can be used to initiate reflective, goal-based and motivated learning that incorporates self and external assessment. We aim to introduce these concepts to participants in the form of a template that they can discuss and adapt to their own learning needs. No competing interests declared.

References: 1) White, CB et al. (2014) 'Self-regulated learning in medical education', in Tim Swanwick (ed.) Understanding Medical Education. Evidence, Theory and Practice. 2nd edition West Sussex: Wiley Blackwell. p. 201.