

LCME Standard 6.3: Self Directed and Lifelong Learning

We at CDU College of Medicine ensure that the medical curriculum includes self-directed learning experiences and time for independent study to allow medical students to develop the skills of lifelong learning. Self-directed learning involves medical students' self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; and appraisal of the credibility of information sources. Students must engage in ALL of 4 the following components of self-directed learning as a unified sequence.

1 Identify, analyze and synthesize information students believe is relevant to their learning needs.

EXAMPLES

FM1 Quizzes and Assessment Data

- Independently seek answers to challenging questions and present them to peers
- Students will raise questions and concerns after Anatomy and Physiology Quizzes when studying with peers that they believe is relevant to their learning needs
- As questions arise, students should seek answers to both their own questions and those of their peers in real time

2 Assess the credibility of information sources

EXAMPLES

Medicine and Society 1 CAQs

- Students will base presentations on their own literature searched and what they deem credible
- Students will consult the librarian to discuss credibility of sources
- As students seek to answer questions in small group sessions, they must assess credibility in real-time to determine if source is reliable to contribute to group discussion

3 Share the information with their peers and supervisors

EXAMPLES

Clinical Skills¹

- Case presentations after SP interactions each session
- As students seek and present information independently, they will then report back to the group with their findings at next session

4 Receive feedback on their information-seeking skills

EXAMPLES

• Foundations of Research 1 or Medicine and Society 1

- Provide graded feedback for sources used in presentations for sessions , and continued feedback throughout year
- Student have library sessions in MS1 year to discuss resources to best obtain information
- Ask students where they are finding answers to the questions posed during small group sessions multiple times during each session and provide feedback about appropriateness of these sources

5 Self-Directed Learning/Knowledge

- **Articulates** mechanisms at appropriate depth.
- **Applies** knowledge to the problem FM and OS courses
- Demonstrates knowledge breadth within and across content areas:

Anatomy	Physiology
Biochemistry	Genetics
Pathology	Pharmacology
Microbiology	Immunology
Clinical medicine	Pathophysiology
Medical law/ethics	Behavioral Science
Human Growth/Development	
- **Sources** cited are appropriate.
- Is prepared **consistently**.

Clinical Reasoning: Given Level of Training

- **Hypothesizes** appropriately.
 - **Generates broad range** of relevant hypotheses.
 - **Relates** disease process knowledge **to patient** findings
 - Recognizes that **other diagnoses may produce same findings** as preferred one.
 - Recognizes that a given **hypothesis would likely produce additional findings**.
 - **Revises** preferred diagnosis when confronted **with disconfirming evidence** (avoids anchoring).
- **Synthesizes** systematically and appropriately.
- **Justifies** working diagnosis.

Group/Interpersonal Skills

- **Contributes** appropriately.
- Demonstrates **professional** behavior.
- **Gives** quality **feedback**.
- **Accepts** and acts on **feedback**.
- **Shares** group tasks.



Our online general suggestion box is a mechanism to identify positive influences on professional standards and the learning environment.



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Self Directed Learning TIPS AND ADVICE

Pocket Card for LCME Element 6.3
Self-Directed and Life-Long Learning