Who is speaking to you today. Do we have conflicts of interest?



Brent Kvern



Disclosure of Financial Support

This program has received in-kind support from the College of Family Physicians of Canada in the form of committee meeting logistical support.

Potential for conflict(s) of interest: None

Learning Objectives

By the end of this session, you will be able to:

- 1. Define adaptive expertise in the context of residency education and clinical practice
- 2. Differentiate between routine expertise and adaptive expertise in approaches to clinical problem-solving.
- 3. Identify opportunities to integrate adaptive expertise into your approach to residency training and clinical practice.



Structure of the workshop

Торіс	What is adaptive expertise?	Why should we care?	How has adaptive expertise been taught & assessed?	Small group activity + Report back & large group discussion	Wrap up
	10 min	10 min	10 min	15 + 10 min	5 min



? T ? ? ? What is adaptive expertise? -

What is "adaptive expertise"?

 "...routine experts are outstanding in terms of speed, accuracy, and automaticity of performance, but lack flexibility and adaptability to new problems. Nevertheless, people do not hesitate to call them experts, since their procedural skills are highly effective for solving everyday problems in a stable environment"

- Hatano & Inagaki,



1984



Adaptive expertise is a model of expert development and performance which emphasizes a balance between efficiency and innovation



(Adapted from Cupido et al., 2022)



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(Adapted from Cupido et al., 2022)

What is "adaptive expertise"?

- epistemic distance
- self-regulation
- "thinking outside the box"
- an orientation towards novel content and unfamiliar situations
- curiosity, motivation, mindset, and resilience

- critical thinking
- reflection
- competence and confidence
- responsibility towards innovation in practice
- being sustainable, engaged, and accountable
- positive inquiry attitude

Why are we even thinking about adaptive expertise in residency training?

Preparation for future learning (PFL)

- "...the ability to learn new information from available resources, relate new learning to past experiences and demonstrate innovation and flexibility in problem solving"
- - Mylopoulos et al., 2016





Adaptive expertise & complexity



Increasing complexity in healthcare systems



Rapid changes



Unpredictable disruptions

How is/has adaptive expertise taught and assessed?

You are likely already doing a lot of this!

Preparation[°] for future learning (PFI)

+

- Emphasize conceptual understanding (ex. Integrated instruction)
- Emphasize struggle and risk taking (ex. Productive failure)
- Support meaningful variation (ex. Contrasting cases)

Mylopoulos, Kulasegaram, & Woods, 2018

Examples of teaching adaptive expertise

- Role-modeling adaptive expertise
- - Think-aloud processes
- Signal when adaptive expertise is being used/shown



Examples of assessing adaptive expertise

- ten Cate: OSCEs with no solution
- - "What if?" scenarios



Questions so far?



Activity: at your table, discuss:



How could you teach and assess adaptive expertise in your program?



What would you need to have to make this work?

Large group discussion

Reports back from tables

Similarities and differences between tables

Final thoughts or questions?

Thanks for attending

Please provide feedback

Please get in touch if you would like to discuss this further:

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