



Toward a Grounded Theory of Factors Influencing Physicians' Learning Decisions

*A presentation of preliminary findings for a doctoral dissertation by
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Background and Purpose of the Study

My interest is in understanding how primary care physicians decide what to learn (and what not to learn), given the multitude of patient problems; potential interest areas; and emergent topics to learn about.

Research on physician learning has resulted in the identification of learning models denoting stages physicians go through as they attempt to solve clinical problems or increase their general knowledge and skills.

This study will explore the stage of learning Slotnick (1999) defined as evaluating or deciding, in order to better understand how and why physicians pursue learning about particular problems and neglect to learn about others even though they may continue to treat these problems.

Methods

Interview Process

Analysis: Grounded Theory (constant comparative method)

- *Classic (Glazer & Strauss)*
- *Strauss & Corbin*
- *Constructivist (Charmaz)*

Goal

Preliminary Findings

Emerging themes

Practice

Patient

Interest

Trends

Relationship to extant literature & implications

Next steps