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Learning Environment Action Panel LEAP



LEAP: Terms of reference

MANDATE: to optimize learning environment for learners in the health professions programs (January 2017)

- A faculty-wide umbrella group
 - Reviews and monitors data
 - Identifies strengths and areas to improve
- > to enact solutions-based approaches that can enhance the learning experiences of students and residents

Membership:

- 2 students, 1 resident
- 3 Assistant Deans (the WELL)
- 5 Associate Deans (health profession programs)
- 2 reps Outaouais
- 3 Vice Deans
- 3 Directors Education/Academic Affairs



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LEAP and the Faculty Retreat

Recent reflection: A strategic committee that identifies a common vision and action plan for the learning environment

1. Conceptual harmonization
2. Measurement coordination
3. Monitor, react and act

- > Dependent on a collaborative, integrated approach
- > Empirically-based
- > Proactive, solutions-focused



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Learning Environment Assessment Tool: A work in progress

In collaboration with the Directors of Education/Academic Affairs and Theresa Beesley (Program Evaluation Specialist, Office of Accredited and QI)

➤ Aspects of the learning environment that influence clinical teacher role:

- Colleague support
- Infrastructure
- Institutional support
- Learner expectations
- Professional development
- Resources
- Scheduling
- Time
- Well-being
- Workload



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LEAP will follow-up

- > will review all your solutions and develop an action plan
- > will report back to participants of the Faculty Retreat



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Questions?
Comments
Discussion...

Be inspired...

<https://youtu.be/hMrOUva4LkI>



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WHAT CAN WE DO BETTER?
HOW CAN WE WORK TOGETHER?



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Brainstorming session



1. Learner wellness
2. Faculty teaching performance and recognition
3. Clinical supervision

Facilitator at each table -

Step 1: select a recorder

Step 2: briefly highlight issues/challenges (*5-10 minutes*)

Step 3: propose a few concrete, feasible solutions (*20 minutes*)

Step 4: consider who could be responsible for each solution (*10 minutes*)



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REPORT BACK



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Scoping review on learning environment interventions

1. Accreditation regulations
2. Curricular interventions
3. Faculty development
4. Grading practices
5. Instructional interventions
6. Physical and virtual spaces
7. Support services



EVIDENCE BASED

Gruppen, Irby, Durning, Maggio. Interventions designed to improve the LE: A scoping review, in press.



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What has inspired me...

https://www.youtube.com/watch?v=onzrve_HGwA



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