Learning in the clinical environment: How can we do it better for all?

Faculty Retreat
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Faculty Retreat: Organizing Team

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It’s **PRIME** time

- **P**romote wellness
- **R**ecognize our teachers
- **I**nspire our learners
- **M**entor for success

... **E**ducational excellence

--> **Overarching goal:** Safe, supportive and stimulating learning environment that promotes learner vitality and recognizes excellence in teaching
Objectives:

1. To appreciate the various components of the learning environment in the clinical setting, and be aware of the university and clinical infrastructures in place to support it.

2. To work collaboratively and come up with realistic solutions to address three areas to enhance:
   - Clinical supervision challenges
   - Learner wellness
   - Teaching performance and recognition
WHAT IS GOING ON?
ARE WE ON THE SAME PAGE?
To educate future and current health care professionals and scientists based on the highest standards of excellence and principles of life-long learning, together with the pursuit of novel research and clinical innovation to improve the health of individuals and the world we live in.

**VISION**

Healthier societies through education, discovery, collaboration and clinical care.

**VALUES**

All we do is guided by our commitment to excellence and innovation, and our values of professionalism, which include:

- Compassion
- Integrity and honesty
- Respect and collaboration
- Openness
- Connectedness to our communities
- Altruism

McGill Faculty of Medicine Faculté de médecine
Learning environment:

- The diverse physical locations, contexts and cultures in which students learn

“A set of conditions that foster optimal learning. A flexible environment that facilitates the acquisition of knowledge and mastery of skills that respond to the needs of different learners, and which ultimately promotes creativity and independence”  -> Marc Pell (Associate Dean, SCSD)

Not just mistreatment!
Learning Environment

Learners

Safe Respectful Environment

Learning Content

Wellness Roles

Physical Environment

Patient, Public

Decanal Leadership

Healthcare Team/ Admin

Ministries

Directors, Education/ Academic Affairs /DPS

Teachers

Program Director, Chair
Physical Environment

- Spaces—meeting rooms, classrooms, simulation, libraries
- Infrastructure—wifi, lockers, computers, food
- Interface with team members
Safe Respectful Environment

- Respecful supportive exchanges
- Free of harassment/mistreatment
- Stimulating, motivating, inspiring

Diagrams showing relationships between different stakeholders and the concepts of learning, content, wellness, and roles. The diagram includes circles labeled Patient/Public, Decanal Leadership, Ministries, Directors, Education/Academic Affairs/DPS, Program Director/Chair, Teachers, and Learners.
Learning Content & Format

- Clear objectives
- Methods used for learning
- Individualized, tailored
- Teaching skills
- Cultural environment
- Learning assessments

- Patient s, Public
- Decanal Leadership
- Program Director, Chair
- Teachers
- Ministries
- Directors, Education/Academic Affairs/DPS
- Health care Team/Admin

SAFE RESPECTFUL ENVIRONMENT

PHYSICAL ENVIRONMENT

LEARNING CONTENT

WELLNESS

ROLES

Learners
Learner’s Roles and Responsibilities

- Expectations are clear
- Active engaged learning
- Emerging autonomy
- Student feedback
Learner’s Wellness

- Work-life balance, mental health
- A sense of community
- Fosters vitality
Exemplary learning environments

“Prepare, support and inspire all involved in health professions education and healthcare to work towards optimal health of individuals, populations and communities”
(VISION: Improving Environments for Learning in the Health Professions, Recommendations from the Macy Foundation Conference, April, 2018)

“Collectively, they [learners, health professionals, patients and families, staff] and the organizations within which they learn, work and seek care collaborate to advance their capabilities and create an inviting learning environment that fosters wellbeing and health for all”

David Irby PhD
Primed for exemplary learning environments

A partnership between:

-> the university = Educational Leaders (Associate/Assistant Deans, Directors, Clinical Education leads) and Administrators
  • The WELL Office
  • Academic Affairs
  • Faculty Development

-> the clinical sites = Clinicians and Learners, Program Directors, Chairs, Admin
  • Directors of Education/Academic Affairs
  • Directors of Professional Services