LEARNING IN THE CLINICAL ENVIRONMENT: CAN WE DO IT BETTER FOR ALL?

A FACULTY DEVELOPMENT PERSPECTIVE

Faculty Retreat
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Faculty development refers to all activities health professionals pursue to improve their knowledge, skills and behaviors as teachers and educators, leaders and managers, and researchers and scholars, in both individual and group settings. Faculty development can serve as a useful instrument in the promotion of organizational change. Steinert 2014
Can you come and give us (another) lecture on the learning environment?
Faculty development may be perceived as a *quick fix* for a complex problem in the organization.
Learning environment issues should not be equated with...
FACULTY DEVELOPMENT PERSPECTIVE

Facilitating dialogue
• **What** should the dialogue focus on?
• **Where** should the dialogue happen?
• **How** can the dialogue be triggered?
• **When** should the dialogue happen?
• **Who** should participate in the dialogue?
WHAT SHOULD THE DIALOGUE FOCUS ON?

- Positive learning climate is much more than the absence of mistreatment
  - Educational opportunities
  - Role modeling
  - Relationships
EDUCATIONAL OPPORTUNITIES
ROLE MODELING

I'm having one of those days....

How about you!
RELATIONSHIPS

Pay It Forward
It’s all about the learner and not the patient...

I won’t give negative feedback anymore...

I have no interest in teaching...

Learners have no backbone - in my day...

Learners have all the power...

The Faculty only cares about learners...
WHERE SHOULD THE DIALOGUE HAPPEN?

- Faculty Leadership
- Academic Affairs
- Academic Network Leadership (DG, DPS)
- Health Professions Educational Programs
- Departments/Divisions
- Clinical Units/Teams
- Mentoring Programs (Osler Fellows; Telemachus Scholars)
HOW CAN THE DIALOGUE BE TRIGGERED?

- Meetings
- Retreats
- Rounds or seminars
- Workshops
- Simulations

Based on the true story
WHEN SHOULD THE DIALOGUE HAPPEN?
WHO SHOULD PARTICIPATE IN THE DIALOGUE?

EVERYONE
WHO SHOULD PARTICIPATE IN THE DIALOGUE?