Improving our Learning Environment

Program Directors Session
June 10, 2015
Objectives

At the end of the session, we will all be able to:

1. Identify 3 - 5 cultural characteristics that are associated with a positive work/learning environment.

2. Identify 3 - 5 individual supervisor behaviors that are associated with a positive learning environment.

3. Have access to tools and resources needed to educate program faculty, administrators, staff and senior about positive learning climate.
Agenda

- Introductions
- Large Group Discussion
- Small Group Discussion
- Large Group
  - Share Action Steps
  - Wrap up
## Why are we here tonight?

ACGME Resident Survey: Residents can raise concerns without fear of retaliation or intimidation

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Basic Assumptions about Learning Climate

• Positive learning climate is associated with greater patient safety and learner/team well-being

• Learning is more effective in the absence of fear, shame or humiliation

Bynum and Goodie Medical Education 2014;48:1045-1054
Basic Assumptions about Learning Climate

- If given instructions by supervisor to do something in error, learners are less likely to speak up in the presence of
  - Lack of explicit instruction to speak up or ask questions
  - Supervisor impatience
  - Steep power hierarchy

- Residents' perception of the power/status differential between themselves and attendings is greater than supervisors

Vaughn and Baker Medical Education 2004;38:1053-1060
Positive learning climate is associated with greater patient safety and learner/team well-being

1. Agree
2. Disagree
We affirm our responsibility to create, support, and facilitate a learning environment that fosters resilience in all participants. It is our responsibility to create an atmosphere in which our learners and teachers are willing to engage with learning processes that can be inherently uncomfortable and challenging.
Learning is more effective in the absence of fear, shame or humiliation

1. Agree
2. Disagree
Learners are less likely to speak up if the supervisor is impatient

1. Agree
2. Disagree
Learners are unlikely to speak up or ask questions unless the supervisor explicitly encourages it.

1. Agree
2. Disagree
Residents perception of the power differential between themselves and attendings is greater than supervisors

1. Agree
2. Disagree
Safe Learning Environment (Cultural Components)

• Fair and Reasonable (and high) Standards
• Perceived accuracy of performance feedback and assessment
• Flexibility – Freedom to take risks (speak up)
• Level of commitment to a common purpose
• Clarity people have about mission and values

Safe Learning Environment (Individual Supervisor Components)

- Set clear and consistent expectations
- Introductions, goal-setting, address learners by name
- Be aware of our implicit bias
  - https://implicit.harvard.edu/implicit/takeatest.html
- Be **calm**, kind and **patient**
  - Laugh

http://www.unl.edu/gtahandbook/creating-safe-learning-environment
Stanford faculty development Center 2012
When is it acceptable for a supervisor to display impatience with a resident?

1. Never acceptable
2. Acceptable in rare instances if it is necessary for patient safety
3. Acceptable occasionally if the resident has not read or prepared for the experience
4. Acceptable anytime – this makes the resident want to improve
When is it acceptable for a supervisor to display impatience with me?

1. Never acceptable
2. Acceptable in rare instances if it is necessary for patient safety
3. Acceptable occasionally if the resident has not read or prepared for the experience
4. Acceptable anytime – this makes the resident want to improve
Safe Learning Environment (Individual Supervisor Components)

- It’s OK to not know something
  - State explicitly and role model it
- Actively encourage learners to speak up/take risks/ask questions
  - Reinforce positively when they do
- Respect for divergent positions

- http://www.unl.edu/gtahandbook/creating-safe-learning-environment
- Stanford faculty development Center 2012
How Are We Doing?

Survey Sent to all SIU Residents Spring 2015
10% Response rate
Please think about the most outstanding learning environment you have been in, and briefly describe what made it great.

- **20/25 responses – Attitude/non-cognitive behaviors of supervisors**
  - Offered the patience to fail a couple of times before finally getting it right
  - No punitive atmosphere for ...questioning the teachers or challenging each other
  - Patient enough to let me struggle and take the lead yet gives appropriate instruction
  - Safe to question and learn though experience
  - non-judgemental; respectful; friendly

- **8/25 responses – Other**
  - Teamwork, structure/org of service, patient volume (both ways), work hours
Please think about the most challenging learning environment you have been in, and briefly describe what made it challenging:

- **14/24 responses – Attitude/non-cognitive behaviors of supervisors**
  - Lack of interest in change or input
  - Attendings...have only negative things to say...never admit when they are wrong.
  - The attending makes all the difference...brilliant, but insulting and dismissive...intolerable, but I must tolerate... because I have no alternative.
  - ...do not ask questions but rather tell you their plan of care.
  - When the environment is abrasive and questions are not acceptable...difficult to learn.
  - ...supervisors with intolerance for questions...or mistakes....
  - ...negativity and fear of being wrong...

- **9/24 responses – workload/patient volume, impact of making an error**
  - Huge workload ...very sick patients
  - No teaching due to high volume and attending distractions...
  - ...too busy to teach....too busy to read.
Small Groups

- Reflect on our discussion
- Formulate personal or collective action step(s) to foster outstanding learning climate on
  Individual Level
  OR
  Program/Department Level
- Elect 1 scribe and 1 reporter
ora staff will assemble and distribute ideas/action steps to .....everybody?

leave name or email if you want access to materials for this session

coordinate faculty development efforts with new clerkship curriculum

any further gmeC/ora steps?