Plenary Workshop: Optimizing Learning Environments for the Health Professions

Planning Worksheet
Refer to Tables A and B in the handout to identify a strategy that you could implement and connect it to the larger vision principle. Then, create an implementation plan using the worksheet below.

Goal:

Strategy:

Vision Principle(s):

What makes you think this strategy will be successful in your context? Think about stakeholders, needs, gaps, affordances, barriers.

Implementation Plan

<table>
<thead>
<tr>
<th>Steps/Tasks</th>
<th>People &amp; Resources needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>What steps are needed to accomplish your goal?</td>
<td>What do you need to complete each step towards the goal?</td>
<td>How much time do you need to complete each step?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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David Irby and Sandrijn van Schaik – Developing Medical Educators of the 21st Century - 2019
Figure: Four components of the learning environment: personal, social, organizational, physical and virtual spaces.

*Adapted from Gruppen, Irby, Durning and Maggio: Improving the Learning Environment in the Health Professions: A Scoping Review. Prepared for the Josiah Macy Jr. Foundation, 2018
### Table A: Strategies to improve the learning environment*

<table>
<thead>
<tr>
<th>Class of influence</th>
<th>Specific Recommendations</th>
</tr>
</thead>
</table>
| Accreditation Regulations                   | • Control of duty hours  
• Focus on well-being                                                                          |
| Curricular Interventions                    | • Include content on well-being, adaptability, preparation for transitions, clarity of expectations and roles  
• Create continuity of experience             |
| Faculty/Staff Development                    | • Conduct faculty/staff development workshops on learning climate, setting expectations, providing feedback, promoting well-being, serving as a positive role modeling, preparing for teamwork |
| Grading Practices                           | • Implement pass/fail grading system                                                                                                                     |
| Instructional Interventions                 | • Establish positive interpersonal relationships and welcoming environment  
• Create a community of peers and peer coaching/teaching programs  
• Offer adequate supervision and feedback  
• Ensure support in times of transition  
• Emphasize meaning in work  
• Support emerging autonomy  
• Communicate clear expectations for learning and performance  
• Utilize blended learning methods  
• Eliminate mistreatment and disrespect     |
| Placements, Physical and Virtual Space      | • Create longitudinal placements  
• Consider rural, community placements  
• Provide adequate physical space for learning and patient care  
• Offer adequate on-line learning resources and virtual learning spaces |
| Support Services                            | • Create coaching, mentoring, peer support programs to support personal well-being, adaptability and resilience |

*Adapted from Gruppen, Irby, Durning and Maggio: Improving the Learning Environment in the Health Professions: A Scoping Review. Prepared for the Josiah Macy Jr. Foundation, 2018*
Table B Guiding principles for exemplary learning environments*

<table>
<thead>
<tr>
<th>Guiding Principle</th>
<th>Example strategies</th>
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</thead>
</table>
| 1. Healthcare and health professional education share a goal of improving health for individuals, populations and communities | • Alignment of structures of care and education, including leadership  
• Letting go of assumptions about what we need to learn and what learners can contribute  
• Engaging patients as active contributors to the learning environment |
| 2. The exemplary learning environment is one in which learning is work and work is learning | • Alignment of work and learning  
• Intentional approach to learning to support development of reflective practitioners  
• Supporting personal development and growth to prevent burn out and support well-being |
| 3. Exemplary learning environments recognize that collaboration with integration of diverse perspectives is essential for success. | • Creating opportunities for collaborative practice and learning  
• Deliberate inclusion of diverse members of the learning environment in all teams and groups |
| 4. The organizations and agents in the learning environments learn from and about themselves, and the greater system they are part of, in order to achieve continuous improvement and innovation. | • Collecting data on individuals and teams, on learning environments and on institutional outcomes to drive continuous improvement  
• Promoting master-adaptive learning: adaptive process of learning relevant to practice that involves purposeful planning based on assessment, feedback and reflection  
• Fostering habits of improvement and inquiry |

*Adapted from van Schaik, Reeves and Headrick: Toward Exemplary Learning Environments for the Health Professions. Prepared for the Josiah Macy Jr. Foundation, 2018