



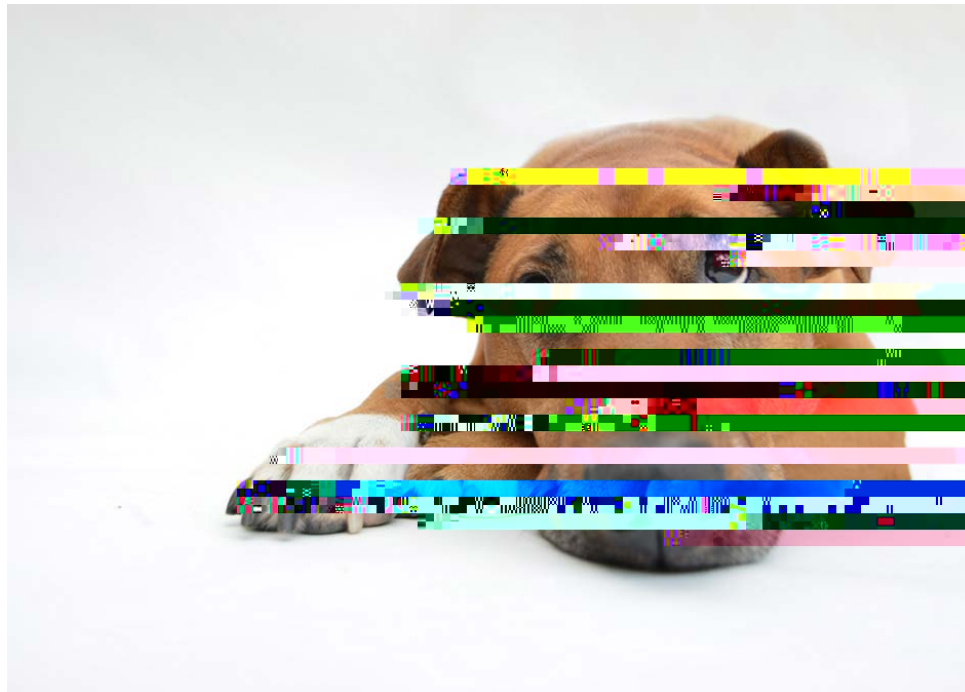
LEARNING IN THE CLINICAL ENVIRONMENT



FACULTY DEVELOPMENT



Can you come and give us (another) lecture
on the learning environment?



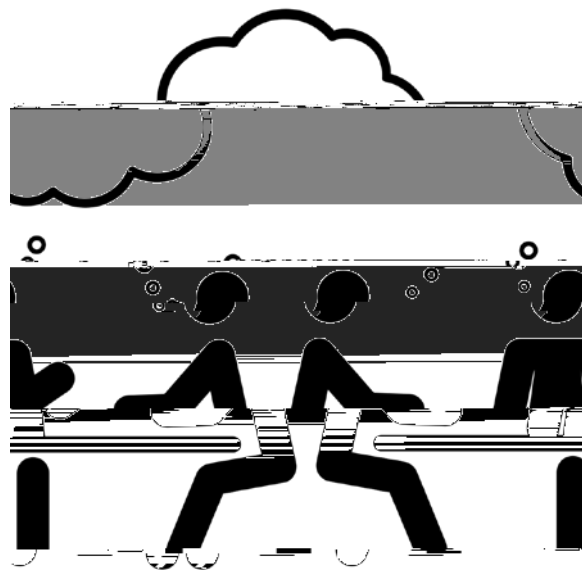
Faculty development may be perceived as a
for a complex problem in the organization.





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?



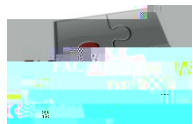
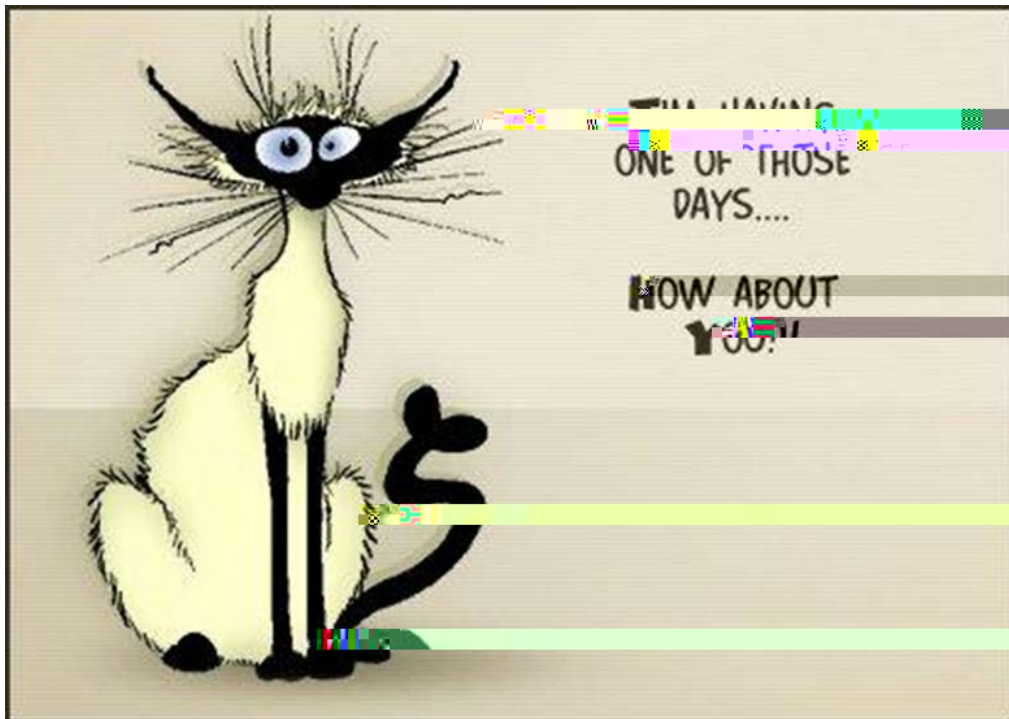
WHAT SHOULD THE DIALOGUE FOCUS ON

Positive learning climate is much more than the absence of mistreatment

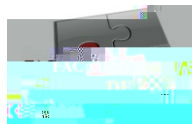
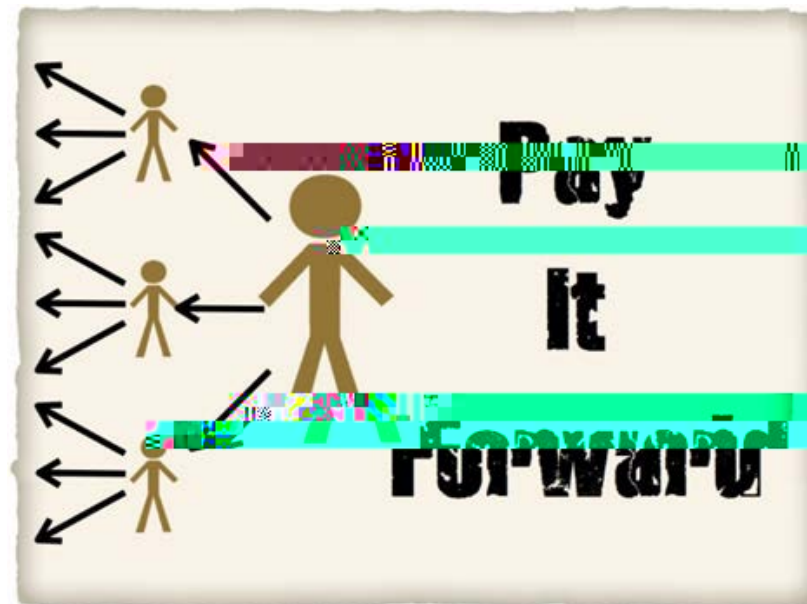
- Educational opportunities
- Role modeling
- Relationships

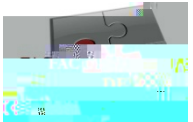


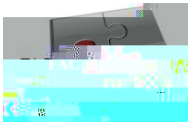
ROLEMODELING



RELATIONSHIPS







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?



Based on the true story

Meetings

Retreats

Rounds or seminars

Workshops

Simulations



WHEN SHOULD THE DIALOGUE HAPPEN?





WHO SHOULD PARTICIPATE IN THE DIALOG



