

# SELECT Readiness: Lessons Learned in Assessing the Clinical Learning Environment of a Regional Branch Medical Campus

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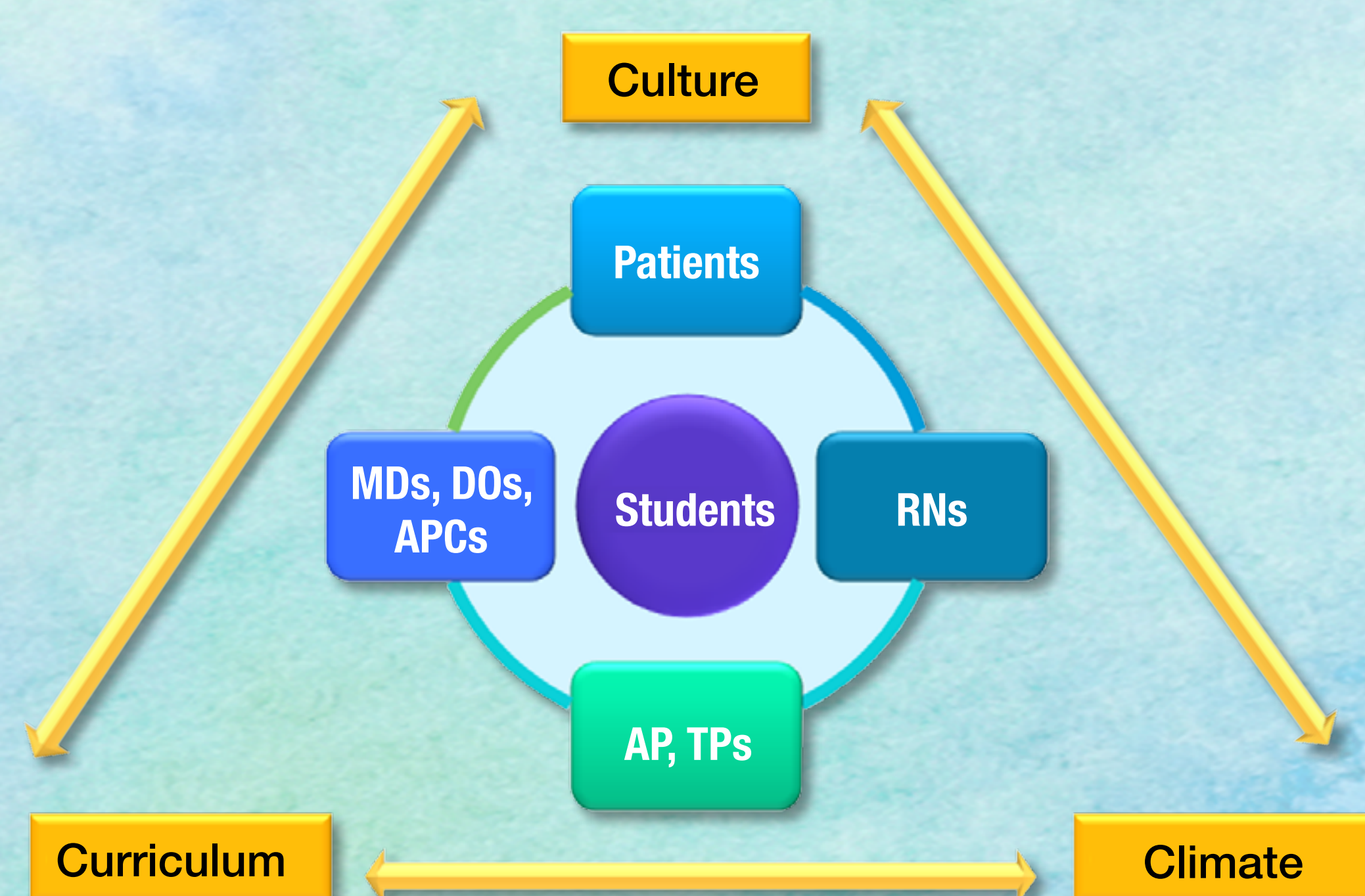
# SELECT Readiness: Lessons Learned in Assessing the Clinical Learning Environment of a Regional Branch Medical Campus

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## Overview:

In May 2013, third-year medical students in the University of South Florida's Morsani College of Medicine (USF) and Lehigh Valley Health Network's (LVHN) innovative SELECT (Scholarly Excellence. Leadership Experiences. Collaborative Training.) program will begin their clinical training at LVHN in Allentown, PA. In anticipation of their arrival, LVHN identified the need to create a readiness plan that would promote an ideal learning experience for SELECT students and other learners. The goal of these efforts is to capitalize upon the strengths of LVHN, provide the optimal learning experience for SELECT students and other learners, and ensure stronger alignment with the SELECT formal curriculum.

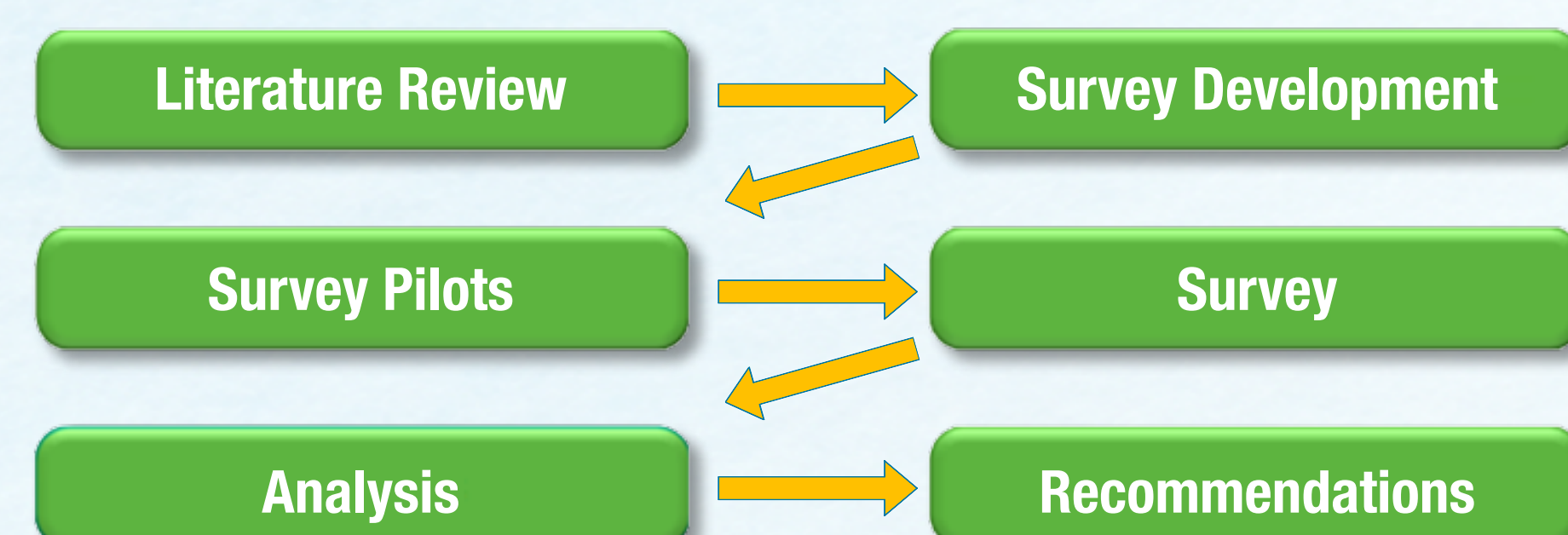
In September 2011, LVHN launched a network-wide strategic initiative known as SELECT Readiness to assess the current state of our learning environment. The initiative builds on the strengths of LVHN and includes a focus on interprofessional teamwork, leadership development, and patient-centered care. The work of the team is guided by a learning environment framework proposed by the American Medical Association for transforming medical education. A SELECT Readiness team of inter-professional stakeholders was formed to assess the learning environment and make recommendations to help optimize institutional culture, educational climate, and address the hidden curriculum. The goal of these efforts is to enhance the learning environment and ensure stronger alignment with the SELECT formal curriculum.



## Learning Environment: Why Do We Care?

- Health care depends on relationships
- Humanism is better education
- Humanism leads to patient advocacy
- Inclusion leads to teamwork and innovation
- Role-modeling molds student identity
- Spurs the development of lifelong learning

## Process



## Survey Strengths and Opportunities

- Positive work environment
- Educational objectives, institutional culture, and resources reflect the institutional vision
- Evaluation of outcomes
- Resources and logistics
- Identification and elimination of negative influences
- Faculty behaviors, actions, attitudes and values
- Leadership support and participation

## Analysis

### Curriculum

Staff actions/behaviors 4.13  
Staff attitudes (expressed & implied) 4.23  
Faculty actions/behaviors 4.24  
Faculty values 3.98

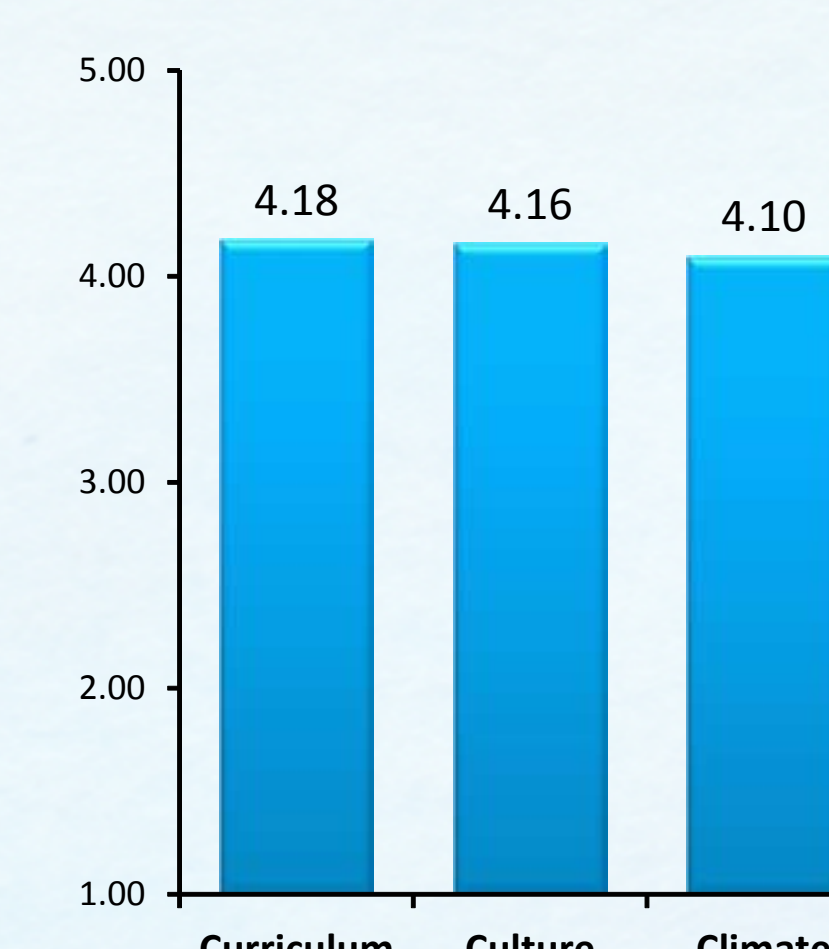
### Culture

Formal policies 4.23  
Network values 4.09

### Climate

Learners perception of their roles and their attitudes toward patients and toward medicine 4.10

Items were scored on a scale of 1-5



## Transferability:

Multiple project elements potentially transferrable to other regional branch campuses:

- Project structure
- Approach to interprofessional collaboration
- Literature review
- AMA conceptual model for transforming medical education<sup>1</sup>
- Lessons learned

## Lessons Learned:

This project was supported by:

- Formal project structure and processes, strategic planning, and readiness principles
- Clearly defined project scope, roles, and timeline
- Interdisciplinary buy-in at all levels of the organization
- Expertise from organizational development, library, health studies, and research

The project illuminated best practices for future efforts to create and distribute a home-grown survey to an audience of over 11,000, and for effectively analyzing and disseminating results.

## Outcomes and Next Steps:

- The goal of Phase 1 for this initiative was to assess the current state of the learning environment, identify the future state, and recommend countermeasures to address identified gaps and enhance the learning environment.
- The learning environment survey was completed, the network was surveyed, and recommendations were presented in March 2013.
- The goal of Phase 2 of the initiative is to implement and monitor survey recommendations and then reassess the learning environment for further change.

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