Learning and Caring in Pediatrics: Creating an inspiring, welcoming environment for all

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Disclosures

- Nothing, really
- Sponsoring organizations:
Learning Objectives

1. Describe how learning and work are integrated
2. List the characteristics of an optimal learning and caring environment
3. Shape the future of our learning environments through community building
Outline

1. Learning environments: the new new thing in medical education?
2. The complexity of health professions learning environments
3. Optimal learning (and caring) environments
4. Initiatives at UCSF and in Pediatrics
AAMC Statement on the Learning Environment
Learning Environments
Learning environment: definition

The social interactions, organizational culture and structures, and physical and virtual spaces that surround and shape the learners’ experiences, perceptions and learning.
Personal Dimension

- Personal growth and goal direction
- Engagement and emerging autonomy
- Identity formation
- Resilience, well-being
Social Dimension

- Scaffolding relationships with others
- Becoming part of a community
- Interactions for teaching, learning, patient care
Organizational Dimension

- Organizational culture, practices, policies
- Curriculum resources, structure, placements
- Accreditation rules
- Information technology infrastructure
Physical/Virtual Dimension

Adequacy of physical space for learning and practice
Adequacy of virtual space for online learning
Learning Environments

Optimal Health for Individuals, Populations, Communities

Patients and families

Faculty, staff, administrators

Health professionals and students

Healthcare Organizations

Health professions Education
Vision for exemplary learning environments

Prepare, support, and inspire everyone involved in health professions education and healthcare to work toward optimal health of individuals, populations, and communities

van Schaik et al
Academic Medicine 2019
Complex Adaptive Systems

Order, innovation, and progress can emerge naturally from the interactions within a complex system, with each agent following a set of simple shared rules.
Simple Rules: Examples

- **Separation**: steer to avoid stumbling upon local flockmates.
- **Alignment**: steer towards the average heading of local flockmates.
- **Cohesion**: steer to move towards the average position of local flockmates.
COMMISSIONED PAPER:
TOWARD EXEMPLARY LEARNING ENVIRONMENTS FOR THE HEALTH PROFESSIONS

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Four “simple rules” for learning environments

1. Shared goal of healthcare and health professional education: improving health
2. Learning is work and work is learning
3. Collaboration with integration of diverse perspectives
4. Focus on continuous improvement and innovation
Rule 1: Shared goal

Healthcare and health professional education share a goal of improving health for individuals, populations, communities
Rule 2: Learning is work, work is learning

In exemplary learning environments learning is work and work is learning; they are learning-centered
Rule 3: Collaboration and diversity

Collaboration with integration of diverse perspectives, learners are prepared to care for diverse patients, populations, and communities.
Rule 4: Continuous improvement and innovation

The organizations and agents in the learning environments learn from and about themselves to achieve continuous improvement and innovation.
Bringing the “simple rules” home

UCSF’s Learning and Caring Environment (LACE) Initiative
Pediatric LACE Assessment Team Members

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Learning and Caring Environment Report

Pediatrics

Created by:
UCSF Center for Faculty Educators
LACE Pediatric Assessment Team
with funding from
The Kern Institute for Transformation of Medical Education

Date:
April 2019
Main LACE recommendations

1. Enhance engagement of health systems leadership in supporting learner and faculty wellbeing
2. Review workflow and workload and redesign as needed to optimize meaningful work and learning from/during work
3. Enhance diversity equity and inclusion through recruitment and training
4. Develop mechanisms for reporting and dealing with professionalism issues
5. Teach faculty and learners about effective feedback and supervision
6. Promote community among learners, faculty, other healthcare professionals
Current actions and plans

- Quarterly meetings with UCSF Benioff leadership
- External and internal reviews
- Workhour action groups
- Safe reporting
- Diversity Equity and Inclusion initiatives
- Community project
Current actions and plans

Quarterly meetings with UCSF Benioff leadership

- Alignment of goals and priorities
- Shared responsibility for improving climate, wellbeing, engagement
Current actions and plans

- External and internal reviews
  - External review of residency: June 2019
  - External review of learning environment at Mission Bay: planning in progress
  - Internal reviews of fellowship programs
External review: residency

Goals:
- To inform programmatic changes to improve clinical service to education balance

Reviewed:
- Background information
- ACGME survey results
- Key stakeholder interviews
- Resident focus groups
External review: residency

- Address Work Hours Citation
- Review block schedule
- Revise curriculum and increase options for individualized curriculum
- Assure independent learning plans 2x/year with PD/APDs
- Refine tracks and pathways
- Improve mentoring
- Increase meal allowance

Recommendations…
Current actions and plans

- **Work hour action groups**
  - 9 GME programs with violations at UCSF
  - 100-day charge to identify issues and make recommendations
  - Focus on both workload (hours) and work content (meaningful work)
Propose specific measures…

- for each program to prevent work hour violations in the current environment
- for clinical services at each site to modify the clinical care model to allow for continued care of current patient census and anticipated future census without violating work hours
- to reduce the clinical workload per patient
- to review workflow taking a LEAN approach
Current actions and plans

- **SAFE reporting:**
  - Mistreatment
    - e.g. disrespect, prejudice, harassment
  - Unsafe conditions
  - Work hours infractions

https://meded.ucsf.edu/residents-clinical-fellows-resources
Current actions and plans

Diversity, Equity and Inclusion

- Holistic review process with attention to increasing UIM representation in residency and fellowship recruitment
- DEI training for faculty and staff
- Expert consultation for residency: civil rights attorney
DEI training through UCSF Differences Matter

Open (and strongly recommended) to all faculty and staff

https://differencesmatter.ucsf.edu
Current actions and plans

Purpose:
Bring people together around shared interests and goals and collaborate to find joy and meaning in their daily work.

Together we can create an environment in which all members of our community are seen, heard, and recognized in their efforts to teach each other and provide the best possible care of our patients.
Current actions and plans

- Clinical Teacher and Mentor of the Month awards
- Topics for Tea Time: starts September 9
- Resident families
- Other ideas?

Visit: http://tiny.ucsf.edu/PedsCommunityProject
Clinical Teacher and Mentor of the Month

Clinical Teacher

Alan Uba MD
Mt Zion
Nominator Sabrina Fernandez

Gwen Hubner, MD
PGY-1
Nominator Jayme Congdon

Mentor

Miranda Chiu, Finance Manager
Medical Genetics and GI
Nominator Eve Wiston-Charbonneau

Caroline Hill, LCSW, MSW
Rheumatology
Nominator Julia Shalen

JULY

AUGUST
Tea Time Topics

Starting Sept. 10, 2019, the Community Project will host an hour long session where people come together to discuss a topic of interest over tea.

All healthcare providers are invited (including physicians, nurses, students, social workers, chaplains, respiratory therapists and all other staff).
Summary/take home message

- The environment in which we learn and take care of patients are one and the same
- Complex construct with personal, social, organizational and physical components
- A positive, welcoming environment created by all of us, is good for all us.
Acknowledgments

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- Grand Rounds planning committee
- And all of you for helping us make this the best place to learn and work!

- [http://tiny.ucsf.edu/PedsEducation](http://tiny.ucsf.edu/PedsEducation)
Grand Rounds Planning Committee

- Abi Dairo
- Anne Lyon
- Brian Feldman
- Camila Cribb Fabersunne
- Elizabeth Rogers
- James Bayrer
- Jayme Congdon
- Laura Cooke
- Meg McNamara
- Megan Schoettler
- Mel Heyman
- Tara Valcarcel

http://tiny.ucsf.edu/PedsEducation
Qualtrics Evaluation
In order to receive CME credit, you MUST complete the evaluation:

http://tiny.ucsf.edu/PedsGrandRounds

Or scan the QR code (available at the entrance)
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<thead>
<tr>
<th>Date</th>
<th>Speaker</th>
<th>Title</th>
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<tbody>
<tr>
<td>September 12, 2019</td>
<td>GUEST SPEAKER from Stanford University: Jamil Zaki, Ph.D.</td>
<td>The Promise &amp; Perils of Empathy in Clinical Settings</td>
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<tr>
<td>September 19, 2019</td>
<td>David Julius, Ph.D</td>
<td>From Peppers to Peppermints: Natural Products as Probes of the Pain Pathway</td>
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<tr>
<td>September 26, 2019</td>
<td>Shafkat Anwar, MD</td>
<td>3D printing and the 4th Industrial Revolution in Pediatrics</td>
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