Creating a learning climate

Exhibit enthusiasm: Rank_____	Welcome and respect diversity: Rank_____ (interest in individuals; supportive climate for all— high/low performing, intro/extrovert)
Model humility: Rank_____	Balance support and challenge: Rank_____

Rank these four elements of the learning climate —1= naturally easiest for me, 4= hardest for me
Think about yourself, colleagues, or teachers you have worked with (both good and not so good…).
What behaviors impacted each of these elements? Write a few good and bad ones in each box.

Your opening monologue: Meeting a new student/team for your (week/month/weekend) on service.
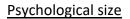
How can you learn names, interests, convey approachability, and enthusiasm?

Defining roles and expectations for a group of learners

Think about a common clinical environment in which you interact with multiple levels of learners. You probably have a sense of the roles people play that would optimize clinical care and learning.

What are those roles and expectations? Are they consistent with other faculty? With the college/program?

Who?	Does what?	When/how?	Why?
Attending			
Resident			
Intern			
M3 student			

<u>Psychological size</u>

Pick a common observable clinical skill you encounter with learners.

What does that developmental progression look like?

Skill	Novice (M3)	Intermediate (Intern)	Proficient (Senior resident)
Generate a differential diagnosis _____			
Interpret diagnostic data _____			
Perform a procedure _____			