

Adorable Ones or Terrible Twos? Lessons from a New Learning Community

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Colleges Advisory Program-Overview

- Getting started
- Designed around tasks, values
- Adorable Ones: Seeds of Community
 - Faculty: norms v. diversity
 - Legacies and rituals
- Terrible Twos?: Fitting In
 - Institutional relationships
 - Understanding student needs
 - Colliding with the hidden curriculum



Students Express Need to be in Community with Faculty

- “I just want someone to know me here!”
- Prefer *informal* contact with faculty
- Hoping to learn “road map” of med school



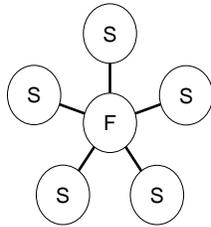
CAP: Inception

- Launched August 15, 2005
- Full Support of Dean
 - \$ 1.1 million allocated in operating budget
- Clin Skills Teaching + Advising
 - 24 Faculty @ 0.2 FTE – 4 leaders
 - Director (RS) hired 6/1;
 - Recruitment completed in 60 days
- “Running out the door half-dressed”



Colleges Design and Affinities

"An Advisory Molecule"



Four Colleges
24 Faculty 480 Students

One College
30 Year 1
6 Faculty 30 Year 2
30 Year 4 30 Year 3



Colleges Advisory Program- Starting with Values Statements

- Honoring diversity & unique interests
- Keeping students at the center
 - Community devoted to students' success
 - Connecting to outstanding resources
 - High expectations, great encouragement
- Building relationships; fostering appreciation
 - In teaching, advising, role-modeling, community
 - Faculty with each other first
 - Faculty -Student (role-modeling, career advising)
 - Student-Student



Year One: Seeds of Community

- Enacting Core Values
 - Faculty selection
 - Student-centered or expert model?
 - How to find/develop culturally competent advisors?
 - Grads of JHU Faculty Devel. Program
- CAP faculty as micro-community
 - Do we reward diversity or conformity?
 - Is this appreciative environment for real?
 - If works for faculty, will it work for students?
- Harnessing faculty energy
 - Need to build something together
 - Discovering and defining what we're doing



Year One: Seeds of Community

- Installing rituals
 - White Coat Ceremony
- Witnessing a legacy in the making
 - Naming of the Colleges



White Coat Ceremony- May 30, 2006



Naming of the Colleges- May 30, 2006



Florence Sabin



Vivien Thomas



Helen Taussig



Daniel Nathans



Challenges of the Terrible Twos

- Faculty and Chairs want "in"
 - Year 1: 55 applicants for 23 positions
 - Year 2: 25 applicants for 1 position
 - Teaching stars nominated by Chairs
- Integrating into mainstream
 - Course Directors: ready to re-design learner groups?
 - Tracking Year 3 student clerkship performance
- Understanding student needs
 - Greasing the wheels
 - Being present and invisible at the same time
 - Promoting peer advising



Learning Community Meets Hidden Curriculum

- How to fortify a relationship-centered community:
 - In an outcomes driven culture
 - If autonomy is valued over interdependence
 - If emotional/interpersonal needs- signs of weakness
- Three little pigs: Is the house made of straw, wood or brick?



Final Words from a Two Year-Old

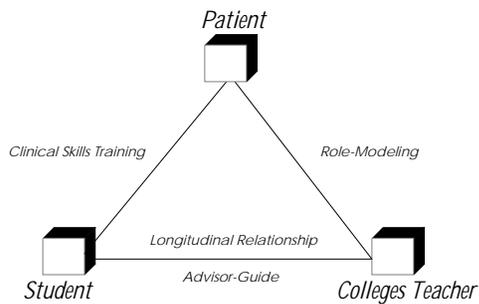
- Staying true to values has been important thus far
- Faculty- working through conformity
 - Appreciating unique strengths
 - Major FD thrust: cultural competence
 - Community afternoons have been huge
 - Rings of dialogue- we're all experts
 - Co-constructing knowledge- advising, teaching
- Keeping students, faculty in a building mode:
 - For students: grease the wheels, be there, get out of their way.



The End



Relationships, Humanism & Identity Formation



Final Words from the Two Year-Old

Trying to figure out the students- sometimes we get it right

Building time in the program to be together has been huge for us

(Thursday afternoons- Community time!)

- Faculty, students need to build something together
 - Co-constructing knowledge
- Students need faculty to grease the wheels, be there, then get out of the way



Reflections from a Two Year-Old

- Conforming to group norms: necessary and harmful to group integrity
 - Move to appreciation of difference and unique perspectives
 - Faculty development in diversity, cultural competence
- Shared dialogues lead to discovery of shared interests and goals
- Faculty, students need to build something together
 - Co-constructing knowledge
- Students need faculty to grease the wheels, be there, then get out of the way

