Learning Communities
Key Elements and Assessment Tools

Building Connections in Medical Education

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Carnegie Study of Medicine
Four recommendations

• Integration
  – Connect knowledge and experience

• Habits of inquiry and improvement
  – Focus on excellence

• Standardization and individualization
  – Set outcomes and allow flexibility in learning

• Identity formation
  – Develop professional values and dispositions
Learning Community Defined

Group sharing common values, learning together and from each other

- Membership
- Influence
- Fulfillment of personal needs
- Shared events-connections

McMillan and Chavis, 1986
Learning Communities at Winthrop University Hospital Regional Campus for Stony Brook Medicine

• LCs begun at SB July, 2013 for First and Second Year Classes

• Extend LC to WUH in July, 2014 for MS3,4

• Decision made to begin LCs at WUH in Feb, 2014 for MS3

• Student and OAA Leadership supported
Learning Communities
Three Pillars

Shared Clinical Experiences

• Mentoring
• Student community
• Professional Identity Development
Mentoring in an Academic Environment

Defining the Ideal Mentor for our Learning Communities
Developing a Culture of Mentoring

• **Culture**: The integrated pattern of human knowledge, belief and behavior that depends on man’s capacity for learning and transmitting knowledge to succeeding generations.

• The blending of all levels of knowledge to enhance learning.
Monolith – Vigeland Sculpture Garden (Oslo)
Mentoring refers to a developmental relationship in which a more experienced person helps a less experienced person. It involves communication and is based on relationships. It entails informal communication, usually face-to-face during a period of time between a person who is perceived to have a greater relevant knowledge, wisdom or experience (Mentor) and a person who is perceived to have less (Protégé).
What Excellent Mentors Do: Matters of Skill

- Select your Mentor carefully
- Be there – present when needed
- Know your Protégé
- Expect excellence
- Affirm, affirm, affirm and affirm some more
- Provide sponsorship
- Be a teacher and coach
- Encourage and support
- Reinforce behaviors
- Counsel in difficult times
- Protect when needed
Mentor Psycho-Social Factors

- Counseling
- Role-modeling
- Acceptance-Confirmation
- Friendship

Kram, 1993
Traits of Excellent Mentors: Matters of Style and Personality

- Exude Warmth
- Listen Actively
- Show Unconditional Regard
- Respect Privacy and Protect Confidentiality
- Tolerate Idealization
- Embrace Humor
- Do Not Expect Perfection
- Attend to Interpersonal Cues
- Be Trustworthy
- Respect Values
- Do Not Stoop to Jealousy
Student-Centered Advising

- Being proactive - the check-in
- Exploring the student perspective
- Creating safe space
- Being thoughtful about power and control
- Being the connector and utility infielder
- Opening your life to the student
- Serving as model for future relationships
- Keeping the dialogue going
Students Purpose for Participating

“I just want someone to know me here!”
Professional Identity Formation

Crucial for including in the educational experiences for physicians
How Do I Figure Out What I Want To Do If I Don’t Know Who I Am Supposed To Be
Professional Identity Formation

- It is an active, developmental process that is dynamic and constructive
- It complements competency based education
- It encompasses development of professional values, moral principles, actions, aspirations and ongoing self reflection of the individual used to link motivations and competencies to an eventually a career role
Professional Identity Formation

Holden definition:

PIF is the transformative journey through which one integrates the knowledge, skills, and behaviors of a competent, humanistic physician with one’s own unique identity and core values. This continuous process fosters personal and professional growth through mentorship, self reflection, and experiences that affirm best practices, traditions, and ethics of the medical profession. The education of all medical students is founded on PIF.
Narrative Medicine

Reflective Writing Guidelines
**Definition:** Narrative Medicine is an emerging interdisciplinary field at the crossroads of medicine, the arts and the sciences. It is a tool utilizing writing, art and other creative practices to enable members of the health care team to process information about self, patients and colleagues with an eye towards personal growth and more intelligent and compassionate medical practice.
Goals

- Teach narrative competence
- Facilitate reflection
- Enhance the quality of relationships
- Promote professionalism
Create a Safe Place for Learning and Exploration
EMOTIONAL INTELLIGENCE
MAKING AN IMPACT ON MEDICAL EDUCATION
Emotional Intelligence Background and Rationale

- Peter Salovey-Breakthrough Research 1985
- Concepts of Emotional Intelligence applied to broad educational environments
- Nursing leadership broadly applies concepts to nursing education, undergraduate and graduate
- Medical schools embrace concepts
Components of Emotional Intelligence at Work

- Self Awareness
- Self Regulation
- Motivation
- Empathy
- Social Skill
SELF AWARENESS

The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others

HALLMARKS

- Self Confidence
- Realistic self assessment
- Self-deprecating sense of humor
SELF REGULATION

• The ability to control or re-direct disruptive impulses and moods.
• The propensity to suspend judgment—to think before acting

HALLMARKS

❖ Trustworthiness and Integrity
❖ Comfort with ambiguity
❖ Openness to Change
Motivation

A passion to work for reasons that go beyond money or status. a propensity to pursue goals with energy and persistence.

**HALLMARKS**

- Strong drive to ACHIEVE
- Optimism even in the face of failure
- Organizational commitment
EMPATHY

The ability to understand the emotional makeup of other people. Skill in treating people according to their emotional reactions.

HALLMARKS

- Expertise in building and retaining talent
- Cross cultural sensitivity
- Service to clients and customers
Globalization is another reason for the rising importance of empathy for business leaders. Cross-cultural dialogue can easily lead to miscues and misunderstandings. Empathy is an antidote. People who have it are attuned to subtleties in body language. They can hear the message beneath the words being spoken. Beyond that, they have a deep understanding of both the existence and the importance of cultural and ethnic differences.

D. Goleman
Social Skill

Proficiency in managing relationships and building networks. An ability to find common ground and build support.

**HALLMARKS**

- Effectiveness in leading change
- Persuasiveness
- Expertise in building and leading teams
Social Skill

Socially skilled people tend to have a wide circle of acquaintances, and they have a knack for finding common ground with people of all kinds—a knack for building rapport. That doesn’t mean they socialize continually; it means they work according to the assumption that nothing important gets done alone. Such people have a network in place when the time for action comes.

D. Goleman Harvard Bus Review on point 3790, 2004
EMOTIONAL INTELLIGENCE-CAN IT BE LEARNED?

• Strong Genetic Component
• Strong Influence of Nurturing Effect
• It Increases with Age
• Important Role of LIMBIC System
• Motivation, Extended Practice, Feedback
THE TEACHING OF EMOTIONAL INTELLIGENCE

• Teaching involving focused exercises, personalization, practice and feedback

• One seminar or series of sessions will not work

• Developing leadership potential is an important goal of Medical Education

• Dynamic, effective leaders in all fields have a high level of Emotional Intelligence
EMOTIONAL INTELLIGENCE IN CONTEXT OF ACGME COMPETENCIES SYSTEMATIC REVIEW

- 485 citations noted with 24-full articles reviewed
- 11 studies looked at Post Grad; 4 on undergraduate medical students

MEDICAL EDUCATION 2010:44,749-764
EMOTIONAL INTELLIGENCE PROGRAM AT WINTHROP

- Group of Dedicated Leaders Assembled
- Definition of terms, Background
- Goals Developed
- Resources Required
- Desired Outcomes Developed
- Target Groups
- Provisional Timeline for Next Steps
Origin of the ESCI
Emotional Social Competence Inventory

- Initial Groundbreaking work by P. Salovey, D. Goleman
- Development of Specific Scale ESCI-
- Two scales developed – Dr. Richard Boyatzis
- One Scale developed for industry-ESCI
- Second scale standardized for use without 360 requirement for academic purposes-ESCI-U. self administered
- Standardized and validated-Both scales in respective methodologies
Use of ESCI

- Emotional and Social Competencies represent specific behaviors that enable a person to generate a sense of shared hope and vision for others.

- Shared compassion and shared mindfulness—key components of Resonant Leadership.

- **RESONANT LEADERSHIP** - Being in tune or in sync with others around you to be the most effective leader.
Emotional and Social Competencies
Three Clusters

• Cognitive intelligence-Systems Thinking, pattern recognition

• Emotional intelligence- Adaptability, Emotional self control, emotional self-control, self awareness, positive outlook, achievement orientation

• Social Intelligence-Empathy, organizational awareness, inspirational leadership, influence, coaching and mentoring, conflict management, teamwork.
Learning Community Program

• Winthrop University Hospital began LC in 2014

• All Faculty mentors trained through workshop conducted by David Hatem and Lars Osterburg

• All LCs were led by two faculty mentors per 6 third year and 6 fourth year students

• All LC sessions were based on facilitated discussion of student clinical experiences

• LC convened every other week for 90 minutes in safe, confidential space
ESCI-U and LC Assessment

• At beginning and completion of Third year clerkships all students were given the ESCI-U

• At the end of third year all students were given an evaluation instrument to assess the student’s assessment of their LC experience

• Upon completion of their fourth year, all students were once again administered both instruments
Results of ESCI-U

Highest Scoring competencies at start of the third year (n=27)

- **Empathy**: 52% consistently demonstrates (average score 4.3 or above), 48% sometimes or often demonstrates (average score between 3 and 4.3)
- **Teamwork**: 56% consistently demonstrates, 44% sometimes or often demonstrates
- **Organizational Awareness**: 48% consistently demonstrates, 52% sometimes or often demonstrates
- **Emotional Self-Control**: 44% consistently demonstrates, 56% sometimes or often demonstrates
- **Achievement Orientation**: 41% consistently demonstrates, 59% sometimes or often demonstrates
## ESCI-U Results after third year

<table>
<thead>
<tr>
<th>ESCI Competency</th>
<th>Start of 3rd year (n=27)</th>
<th>Going into 4th year (n=28)</th>
<th>Average change (95% CI)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Orientation</td>
<td>4.2</td>
<td>4.2</td>
<td>0.03 (-0.19,0.25)</td>
<td>0.79</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.1</td>
<td>4.1</td>
<td>0.06 (-0.14,0.26)</td>
<td>0.55</td>
</tr>
<tr>
<td>Coach and Mentor</td>
<td>4.0</td>
<td>3.9</td>
<td>-0.14 (-0.4,0.11)</td>
<td>0.26</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>3.8</td>
<td>3.8</td>
<td>0.08 (-0.24,0.39)</td>
<td>0.63</td>
</tr>
<tr>
<td>Empathy</td>
<td>4.3</td>
<td>4.2</td>
<td>-0.06 (-0.26,0.14)</td>
<td>0.53</td>
</tr>
<tr>
<td>Emotional Self-Awareness</td>
<td>4.1</td>
<td>4.1</td>
<td>0.09 (-0.14,0.31)</td>
<td>0.43</td>
</tr>
<tr>
<td>Emotional Self-Control</td>
<td>4.2</td>
<td>4.1</td>
<td>-0.14 (-0.42,0.14)</td>
<td>0.31</td>
</tr>
<tr>
<td>Inspirational Leadership</td>
<td>3.6</td>
<td>3.7</td>
<td>0.08 (-0.16,0.31)</td>
<td>0.51</td>
</tr>
<tr>
<td>Influence</td>
<td>4.1</td>
<td>3.9</td>
<td>-0.14 (-0.41,0.13)</td>
<td>0.31</td>
</tr>
<tr>
<td>Organizational Awareness</td>
<td>4.2</td>
<td>4.3</td>
<td>0.12 (-0.17,0.41)</td>
<td>0.39</td>
</tr>
<tr>
<td>Positive Outlook</td>
<td>4.0</td>
<td>3.9</td>
<td>-0.09 (-0.38,0.2)</td>
<td>0.52</td>
</tr>
<tr>
<td>Pattern Recognition</td>
<td>4.1</td>
<td>3.9</td>
<td>-0.08 (-0.29,0.14)</td>
<td>0.48</td>
</tr>
<tr>
<td>Systems Thinking</td>
<td>4.0</td>
<td>4.0</td>
<td>0.13 (-0.15,0.4)</td>
<td>0.36</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.3</td>
<td>4.3</td>
<td>0.03 (-0.14,0.21)</td>
<td>0.69</td>
</tr>
</tbody>
</table>
## ESCI-U Results After completion of fourth year

<table>
<thead>
<tr>
<th>ESCI Competency</th>
<th>Start of 3&lt;sup&gt;rd&lt;/sup&gt; year (n=27)</th>
<th>Going into 4&lt;sup&gt;th&lt;/sup&gt; year (n=28)</th>
<th>End of 4&lt;sup&gt;th&lt;/sup&gt; year (n=21)</th>
<th>Average change (95% CI)</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Orientation</td>
<td>4.2</td>
<td>4.2</td>
<td>4.0</td>
<td>-0.12 (-0.47, 0.23)</td>
<td>0.54</td>
</tr>
<tr>
<td>Adaptability</td>
<td>4.1</td>
<td>4.1</td>
<td>4.0</td>
<td>-0.09 (-0.42, 0.23)</td>
<td>0.57</td>
</tr>
<tr>
<td>Coach and Mentor</td>
<td>4.0</td>
<td>3.9</td>
<td>3.9</td>
<td>-0.04 (-0.37, 0.3)</td>
<td>0.94</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>3.8</td>
<td>3.8</td>
<td>3.9</td>
<td>0.18 (-0.22, 0.58)</td>
<td>0.34</td>
</tr>
<tr>
<td>Empathy</td>
<td>4.3</td>
<td>4.2</td>
<td>4.1</td>
<td>-0.31 (-0.59, -0.02)</td>
<td>0.03</td>
</tr>
<tr>
<td>Emotional Self-Awareness</td>
<td>4.1</td>
<td>4.1</td>
<td>4.1</td>
<td>0.06 (-0.29, 0.41)</td>
<td>0.89</td>
</tr>
<tr>
<td>Emotional Self-Control</td>
<td>4.2</td>
<td>4.1</td>
<td>4.1</td>
<td>-0.14 (-0.59, 0.32)</td>
<td>0.73</td>
</tr>
<tr>
<td>Inspirational Leadership</td>
<td>3.6</td>
<td>3.7</td>
<td>3.7</td>
<td>0.07 (-0.3, 0.44)</td>
<td>0.68</td>
</tr>
<tr>
<td>Influence</td>
<td>4.1</td>
<td>3.9</td>
<td>3.8</td>
<td>-0.24 (-0.63, 0.14)</td>
<td>0.18</td>
</tr>
<tr>
<td>Organizational Awareness</td>
<td>4.2</td>
<td>4.3</td>
<td>4.2</td>
<td>-0.04 (-0.4, 0.32)</td>
<td>0.79</td>
</tr>
<tr>
<td>Positive Outlook</td>
<td>4.0</td>
<td>3.9</td>
<td>3.8</td>
<td>-0.23 (-0.51, 0.05)</td>
<td>0.12</td>
</tr>
<tr>
<td>Pattern Recognition</td>
<td>4.1</td>
<td>3.9</td>
<td>3.8</td>
<td>-0.21 (-0.52, 0.11)</td>
<td>0.19</td>
</tr>
<tr>
<td>Systems Thinking</td>
<td>4.0</td>
<td>4.0</td>
<td>3.9</td>
<td>-0.03 (-0.47, 0.41)</td>
<td>0.99</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.3</td>
<td>4.3</td>
<td>4.1</td>
<td>-0.22 (-0.43, 0)</td>
<td>0.02</td>
</tr>
</tbody>
</table>

Average competency scores across all three periods for the 2016 class
## Results of Learning Community Assessment

<table>
<thead>
<tr>
<th>Competency</th>
<th>Domain</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensing the feelings and perspectives of others</td>
<td>Self-Awareness</td>
<td>65%</td>
</tr>
<tr>
<td>Helping others via feedback and support and assignments</td>
<td>Coach/Mentor</td>
<td>60%</td>
</tr>
<tr>
<td>Persistence in achieving goals in spite of setbacks</td>
<td>Achievement</td>
<td>50%</td>
</tr>
<tr>
<td>Inspiring and guiding individuals and groups</td>
<td>Inspirational Leadership</td>
<td>45%</td>
</tr>
<tr>
<td>Detecting themes or patterns</td>
<td>Pattern Recognition</td>
<td>45%</td>
</tr>
<tr>
<td>Having a positive impact on others</td>
<td>Coaching/Mentoring, Positive Outlook</td>
<td>40%</td>
</tr>
<tr>
<td>Working with others toward a shared goal</td>
<td>Coaching/Mentoring</td>
<td>40%</td>
</tr>
<tr>
<td>Identifying influencers, networks, dynamics</td>
<td>Organizational Awareness</td>
<td>40%</td>
</tr>
</tbody>
</table>

Self-Reflecting 8 Competencies of ESCI-U with 40% or more selecting as important outcomes of their LC experience.
Conclusions from Assessments

- Learning communities are well received, appreciated, and valued.
- 8 Specific competencies measured in the ESCI-U, appear to be appreciated as a result of their participation in Learning Communities.
- ESCI-U allows Medical educators to track 15 different social/emotional competencies over time with a reliable/validated instrument.
- Where there are identified less well expressed competencies, potential for intervention exists.
- All students completing the final ESCI receive confidentially their own profile describing their specific strong and weak competencies.
Learning Community as *Catalyst* for Transformation