USING FLCs TO DEVELOP SLCs

The Wayne State University School of Medicine
Introductions

Laurie Richlin, PhD [facilitator]
  • Director, Office of Learning and Teaching
Lisa MacLean, MD
  • Asst. Dean of Student Affairs
Jenny Mendez, PhD
  • Director, Service Learning
Jack Forbes, MD
  • Alum 1984
  • Member Medical Alumni Association Board
Steven Daveluy
  • Alum 2008
  • Dermatology Faculty
Nathan Nartker
  • MS3
Mitchell Gauger
  • MS2
Who is WSUSOM?

- Founded in 1868
- Deeply embedded in the Detroit community
- 290 students/year
- Main focus:
  - Urban Excellence and Service
- A major challenge: Building engagement and community
Session Objectives

Participants will be able to...

- describe the Faculty Learning Community (FLC) Model
- demonstrate participation in a mini-FLC
- consider Student Learning Community (SLC) development decision-points
- reflect on process of using the FLC model to design SLCs
1. How did your campus design its SLCs? [or How are you now designing/re-designing your SLCs?]

2. How long did it take? [or How long are you thinking it will take?]

3. Who was [or is] involved in decisions?
What is a Faculty Learning Community (FLC)?

- 8-10 members
- interested stakeholders: faculty, professional staff, students
- apply to participate
- scholarly research
- meet regularly for ~year
- produce product such as program, activity, Scholarship of Learning & Teaching

FLC References
Why We Chose the FLC Model

• To bring stakeholders together to create and design engagement in scholarly way

• FLCs have same results for faculty as SLCs have for students
  • faculty satisfaction
  • faculty retention
  • faculty personal cognitive development

FLCs also like HOGWARTS

At Hogwarts, the simple premise is that students learn best in an environment that builds on their strengths and individual characteristics. However, Hogwarts also stresses learning from others and respect for difference.

The same is true for the FLC Model.
A Faculty Learning Community is DIFFERENT

Faculty Learning Communities are led by facilitators who are full participants in the FLC (as opposed to business-style facilitation where the facilitator is independent of the group’s goals). Part of the facilitators' leadership is to model good facilitation so that FLC members are able to share leadership of the group as the year progresses. This process develops community and consensus among the FLC members.

<table>
<thead>
<tr>
<th>TYPE OF GROUP</th>
<th>CREATED BY</th>
<th>OWNERSHIP BY PARTICIPANTS</th>
<th>PURPOSE</th>
<th>LEADER</th>
<th>LEADER OWNERSHIP</th>
<th>OUTCOMES</th>
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<tr>
<td>FACULTY LEARNING COMMUNITY</td>
<td>PARTICIPANTS' INTEREST IN TOPIC</td>
<td>Most Ownership</td>
<td>LEARNING + COMMUNITY + SCHOLARSHIP</td>
<td>FACILITATOR &amp; SHARED AMONG MEMBERS</td>
<td>YES</td>
<td>YES</td>
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</tbody>
</table>
Short Description of WSUSOM FLC4SLCs

MEMBERS

- Students (2)
- Pre-clinical (1) and Clinical (1) faculty members
- Active alums (2)
- Asst Dean of Students
- Directors of
  - Counseling
  - Service Learning
  - Learning & Teaching

MEETINGS

- Have met every two weeks since April 6th at 7:30am
Create Your Own FLC

• Introduce Selves to Each Other
• Choose Facilitator
• Assign Roles:
  • student(s)
  • faculty
  • administrator(s)
  • alum(s)
• Name Your FLC
• Create Your Logo
• Report Out to Full Group
FLC Decision Points to Build FLCs

1. Number of SLCs for campus with 290 students/year
2. What the SLCs will be called/named
3. Administration and Staffing
4. Curriculum
5. Student Governance
6. Funding
7. Next Steps
Decision Point #1: Number & Size

- How many SLCs for 290 students per year?
- How many students per SLC each year?
- How many students in long run?
- Dream SLCs vs. Resources
Decision Point #1: Number & Size

- 8 SLCs
- 36 Students (6 Learning Teams) per year
Decision Point #2: What SLCs Will be Called

- Name needs to be descriptive
- Needs to be appropriate for culture
2. Naming the SLCs Wayne Houses

- **Houses**
  - professional and intellectual development, and community
  - vs. academy or SLC

- **Wayne** Houses
  - aim to nurture a sense of school pride
  - Each Wayne House will be named after a:
    - notable WSUSOM alumni – or-
    - Emeritus faculty member
Decision Point #3: Administration & Staffing

Oversight by
- Student Affairs?
- Office of the Dean?
- Office of Learning & Teaching?
- Undergraduate Medical Education?

Staffed with
- Physicians?
- Administrators?
- Others?
3. OLT was designed to administer the Wayne Houses staffing of each House to include one House Director (.2 FTE each) two House Leaders (.1 FTE each) additional staff as needed

In-House curriculum/programs designed & coordinated with Student Affairs, Pre-Clinical, Clinical, and other offices.
Assign the Class of 2021 M1s to Learning Teams and Wayne Houses.

Belonging to a House would be optional for current M2s, M3s, and M4s.
Decision Point #4: Curriculum

What should be included in - or done by - House?

- identity formation?
- social events?
- service learning?
- clinical skills?
- wellness activities?
- other activities?
Decision Point #4: Curriculum

*Profession of Medicine* course

- Identity Formation
- Pre-Clinical Skills
- Service Learning
4. Embedding curriculum for the *Profession of Medicine* course (most currently taught in a course called P^3) in the Houses

- the curriculum has been designed and mapped to LCME standards
- this will affect other courses because assignments for participation in other courses need to utilize the House learning teams
Profession of Medicine will include

- population health
- collaborative and constructive relationships
- patient interviewing
- physical examination
- oral presentations and clinical documentation
- clinical reasoning
- professional identity
- service learning and co-curricular activities
- wellness and social programs
Decision Point #5: Student Governance

• How will each House govern itself?

• How will the House governance relate to the overall student governance of the school?

• Who will decide?
Decision Point #5: Governance

- Pre-existing Student Senate

![Diagram of Executive Senate and Class Senates]
• Pre-existing Student Senate
• Transitional model
• Purpose
  • Health and Wellness
  • Professionalism
• Pre-existing Student Senate
• Transitional model
• Purpose
  • Health and Wellness
  • Professionalism
• Predictable positions
  • Treasurers
  • House Service Coordinators
• Leadership
  • House Coordinators
  • Executive House Coordinator
Executive Senate
Elected each year by the sitting senate

Class Senates
- M4s President
  - Vice President
  - Treasurer
  - Representative 1
  - Representative 2
  - Representative 3
  - OSR Representative

- M3s President
  - Vice President
  - Treasurer
  - Representative 1
  - Representative 2
  - Representative 3
  - OSR Representative

- M2s President
  - Vice President
  - Treasurer
  - Representative 1
  - Representative 2
  - Representative 3
  - OSR Representative

- M1s President
  - Vice President
  - Treasurer
  - Representative 1
  - Representative 2
  - Representative 3
  - OSR Representative

Elected each year by classes
(With exception of OSR Reps, which are 4 year positions)

External Committees
2 students from each class are elected by their class and serve a 4 year term
- Admissions
- Curriculum
- Technology
- Promotions
- Professionalism
- Health and Wellness

Wayne Houses
All 1 year terms
- Executive House Coordinator

House Coordinators (x7)
- House Treasurer (x8)
- House Service Coordinator (x8)
- Professionalism Promoters (x16)
- Health and Wellness Representatives (x16)
Decision Point #6: Funding

- What additional costs will result from having SLCs?
- What costs already are covered in the curriculum?
- Who will control funds for each House?
6. Some funding will follow from where the curriculum is currently being taught to the House budgets.

Additional funding may include property rental and House-centered activities; support is being sought from alumni and others.
Decision Point #7: Next Steps

- **Present to Stakeholders**
  - All Deans
  - Directors of Departments, e.g. Curriculum Management, Simulations, Admissions
  - All SOM Medical Education Staff
  - Admissions Committee
  - Current Students and Applicants

- **Prepare Job Descriptions & Hire House Directors**
  - Advertise, interview, and select (8? 9?) to begin .2 FTE February 2017 as FLC
  - Training
  - Decision-Making about House activities
Reflect on Process

• How did being in a mini-FLC affect your Decision Points conversations?

• Were you able to negotiate from your Role (students, administrator, faculty member, alum)?

• How do you think this process would work on your campus?

• Could using the FLC Model be used for an FLC for your SLC leaders?
Our Experience and Challenges

1. Confusion between FLCs and SLCs

2. Pressure to advance timeline led to a transitional model:
   
   **2016 Orientation:**
   
   - 6 students per anatomy table
   
   - 1 anatomy table = learning group = used for all activities, e.g. service learning

3. **2017 Entering Class**
   
   - 6 learning groups = 36 students per house per year
Our Experience and Challenges

• We anticipate our process will come full circle:

- House Directors
- Faculty Mentors
- new FLCs
- FLC4SLCs
- SLCs