



DREXEL UNIVERSITY

Center for

Professionalism and Communication in Health Care

College of Medicine

Learning Environment Questionnaire

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Purpose

The importance of the medical school learning environment has received increased attention as it continues to be studied in medical schools across the world. A negative perception of a student's learning environment has been shown to increase chances of burnout in education. Specifically, experiences of racism and bias with medical faculty was shown to be linked with increased instances of burnout and dissociation from medical training. While ongoing efforts are being made to combat bias in medical education, it is equally important to assess how students perceive their learning environment.

This novel survey was developed based on The Johns Hopkins Learning Environment Scale (JHLES) to understand the effect of perceptions of racism or experiences of microaggressions on ones learning environment. This survey will also aim to delineate what factors in students' education affect their comfort in acting as racial allies against microaggressions and instances of racism. While the survey has been validated through expert consultation, student focus groups, and online models such as ChatGPT, it is still in its pilot stages. If you are interested in utilizing this survey at your institution, please contact Dr. Carolyn Giordano for more information (cg975@drexel.edu).

Survey Items

Rate each with a Likert scale of: Strongly Agree, Agree, Disagree, Strongly Disagree

1. My school teaches basic and clinical sciences in an unbiased way.
2. My school provides equitable opportunities to excel for students of all racial backgrounds.
3. There are people at my school who will serve as my allies if I experience racial bias.
4. I feel confident serving as an ally to colleagues when racial bias has occurred.
5. There are people at my school who stand up for others when racial bias occurs.
6. If I personally experience racial bias at my school, I would inform supervisors and school leaders.
7. I feel free to speak up when I witness racial bias in a classroom setting.
8. I feel free to speak up when I witness racial bias in a clinical setting.



9. Most of the faculty model anti-racist behaviors when teaching.
10. The majority of the faculty model anti-racist behaviors when providing clinical care.
11. I feel accepted at my school regardless of my racial identity.