

# Learner Experience Office

Temerty Faculty of Medicine  
University of Toronto

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TEMERTY FACULTY OF MEDICINE  
UNIVERSITY OF TORONTO

# “Voices” Results (Spring 2021)

- Mistreatment is prevalent
  - Harassment: 25% of medical students, 38% of residents, and 25% of clinical fellows
  - Discrimination: 44% of medical students, 38% of residents, and 35% of clinical fellows
  - Comparable to 2019
- Faculty most frequently cited source harassment (50 – 57%); patients and families second most frequently cited
- Disproportionate burden reported by equity-deserving groups



# MD and PGME Guidelines

MD Program Student Mistreatment Protocol

[https://md.utoronto.ca/sites/default/files/student\\_mistreatment\\_protocol\\_2020-03-17.pdf](https://md.utoronto.ca/sites/default/files/student_mistreatment_protocol_2020-03-17.pdf)

PGME Guideline for Managing Disclosures about Learner Mistreatment

<https://pg.postmd.utoronto.ca/?ddownload=3945>





# FALL PLANNING 2021

[Application Instructions & Deadlines](#)

[Find A Policy Or Guideline](#)

[Learner Mistreatment](#)

## NEWS

### Apply for PGME Global Health Education Initiative

August 23, 2021



— a certificate program for residents and fellows from across all programs and



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# Learner Mistreatment

We are here for you, feel free to contact us if you want to **discuss, disclose or report** something that has happened.

## I would like to:

CONNECT WITH SOMEONE

DISCLOSE OR REPORT MISTREATMENT

These webpages are here to support all residents and clinical fellows (including International Medical Graduates (IMGs) and externally sponsored learners), as well as visiting elective learners who are registered with PGME.

Call 911 or seek immediate assistance from onsite security or other authorities if you are concerned about impending harm to yourself or others. Contact a designated PGME Program leader only after your safety is ensured.

We place the utmost importance on your safety and well-being. If you have experienced or witnessed behaviour that you **perceive or suspect of being mistreatment**, you can **discuss, disclose, or report** the concerning behaviour. **Please come forward even if all you would like to do is talk.**

We encourage all members of the Faculty of Medicine Community, including students, to practice **allyship** by disclosing or reporting mistreatment witnessed in the learning environment, even if not experienced directly.

## LEARNER MISTREATMENT

What is Mistreatment

Distinction between Discussing, Disclosing, and Reporting

How do I Disclose or Report?

Who to Contact

Protections Against Retaliation

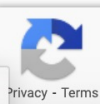
Confidentiality and Anonymous Disclosures/Reports

Structural Reporting

Recording Without Reporting

Next Steps Following a Disclosure or R

Feedback



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# Learner Experience Office Activities – Supporting Learners

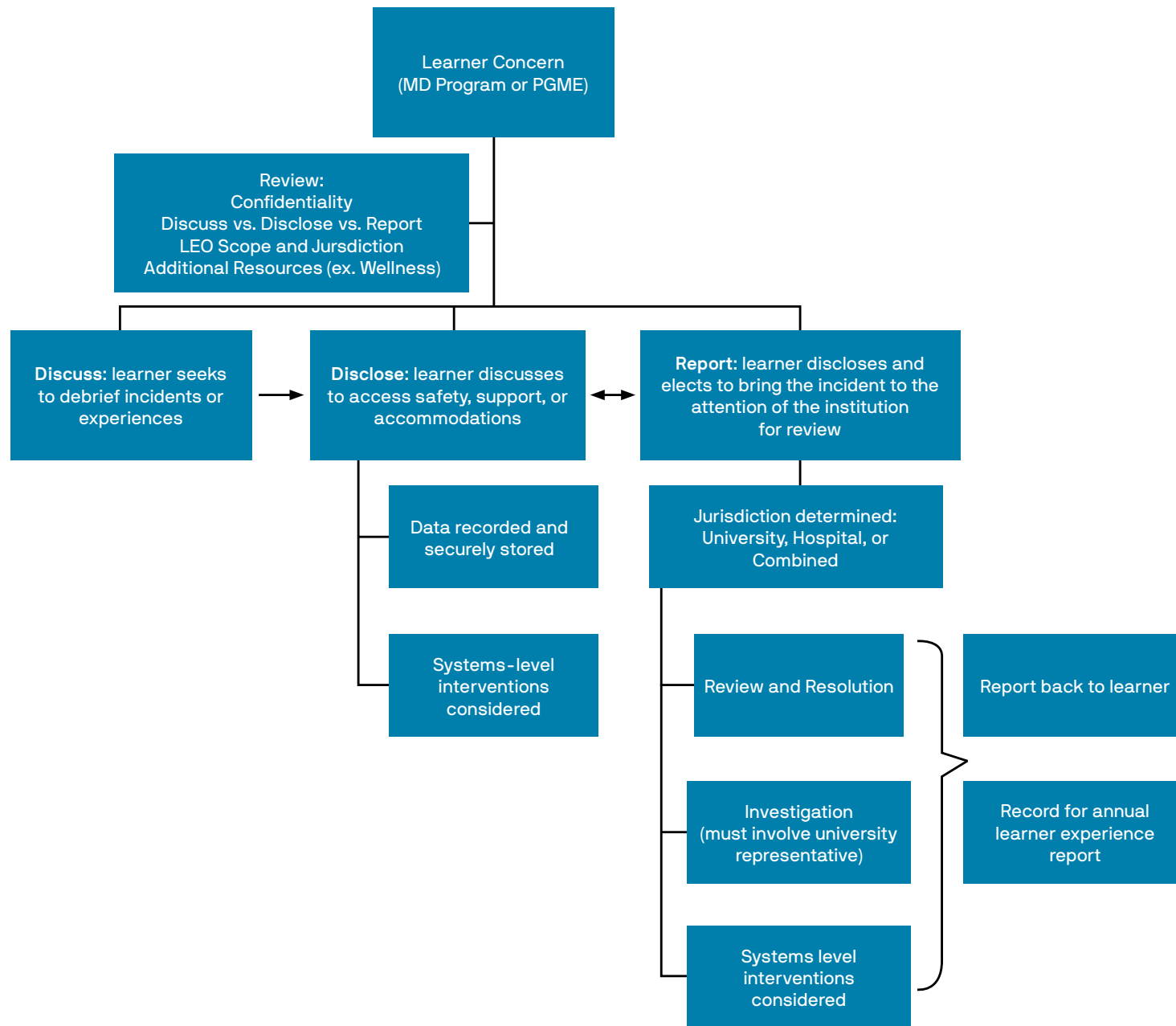


# Learner Experience Office – Dr. Chetana Kulkarni



I'm a **clinician-teacher in the Department of Psychiatry** and a staff physician at SickKids. I have held several **educational leadership roles** over my career so far, and in the past few years I have been most interested in themes of **physician health, learner experience, as well as equity, diversity and inclusion**. Negative experiences effect learners' clinical encounters, capacity to learn, and their own health. Yet learners often experience being silenced due to power differentials. I hope that I can help you as a learner to better understand these experiences, including the impact that they may have on you, as well as the resources that exist that can help to address learner mistreatment.







# Supports and Offices we have worked closely with:

- Office of Inclusion and Diversity
- OHPSA & PGME Wellness
- Equity Offices at U of T
- Sexual violence prevention and support centre
- PARO
- Hospitals, TAHSN



**Table 1: 2020-21 Learner Mistreatment Reports and Disclosures/Discussions  
(Unique Records)**

	Closed	Open	Total
<b>MD Learners</b>			
Reports	38	10	48
Disclosures/Discussions	25	6	31
<b>Subtotal</b>	<b>63</b>	<b>16</b>	<b>79</b>
<b>PGME Learners</b>			
Reports	10	8	18
Disclosures/Discussions	18	9	27
<b>Subtotal</b>	<b>28</b>	<b>17</b>	<b>45</b>
<b>Grand Total</b>	<b>91</b>	<b>33</b>	<b>124</b>

Note: Unique records can include multiple sources of mistreatment and multiple types of learner mistreatment.



**Table 2: 2020-21 Types and Sources of Mistreatment Reported, Disclosed and Discussed**

<b>MD Learners - 79 Reports/ Disclosures/Discussions</b>	<b>Unprofessionalism</b>	<b>Intimidation</b>	<b>Harassment</b>	<b>Discrimination</b>	<b>Other</b>
<b>Source of Mistreatment</b>					
Faculty	30	2	2	15	
Other Health Professional	2				
Patient/Family			2	1	
Other PGME Learner	3		1	1	
Other MD Program Learner	4			24	1
Organizational/Unit/Structure	1			6	
Other	2	1		2	1
<b>Total</b>	<b>42</b>	<b>3</b>	<b>5</b>	<b>49</b>	<b>2</b>

<b>PGME Learners - 45 Reports/ Disclosures/Discussions</b>	<b>Unprofessionalism</b>	<b>Intimidation</b>	<b>Harassment</b>	<b>Discrimination</b>	<b>Other</b>
<b>Source of Mistreatment</b>					
Faculty	19	5	3	9	1
Other Health Professional	2				
Patient/Family					
Other PGME Learner	5			1	
Other MD Program Learner					
Organizational/Unit/Structure	1				
Other	4			1	3
<b>Total</b>	<b>31</b>	<b>5</b>	<b>3</b>	<b>11</b>	<b>4</b>



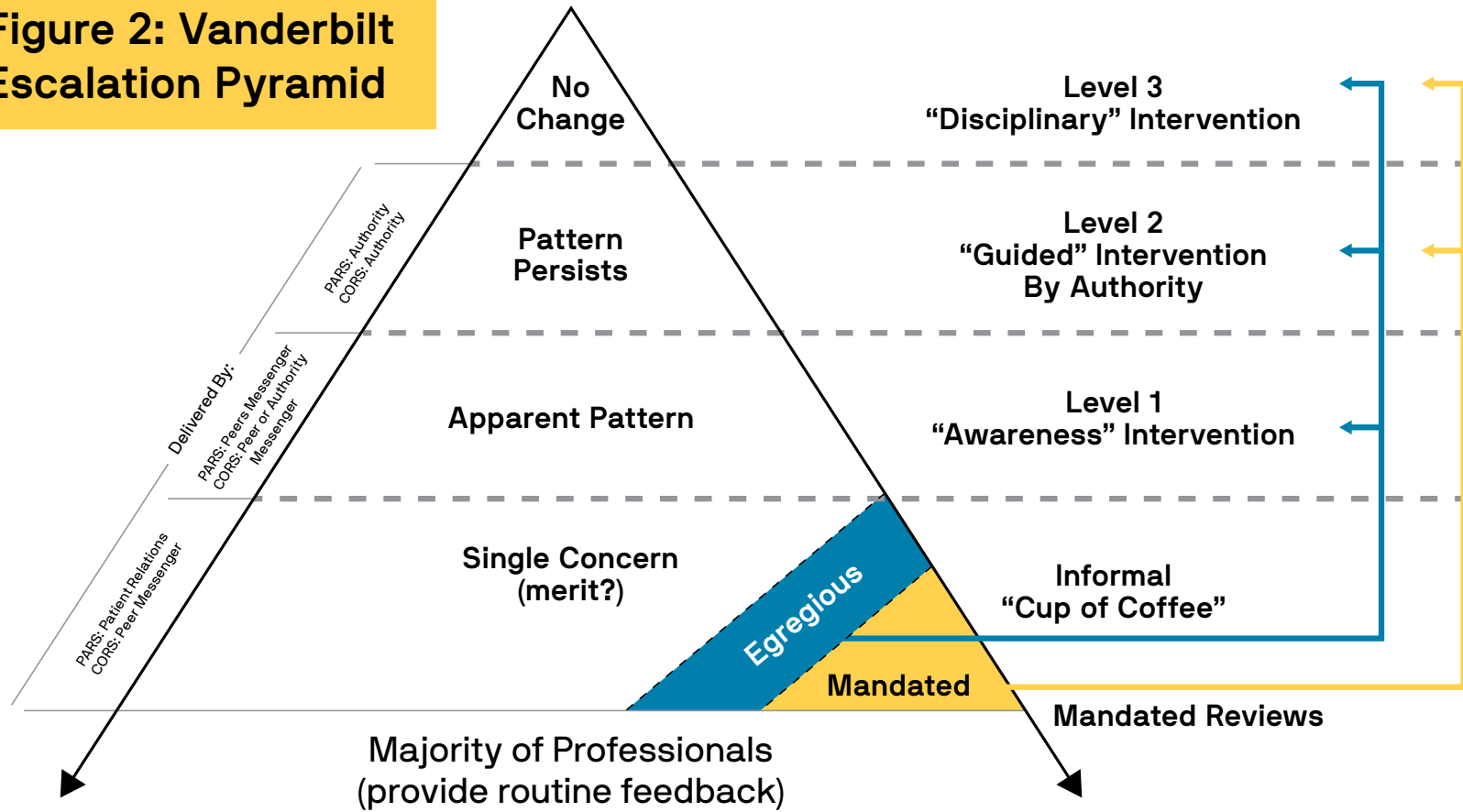
**Table 3: Resolutions for concerns brought forward May 1, 2020 – June 30, 2021**

Reports of Mistreatment	Resolutions for Reports Only – Closed Files						Resolutions for Reports Only – Open Files				Total Actions
	Awareness building / Informal Conversation	Written Apology	Removal of Learners (temp)	Systems Level Intervention	Insufficient information to take action	Learner discontinued report	Learner Weighing options	Determining Applicable processes	Escalated to leadership for review	Redirected to another jurisdiction	
MD Program Learners (48 unique)	12	0	1	23	2	0	1	1	7	0	47
From PGME Learners (18 unique)	6	1	0	1	0	2	0	1	6	1	19
<b>Total</b>	<b>18</b>	<b>1</b>	<b>1</b>	<b>24</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>13</b>	<b>1</b>	<b>66</b>





**Figure 2: Vanderbilt Escalation Pyramid**



Adapted from: Hickson GB, Pichert JW, Webb LE, Gabbe SG. A complementary approach to promoting professionalism: Identifying, measuring, and addressing unprofessional behaviors. Acad. Med. 2007 Nov;82 (11):1040-1048.

# LEO Systems-Level Activities

- Revised Guidelines
- Learner-facing webpages
- Secure electronic case management system
- Review of IMG learner supports
  - Environmental scan, literature review
- Learner-to-Learner Mistreatment
- Faculty development
- New web-based program evaluation tool (2022)
- Positive Reporting (2022)



**“there is inspiration to be drawn from every individual who has reflected on the responsibilities that we all carry to enable a positive learning environment.”**

**Please contact me at any time:**

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