



2021–2022
**Annual Learner
Experience Report**
Executive Summary

Executive Summary

Learner mistreatment in the Temerty Faculty of Medicine remains a prevalent, systemic issue. The most recent iteration of the “Voices” survey, disseminated in 2021, revealed that 25–45% of learners across the continuum indicated that they had experienced harassment or discrimination over the prior academic year. Faculty were the most frequently cited source of mistreatment, followed by patients and families; a further 20% of learners had experienced mistreatment by their peers.

The Learner Experience Unit (LEU) was founded in May 2020 as a resource for learners who witness or experience mistreatment. Since its establishment, in partnership with learners, LEU has:

- Created revised guidelines for managing disclosures of learner mistreatment for the [MD program](#) and [postgraduate medical education \(PGME\)](#)
- Established user-friendly [webpages](#) that break down the guidelines and offer an online disclosure form
- Developed a broad strategy to reach our approximately 5500 learners, as well as faculty and staff, to ensure all are aware of the new pathways for [discussing, disclosing, and reporting](#)

We emphasize trauma-informed and Equity, Diversity, Inclusion, Indigeneity, and Accessibility (EDIIA)-informed approaches to responding to disclosures of mistreatment that explicitly frame mistreatment as resulting from power asymmetries. This is critical given the higher burden of mistreatment experienced by learners from equity-deserving groups including learners identifying as Black, Indigenous, racialized, women, individuals identifying as 2SLGBTQIA, individuals from minoritized faith groups, and individuals living with a disability, among other groups and their intersections.

Over the prior academic year, the new Office of Learner Affairs (OLA) launched, merging the previous Office of Health Professions Student Affairs and PGME Wellness; as a unit of OLA, LEU *“works with learners, at individual and systems levels, to optimize the learning environment and experience, and enable their development into accomplished health care professionals.”* The LEU team has evolved over the prior year with the recruitment of an Assistant Director of Learner Experience, Meeta Patel, in August 2022. Furthermore, two learner life specialists, Marina Mammon and Saunia Palmer-Nelson, spend part of their time supporting learners in navigating mistreatment processes. Lorraine Sheffield has also joined the team as the administrative coordinator.

Learner Experience Unit Activities

Over the prior academic year, the LEU processed 179 learner concerns, 78 in the MD Program and 101 within PGME. This includes 46 learner concerns that carried over from the prior academic year. Of the 179 concerns, we received 63 reports, 49 online anonymous reports, and 67 discussions / disclosures. Faculty were the most common respondent, in keeping with “Voices” survey data, but respondents also included other health professionals, patients/families, other learners, and organizational/unit/structural sources. A variety of resolution mechanisms were triggered in response to reports and online anonymous reports over the prior year, data can be found in Table 3 of our full report. These range from expectation-setting (or awareness building) conversations, education interventions (including but not limited to coaching and remediation), or disciplinary interventions (including but not limited to temporary or permanent loss of learners; temporary

or permanent removal from a supervisory, teaching, or leadership role; surrender or revocation of hospital privileges and/or university appointment).

LEU has also supported education leaders in interpreting the revised mistreatment guidelines when they review and address concerns in their own clinical departments or sites/hospitals.

Systems-Level Activities

Over the past academic year, in partnership with learners and the Learner Experience Advisory Council, LEU has made the following advances:

- **Education, Communications, and Activities of Other Portfolios:** Over the 2021–22 academic year, the LEU delivered approximately 50 presentations to learners, clinical departments, and hospitals. Other leaders and units within Temerty Medicine including the Professional Values Office (PVO), Office of Inclusion and Diversity (OID) and the Centre for Faculty Development (CFD) also undertook a variety of education, communications, and systems-level activities related to learner mistreatment. In addition, a steering committee of learners, staff, and faculty published the Addressing Anti-Black Racism at Temerty Medicine Accountability Report in February 2022 and the Black at Temerty Medicine Findings Report in November 2022, following extensive community consultation, with findings that will inform the LEU’s activities.
- **Secure and confidential record management:** The LEU has built an electronic case management system that enables us to securely manage files. Data fields were carefully selected to enable the LEU to track files more efficiently and comprehensively, hold departments and hospitals accountable for outcomes, monitor trends, and build institutional memory.
- **Program Evaluation:** In 2022, the LEU launched a survey for learners who have interacted with our office to provide us with anonymous feedback, housed at an arms’ length in the Office of Assessments and Evaluation (OAE) in Temerty Medicine.
- **Faculty Development:** A faculty development working group is finalizing a Learner Mistreatment Primer to assist front-line faculty and senior learners in providing support if they receive a disclosure about, or witness, mistreatment.
- **Supporting Toronto Academic Health Sciences, Education Portfolio (TAHSNe) efforts to Address Learner Mistreatment within hospitals:** It is critical that there is an aligned and integrated approach to addressing learner mistreatment between Temerty Medicine, the clinical departments, and the hospitals. The LEU has supported efforts to address mistreatment by TAHSNe and we have ensured that processes across the hospitals are aligned with Temerty Medicine. Areas of specific focus have included:
 - TAHSN Responding to Learner Mistreatment from Patients, Family Members and Visitors
 - TAHSN Learner Mistreatment by Faculty, Staff, Other Learners

Next Steps

Over the coming academic year, the LEU will expand its services to support additional programs. As we onboard new programs, we are striving to create a universal guideline that will be applicable to all the learners we support. We will also continue to do outreach to ensure that everyone across Temerty knows how to access the LEU.

We will also be looking at learner-to-learner mistreatment and mistreatment by patients and families as priority areas.