

Key Findings

Education

In general, ratings have dropped since 2019. In 2021, students are less likely to rate their overall experience, educational/learning progress and culture of respect “**excellent**” or “**very good**.” This was common among other learner groups as well.

	2019	vs.	2021
Overall Experience (Excellent/Very Good)	59%		32%
Educational/Learning Progress Made in Year (Excellent/Very Good)	61%		42%
Program’s Culture of Respect (Excellent/Very Good)	53%		46%

Learner Environment

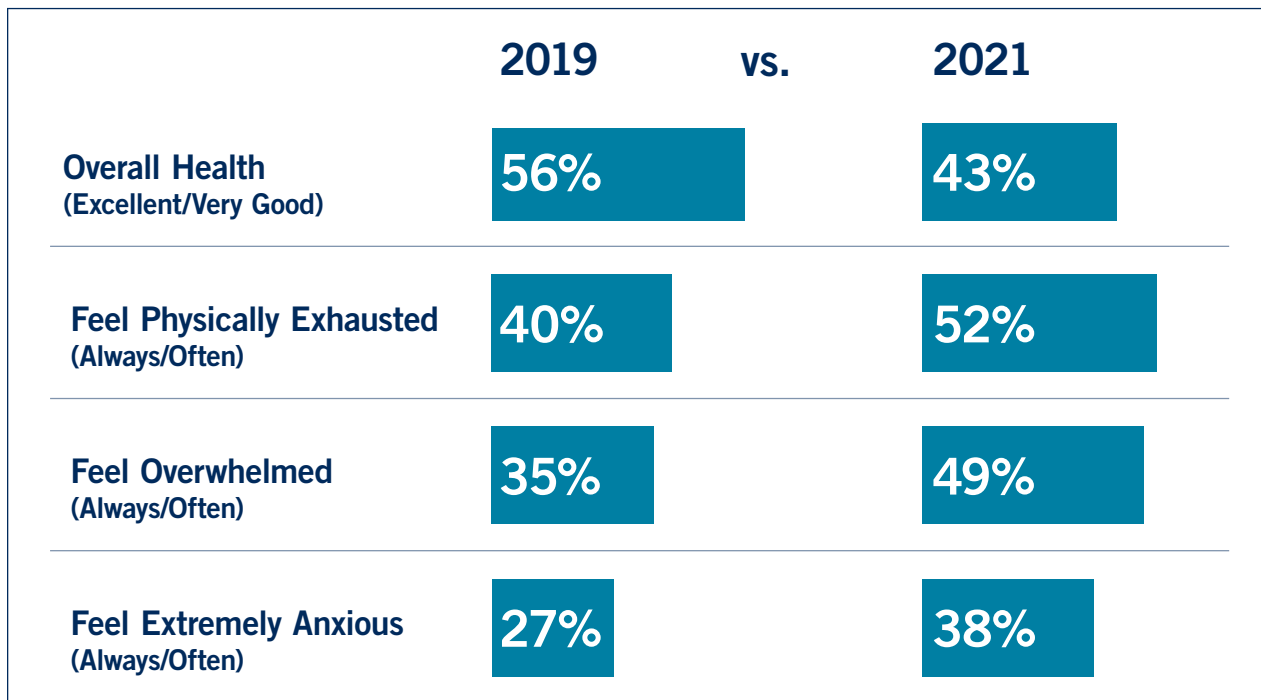
A slightly higher proportion of MD students experienced discrimination in 2021 (44%) than in 2019 (38%), while the rate for experiencing harassment remained constant (25%). Clerkship students are more likely to experience discrimination and harassment compared to Foundations students.

	2019	vs.	2021
Experienced Harassment (At least once this past year)	25%		25%
Experienced Discrimination (At least once this past year)	38%		44%

Faculty members continue to be the most common group identified as the source of discrimination/harassment (51%), followed by patient/patient family (31%), MD students (23%), and last nurses (13%).

Well-Being

Health and Well-being ratings also decreased since 2019. A higher proportion of students feel more physically exhausted, overwhelmed, lonely, and extremely anxious. Similar patterns have been identified in resident and clinical fellow populations.



Equity, Diversity, Inclusion

Students come from a variety of educational, ethnic, religious, sexual orientation and socio-economic status (SES) backgrounds. Perceptions of having “**fair and equitable access to opportunities**” vary widely by ethnicity. Data show that students’ access to the right people/networks that could help them access education and career opportunities, is directly proportional to their childhood SES.

Students who identify as gay, bisexual, or are not sure/questioning their sexual orientation, experience higher levels of discomfort with expressing their sexual orientation in the clinical environment.

You Said, We Heard

Based on findings from Voices learner surveys, the Faculty has taken steps to make changes to the learning environment. In 2020, Dr. Reena Pattani was appointed Director of Learner Experience to lead the newly formed Learner Experience Office with a mandate to support learners who have witnessed or experienced mistreatment.

In 2020–21, there were several presentations, including grand rounds, as well as workshops and multiple meetings on the topic of Learner Mistreatment in Medicine and revised Guidelines, led by key faculty leads in Learner Experience and Professionalism. Our Office of Inclusion and Diversity and the Center for Faculty Development also provided workshops, training sessions and hosted events on equity, diversity and inclusion.

In 2021, Dr. Heather Flett was appointed as the inaugural Temerty Professor in Learner Wellness to lead the development, implementation, assessment and evaluation of a comprehensive wellness strategy for learners in the Faculty. Dr. Flett joins Dr. Tony Pignatiello, Associate Dean, Learner Affairs in the newly formed Office of Learner Affairs.

<https://md.utoronto.ca/sites/default/files/inline-files/2021AnnualLearnerExperienceReportFinal.pdf>

For more information, please contact voicessurveys.medicine@utoronto.ca

Target Population

All MD Program Students who were enrolled at U of T in the 2020-21 year and active for more than one month

Data Collection

April 13 to May 14, 2021

Response Rate

69%