UNM SCHOOL OF MEDICINE
LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report
January - March 2023

OVERVIEW

In June 2019, the UNM School of Medicine (SOM) launched the Learning Environment Office (LEO) to enhance institutional efforts to prevent, reduce, and address mistreatment, and simultaneously, improve learning environments.

In an effort to promote transparency while preserving confidentiality, LEO is producing quarterly reports that share aggregated data to enhance the overall understanding of learning environments as well as protect anonymity. The data will remain aggregated until we have enough data to not be identifiable. These reports also contain data on exemplary teachers and mistreatment incidents as well as information about LEO's activities.

WHAT'S NEW IN LEO'S QUARTERLY REPORTS

As of 2022, LEO's reports include case studies and/or trend analyses with accompanying discussion prompts. We invite you to engage in deep thinking, critical analysis, and open discussions with your colleagues and in your programs, divisions, and departments about these cases and focus areas.

We see each of you as a partner with responsibility for ensuring respectful, supportive, and inclusive environments. LEO seeks to help build such skills through our education portfolio, which includes our trainings and workshops, and now these case studies.

Thus, LEO hopes to increase individual skills *and* a sense of responsibility as "upstanders" for inclusion.

To learn more about LEO or to contact us, visit us on <u>our website</u>.

REPORT CONTENTS

The UNM School of Medicine **Learning Environment Office**,
Office of Professional Well-being, and
the **Office for Diversity, Equity & Inclusion** are excited to present the
3rd installment of the **Building Inclusive Environments Speaker Series**

DISABILITY JUSTICE IN HEALTHCARE: WIDENING OUR EQUITY LENS

Led by Britt Meitzenheimer

Senior Associate, Center for Equity Leadership
National Equity Project

Sessions will be held on the fourth Monday of the month from 12-1pm on zoom

Feb 27

March 27

April 24

May 22

June 26

Sept 25

Learning Objectives for the series:

- Define disability justice as a framework and practice to understanding how people's bodies and minds are labelled 'deviant', 'unproductive', 'disposable' and/or 'invalid'
- Identify structural and/or systemic barriers to centering disability justice
- Collaborate to design and explore practical approaches to advance access and inclusion through principles of disability justice at UNM HSC

Click here to RSVP

All Building Inclusive Environments events are open to all members of the HSC community, including learners, staff, and faculty.

CME will be offered

UNM SCHOOL OF MEDICINE

Ally Spotlight

March 2023

UNM SCHOOL OF MEDICINE

The Social Mission Alliance (formerly known as the Beyond Flexner Alliance) highlighted LEO in March. Check out their entire interview with LEO's intrepid director, Diana Martínez by **clicking here**, and enjoy the excerpts below!

Q: How does the Learning Environment Office help create and maintain positive learning environments, both for students and educators?

Upon LEO's founding, we were intentional about framing LEO's work as inseparable from the work of inclusion and culture transformation. To that end, LEO helps create and maintain supportive, respectful, and inclusive learning environments by engaging in three distinct but overlapping areas of work: Attention, Prevention, and Intervention.

LEO's Attention work highlights positive learning environments and great teachers, such as through recognition programs. This positive feedback encourages teachers to continue to invest time and energy in teaching, especially during times of increasing burnout. **LEO's Prevention work** helps leaders, programs, and teachers build their skills to prevent and reduce incidents of mistreatment and promote positive learning environments. This may include trainings on conflict transformation, early interventions into environments that might have problems brewing, responding to microaggressions, or skill-building for individuals on giving feedback in stressful situations. **LEO's Intervention work** involves responding to individual reports of learner mistreatment. This response may be individual recommendations to help a teacher improve, an audit of a complex environment to learn what factors are at play, or an improvement plan co-created with a department chair or program director.

Our ultimate goal is to foster an inclusive learning environment where teachers, staff, and learners thrive, and relationships are mutually respectful and beneficial to each other and to institutional climate.

Q: What recommendations do you have for other healthcare education programs to combat learner mistreatment?

**Some of the things LEO has implemented that we recommend are:**

- **Staff Led Office with Dedicated FTE**: Many schools of medicine run mistreatment reports through a faculty member with part-time FTE. This is not enough coverage, and faculty may be perceived by learners as "on the side of" other faculty. Giving full-time FTE to staff members helps build trust and capacity for responding to a high volume of incidents (LEO receives ~20 per month). Moreover, staff are never in the position to evaluate learners, so by design of LEO, we have removed one of the potential anxieties for reporting.
- **Centralizing and Expanding Reporting** so that each environment is not tracking its own mistreatment incidents. Centralizing the reporting hub with anonymous options ensures consistency, standardization, and a more impartial response.
- **Consistent Processes**: Pre-LEO, each department or environment responded to mistreatment as they saw fit, which meant there was no consistency across the school. Imagine a medical student rotating through several departments—if they are mistreated on two subsequent rotations, they should be able to report those incidents to one centralized place, and the response to those two incidents should be the same. Implementing consistent and transparent practices helps to build trust with learners and teachers, because everyone knows what to expect.
- **Communicating Transparently** to learners, teachers, and the SOM as a whole about trends, data, and what happens when reports are filed. This process should not be a mystery, and teachers should know what happens after a report about them is made, just as learners should know what their options are.
- **Training Beyond Compliance**: Strong policies are essential, but adhering to legal minimums is insufficient to create positive, inclusive, and respectful learning environments. For example, rather than focusing on meeting minimum ADA requirements, encourage leaders to design programs and curriculum that center learners with disabilities and are inherently adaptive.
- **Data Evaluation for Tracking Trends**: Often learners are too fearful of retaliation to let LEO take action. But even documenting their concerns and using them as de-identified data points helps LEO take the temperature of each environment and make appropriate recommendations or interventions.
- **Working Collaboratively with Others**: LEO works with every acronym at the SOM, including Office of Graduate Medical Education (GME), Offices of Undergraduate Medical Education, Office of Diversity, Equity, and Inclusion, Office of Professional Wellbeing, Disability Services, Title IX, and others. For example, LEO and GME will collaborate on special reviews or learning environment audits in programs with high numbers of mistreatment reports and low scores on ACGME evaluations.

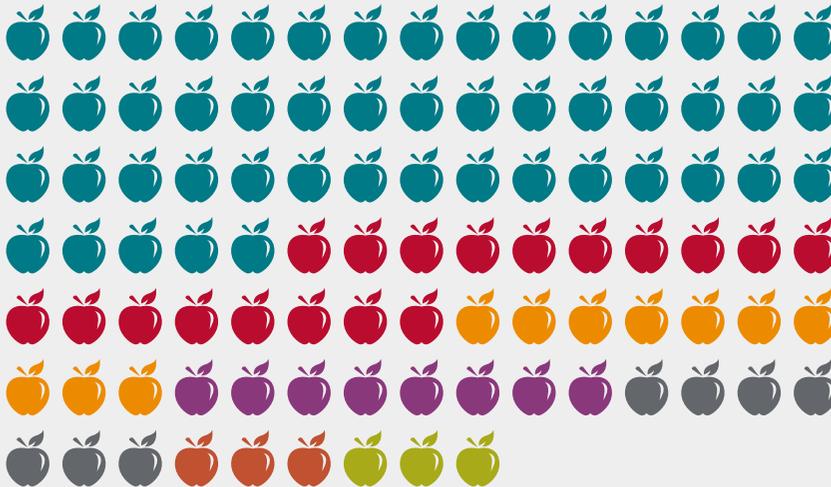# **iTeach**: Recognizing Exemplary Teachers

1,164 TEACHERS

have been recognized for exemplary teaching by a total of

4,620 LEARNERS

56 Other & Unknown

50 Staff members

72 Medical & Graduate students

363 Residents & Fellows
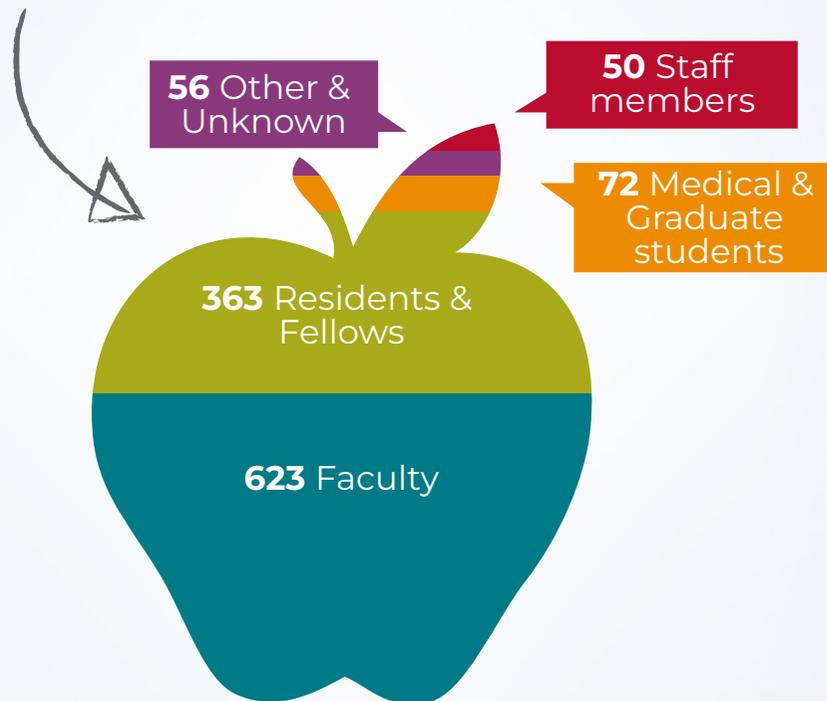
623 Faculty

How many learners have recognized each of those teachers?

50% recognized by one learner
18% two learners
10% three learners
8% 4-5 learners
7% 6-10 learners
3% 11-20 learners
3% 21-166 learners!

Batches: How we measure the frequency and consistency of recognition for each person

A batch is 1-2 months of data. Most recognized teachers have been recognized in one batch, but some are consistently recognized by learners over time. 13% of recognized teachers have been acknowledged in 4 or more batches, and 6 teachers have been recognized in 10 or more.

674

most people are recognized in 1 batch

220
116
59
33
20
18
8
9
1
2
2
0
0
1

Number of teachers

Number of batches teachers are recognized in
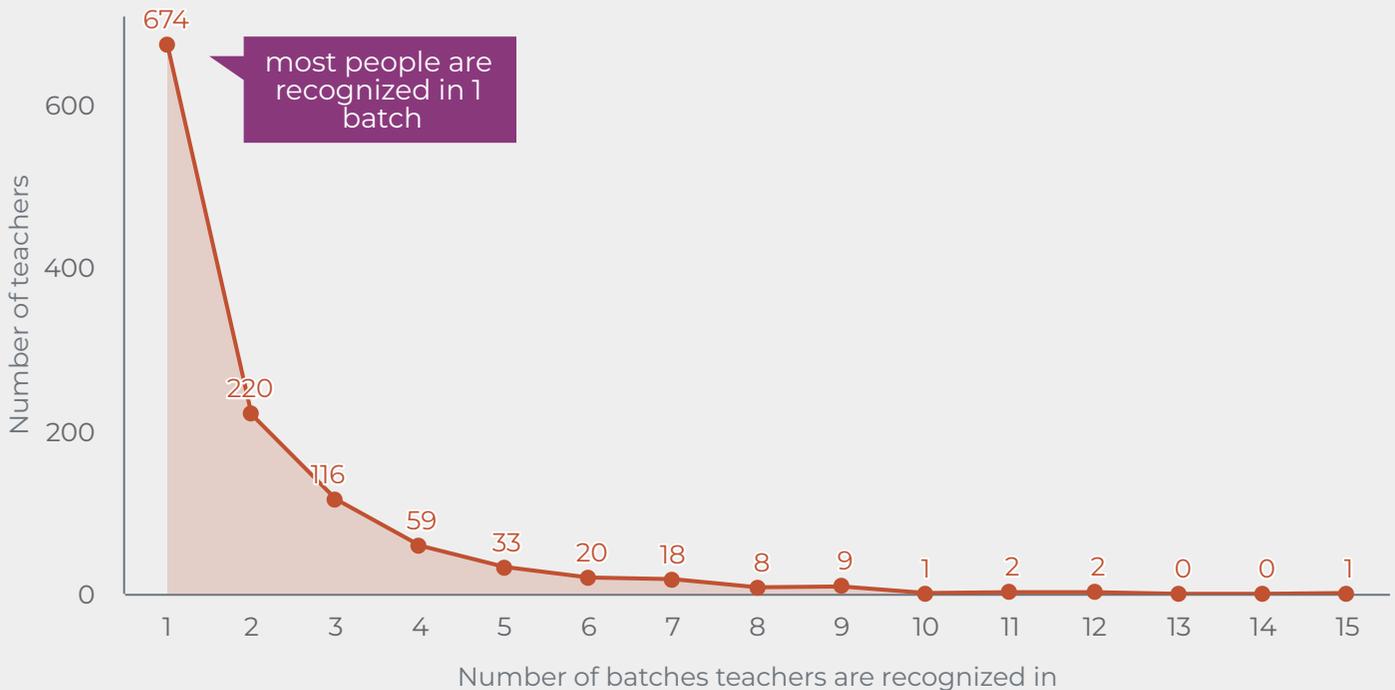
ADDRESSING MISTREATMENT:
Data Review
July 24, 2019 - March 31, 2023

LEO shares these data to create greater transparency in the UNM SOM community about mistreatment. We use these data to inform our work to reduce and prevent mistreatment, and to most effectively respond to incidents that occur.
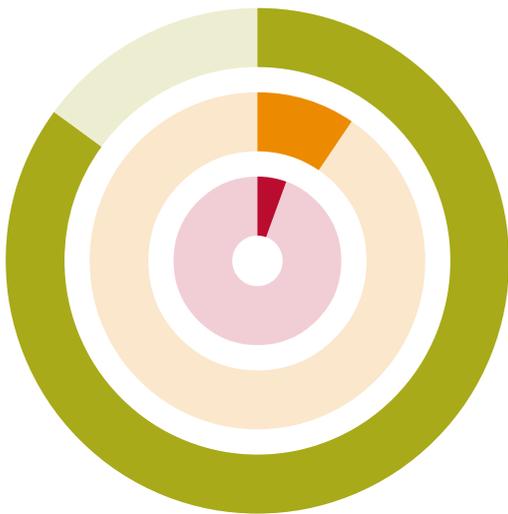

Since LEO began collecting reports of mistreatment in July 2019, we have received **665 reports of mistreatment**.
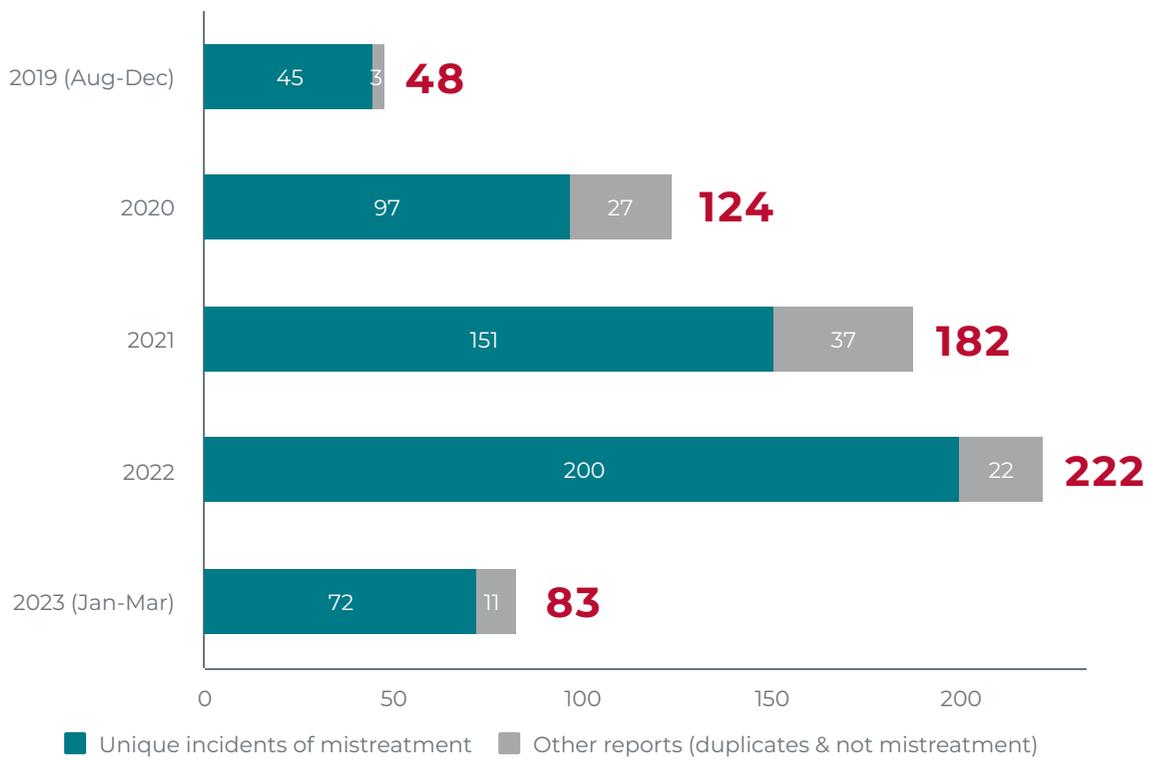We can break those down this way:

Some incidents are reported more than once (for example, by a few different witnesses). When we remove these 63 duplicate reports, we have **reports of 602 separate incidents.**

We have received 37 reports of behavior that, after investigation, we have determined does not rise to the level of mistreatment. This is 5.6% of all reports made.

Once we remove these 37, we are left with **565 unique incidents of mistreatment, which is 85% of all reports made.**

- Unique incidents of mistreatment (84.96%)
- Duplicate reports (9.47%)
- Does not rise to the level of mistreatment (5.56%)

Most data on the following pages include only the **565 unique incidents of mistreatment**. However, in some cases when it is more appropriate, we have included all 665 reports filed. Make sure to check out the "n" for each set of data.

The total number of reports LEO has received has increased every year, from 48 in 2019 to 222 in 2022

Year	Unique incidents of mistreatment	Other reports (duplicates & not mistreatment)	Total
2019 (Aug-Dec)	45	3	**48**
2020	97	27	**124**
2021	151	37	**182**
2022	200	22	**222**
2023 (Jan-Mar)	72	11	**83**

■ Unique incidents of mistreatment   ■ Other reports (duplicates & not mistreatment)

So far, each year has an average of 52 more unique reports of mistreatment than the year before

2019 (Aug-Dec)	2020	2021	2022
45	97	151	200

115% increase

56% increase
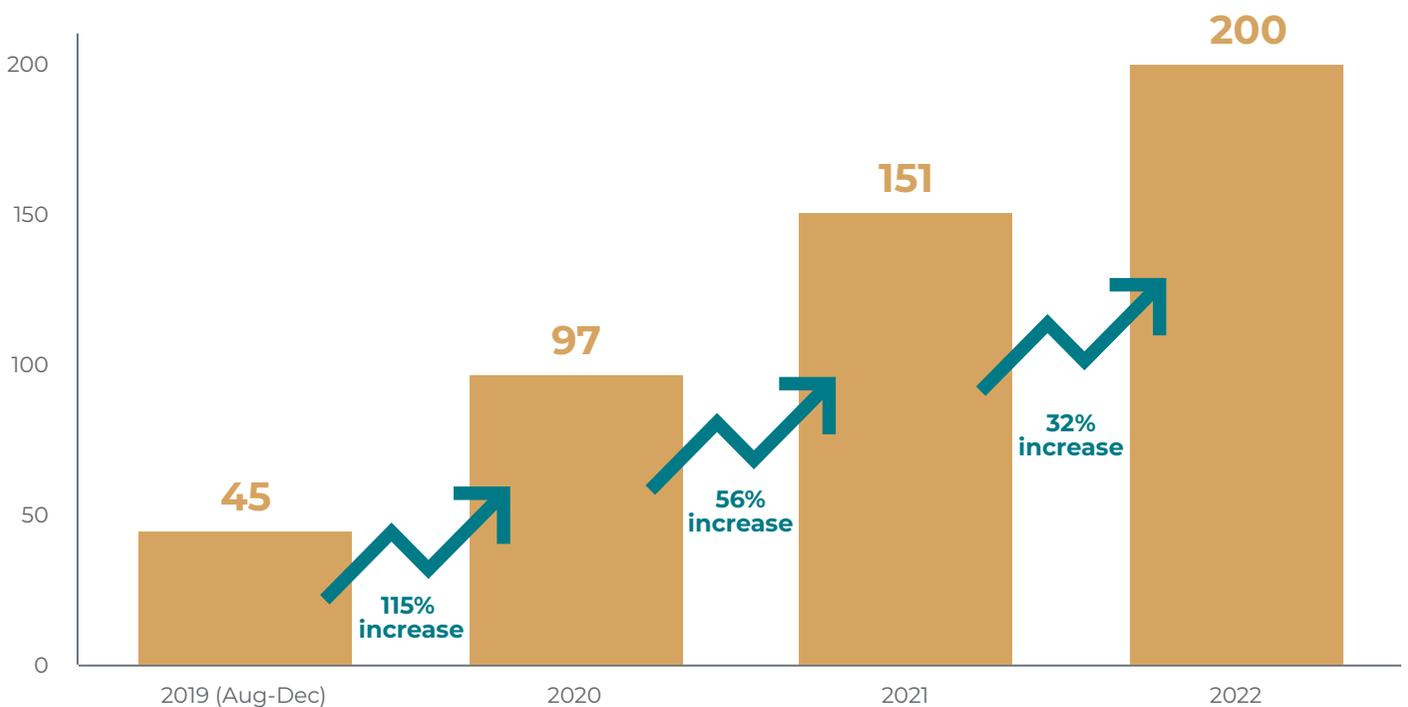
32% increase

How many reports are coming to LEO each month?

n = 665, all reports filed to LEO

Average Number of Reports to LEO per Month
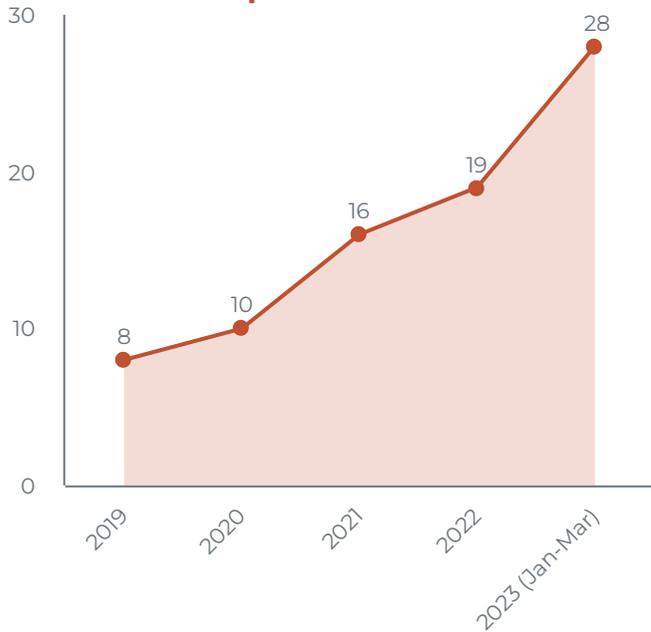
You can see that the average number of reports per month has increased every year, from 8 in 2019 to **28 so far in 2023.**

**?** **FAQ: I thought mistreatment numbers were down. Is that true?**

We don't know yet. We believe mistreatment remains underreported, especially in areas that are high-risk for potential retaliation, such as small learning environments. As more trust grows in LEO's system, and more faculty and staff become aware of how to report on behalf of learners, we expect these average numbers to continue to go up.

Check out the graph below for when these 665 reports have come in. It looks like the summer transition months may be consistently slow, but we'll likely need a few more years to see the patterns more clearly.

Legend: ⬤ 2020 ⬤ 2021 ⬤ 2022 ⬤ 2023

What is the status of reports to LEO?

n = 602, all reports filed to LEO except for duplicates
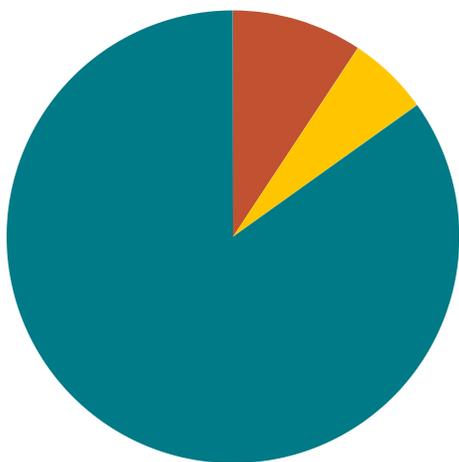
9% of cases are open. Open cases may be:
- In active fact finding
- Scheduling meetings with relevant stakeholders
- Awaiting response from impacted learners
- Waiting for delayed action (on request of learners)
- Writing and sending recommendation memos
- Awaiting decisions from the Mistreatment Response Committee

Another 6% are pending. Pending cases may be:
- Awaiting monitoring periods
- Waiting for stakeholders to report back on feedback conversations

Legend: ⬤ Open cases ⬤ Pending cases ⬤ Closed cases

Data within this section are disaggregated by year.
As you can see below, 2023 is on track to have even more reports of **unique incidents of mistreatment** than 2022.

2019: 45 reports (**Reporting system launched in late July**)
2020: 97 reports
2021: 151 reports
2022: 200 reports
2023: 72 reports (Jan-Mar)

Who is Mistreated?

n = 565 unique incidents of mistreatment

Bar chart values:
- Resident or fellow: **283**
- Medical student: **188**
- Faculty or staff member: **69**
- Research Education student: **30** (post-docs are included here)
- Health Professions student: **15**
- Other/unknown: **9**

Legend: 2019 (Aug-Dec) | 2020 | 2021 | 2022 | 2023 (Jan-Mar)
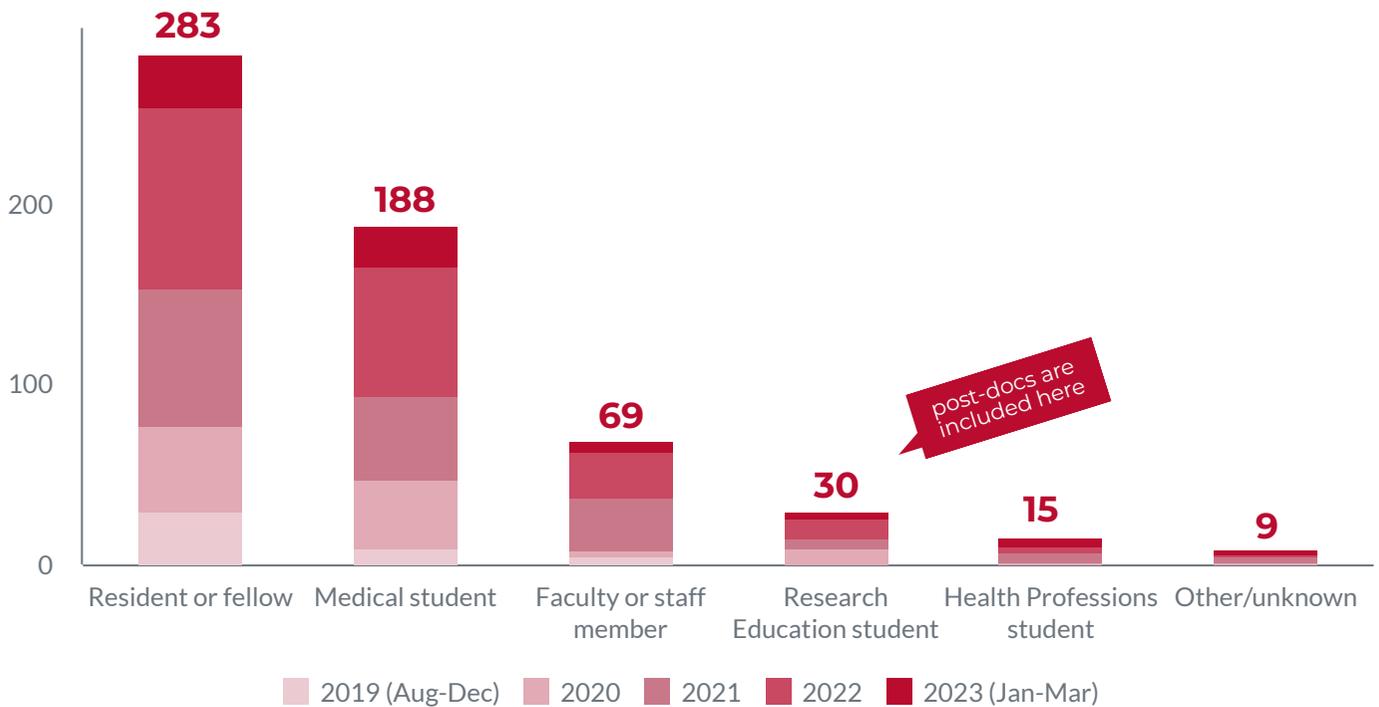
Who is Reported for Mistreating Learners?

n = 565 unique incidents of mistreatment

Bar chart values:
- Faculty members: **341**
- Residents & Fellows: **115** (all hospital staff members are included here)
- Nurses and/or other members of the care team: **81**
- Administrators: **52** (SOM staff members are included here as well as faculty administrators)
- Students (MD, HPP, BSGP): **31**
- Other: **23**

Legend: 2019 (Aug-Dec) | 2020 | 2021 | 2022 | 2023 (Jan-Mar)
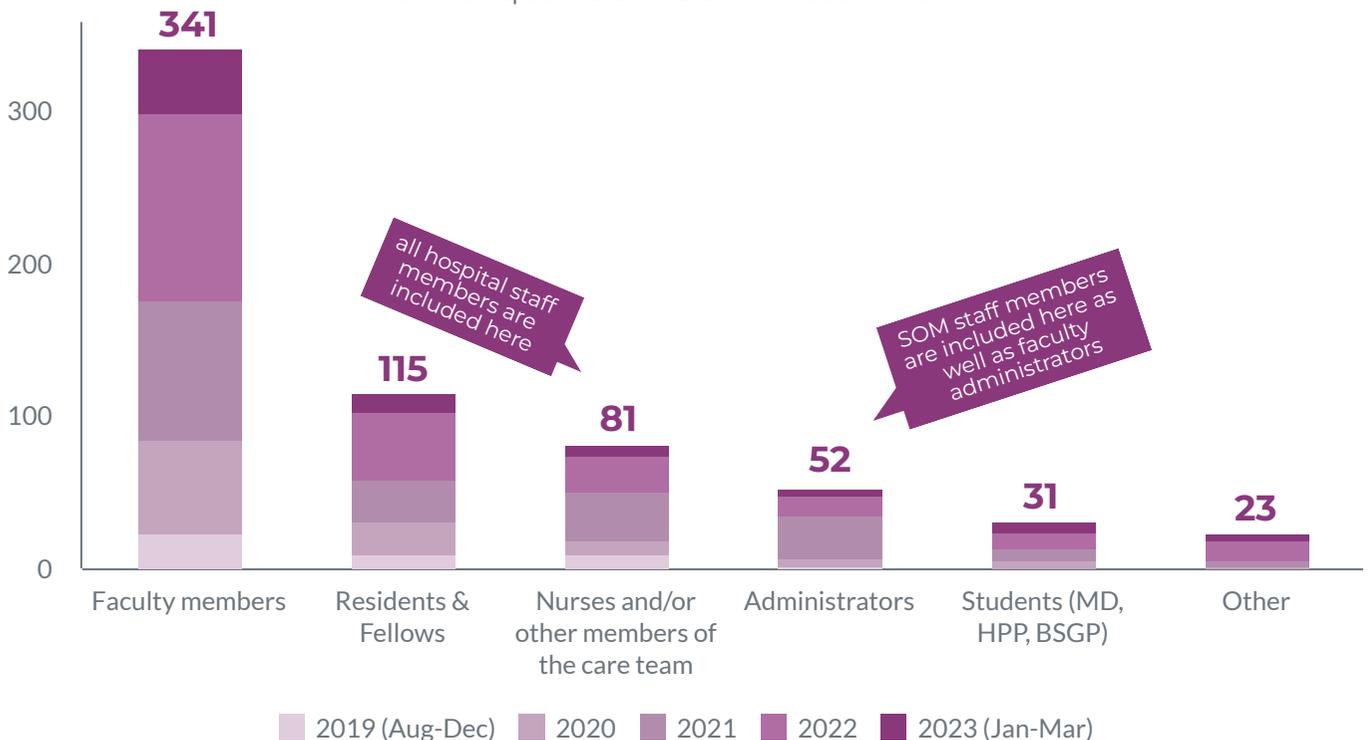
Who Reports to LEO and How?

n = 665, all reports to LEO

Medical student: 222
Resident or Fellow: 220
Faculty: 123
Staff member: 56
Research Ed student: 21
Other: 17
HPP student: 15

Legend: 2019 (Aug-Dec), 2020, 2021, 2022, 2023 (Jan-Mar)

I personally experienced the mistreatment (54%)
I witnessed or heard about the mistreatment (46%)

Reported anonymously (55%)
Reported not-anonymously (45%)
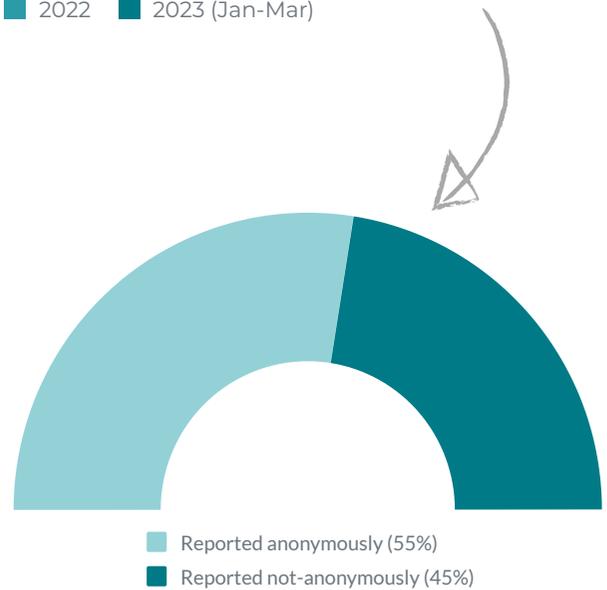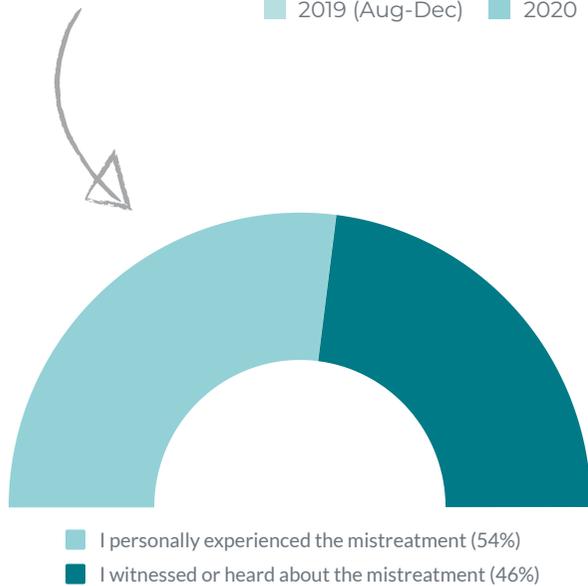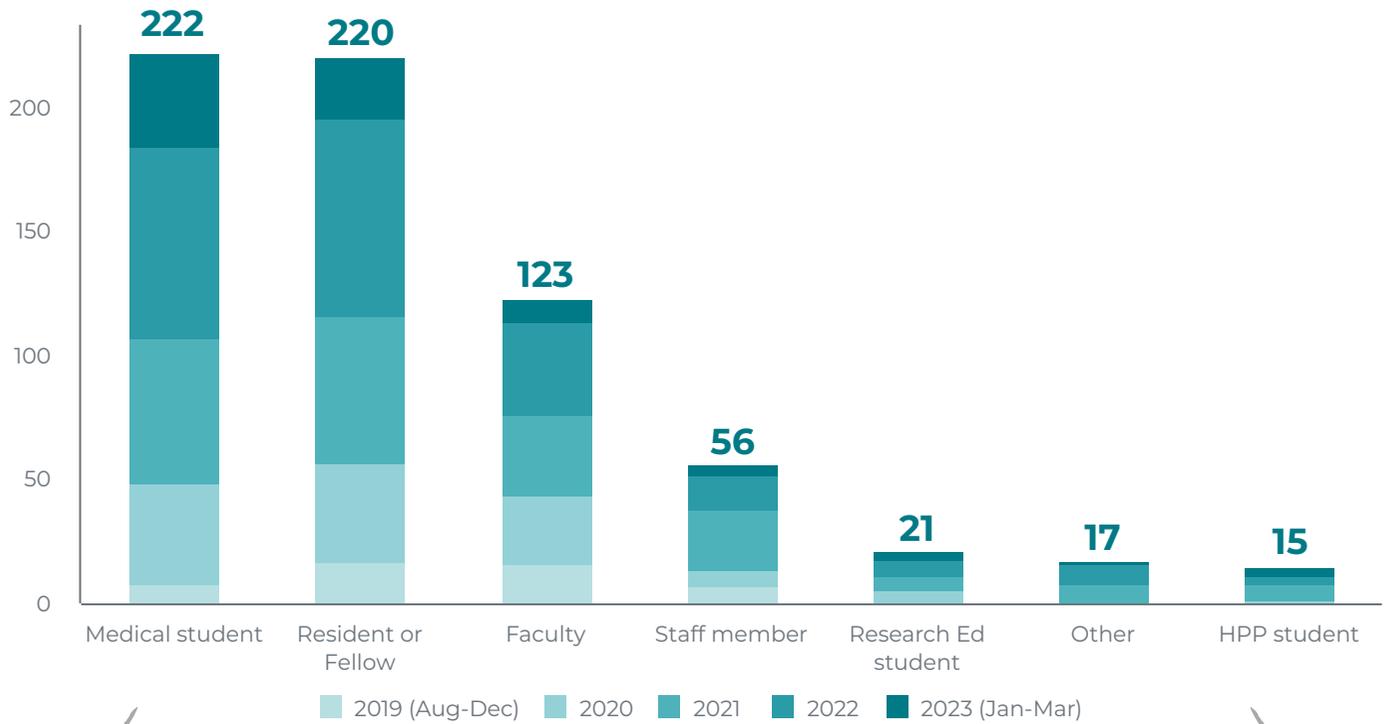
Types of Mistreatment

Each incident can include multiple types of mistreatment
n = 565 unique incidents of mistreatment

Category	Count
Publicly humiliated	228
Verbally abused	224
Creating a toxic environment	156
Mistreated based on **gender** and/or **gender-identity***	112
Neglected and/or left out	89
Threatened with retaliation or retaliated against	77
Mistreatment based on **race** and/or **ethnicity***	55
Failing to provide adequate training opportunities	49
Mistreatment based on **personal beliefs** or other **characteristics**	34
Subjected to **unwanted sexual advances** or **sexual harassment***	30
Using profanity to create a toxic or unsafe environment	25
Subjected to or threatened with physical harm	24
Other & Unknown	24
Mistreatment based on **disability***	23
Subjected to unfair dismissal or remediation from degree program	13
Inappropriate comments about clothing and/or appearance	10
Mistreatment based on **sexual orientation***	7
Made to perform personal services	5
Inappropriate response after witnessing mistreatment	4

Legend:
- 2019 (Aug-Dec)
- 2020
- 2021
- 2022
- 2023 (Jan-Mar)

*Categories marked with an * are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Compliance, Equity, and Equal Opportunity


FAQ: What kinds of identity-based mistreatment are being reported?

Answer: Primarily offensive language, as well as differential treatment based on identity (for example, a provider who is generally kinder to residents who are men than to residents who are women). Check out the breakdown below, and remember that incidents may fall in multiple categories.

Gender & Gender-Identity
- 112 (center)
- 50
- 30
- 50
- 23

Race & Ethnicity
- 55 (center)
- 29
- 26
- 10
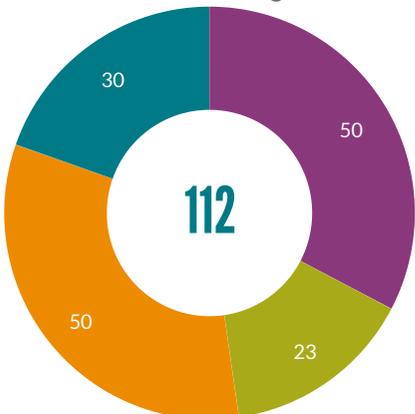
Disability
- 23 (center)
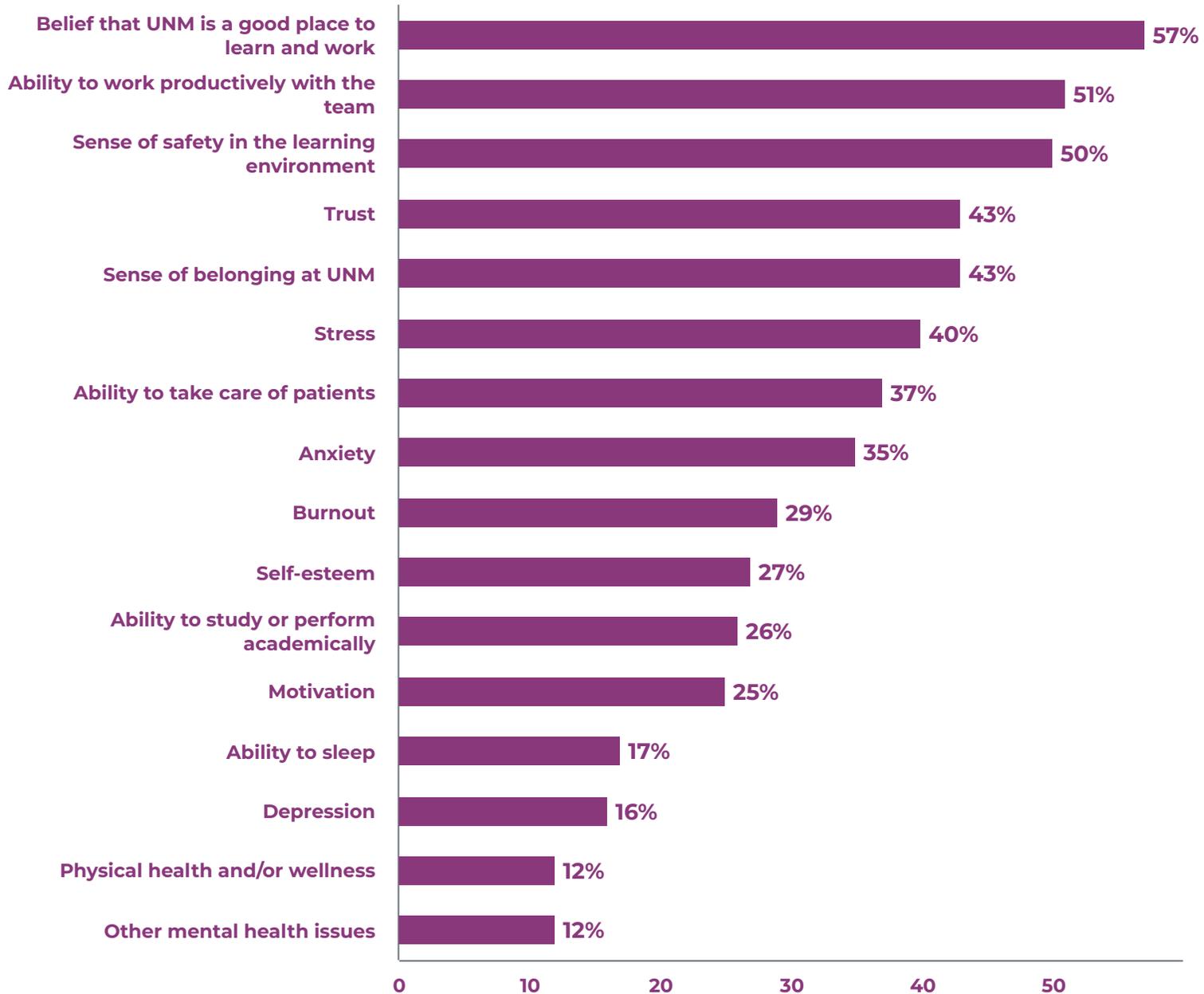- 9
- 9
- 14
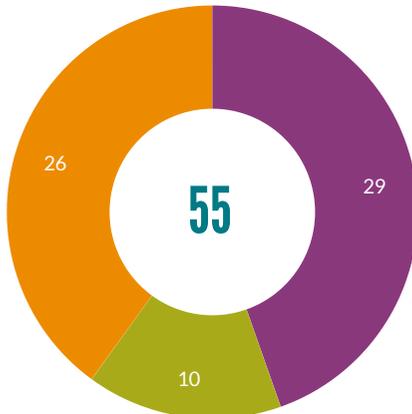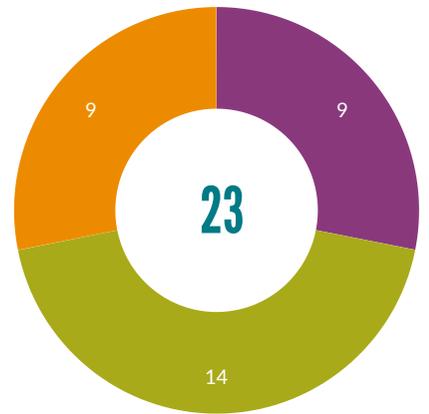
Legend:
- ◉ Subjected to offensive remarks or names about identity
- ◉ Denied opportunities and/or received lower grades/evaluations due to identity rather than performance
- ◉ Other offensive behaviors related to identity
- ◉ Subjected to unwanted sexual advances

How Does Mistreatment Impact Learners?

Beginning June 2020, LEO added a question to the reporting form that asks how this behavior has negatively impacted them. The question offers drop-down options, as well as write-in options.

So far, **334** of the unique incidents of mistreatment included in this report have provided this information. Reporters can select as many of the options as they would like.

"This behavior negatively impacted my:"

Impact	Percentage
Belief that UNM is a good place to learn and work	57%
Ability to work productively with the team	51%
Sense of safety in the learning environment	50%
Trust	43%
Sense of belonging at UNM	43%
Stress	40%
Ability to take care of patients	37%
Anxiety	35%
Burnout	29%
Self-esteem	27%
Ability to study or perform academically	26%
Motivation	25%
Ability to sleep	17%
Depression	16%
Physical health and/or wellness	12%
Other mental health issues	12%

DEEP DIVE:
How are reports of mistreatment made to LEO responded to?

Recall LEO's total reports breakdown:

Some incidents are reported more than once (for example, by a few different witnesses). When we remove these 63 duplicate reports, we have **reports of 602 separate incidents.**

We have received 37 reports of behavior that, after investigation, we have determined does not rise to the level of mistreatment. This is 5.6% of all reports made.

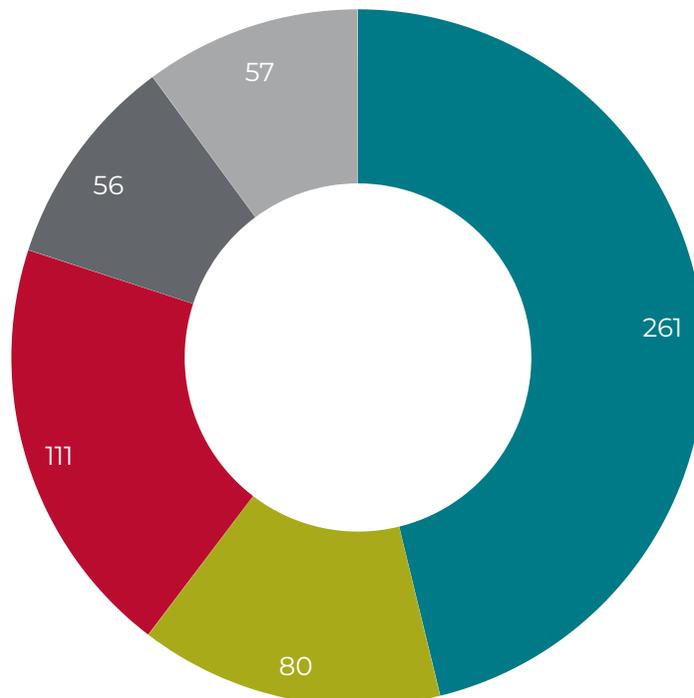Once we remove these 37, we are left with **565 unique incidents of mistreatment, which is 85% of all reports made.**

- Unique incidents of mistreatment (84.96%)
- Duplicate reports (9.47%)
- Does not rise to the level of mistreatment (5.56%)

Considering these 565 unique incidents of mistreatment, here is the breakdown of how they have been responded to:
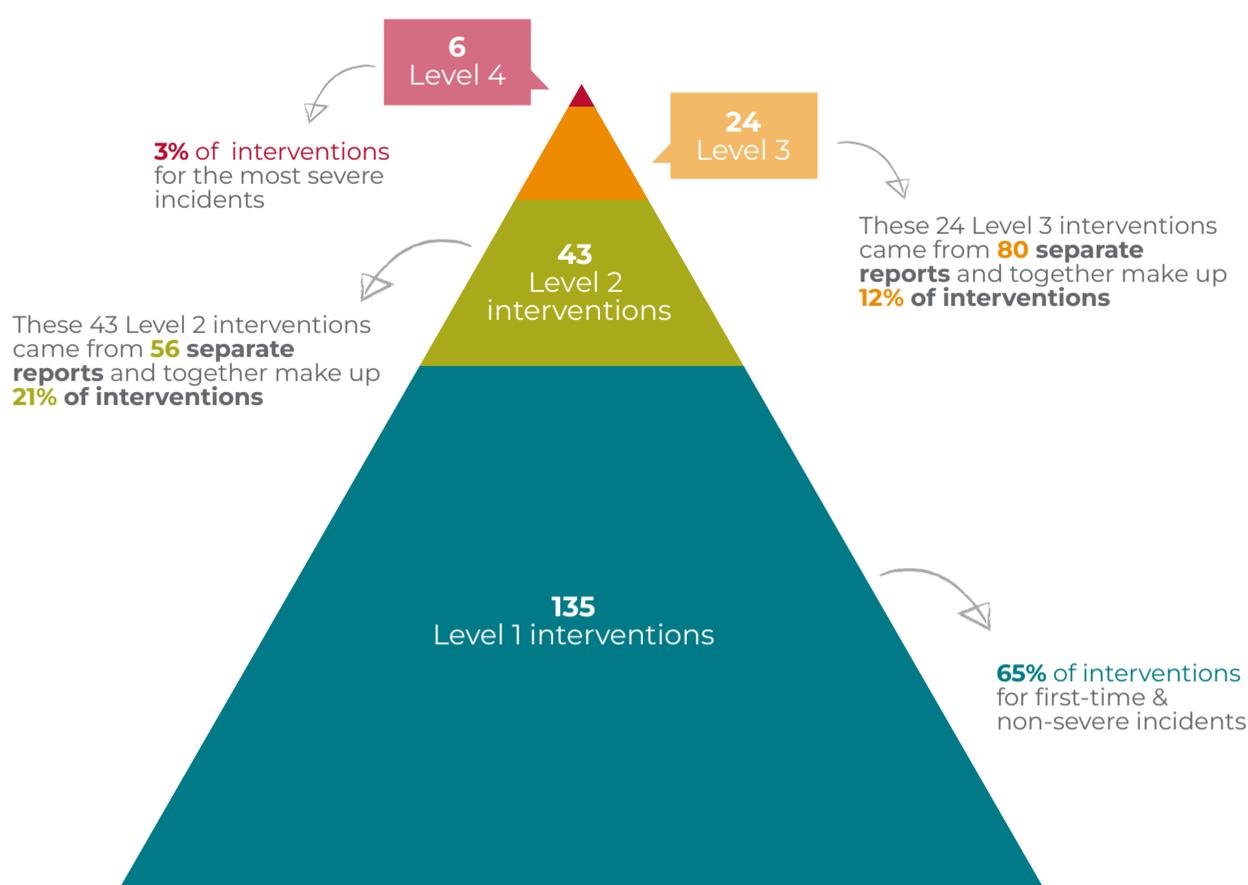
261

80

111

56

57

- Action recommended: Direct intervention for individual reported based on level of pyramid (46.19%)
- Action recommended: Not applicable to pyramid (14.16%) ■ No actions recommended (19.65%)
- Learner requested no action (9.91%) ■ Remain open (10.09%)
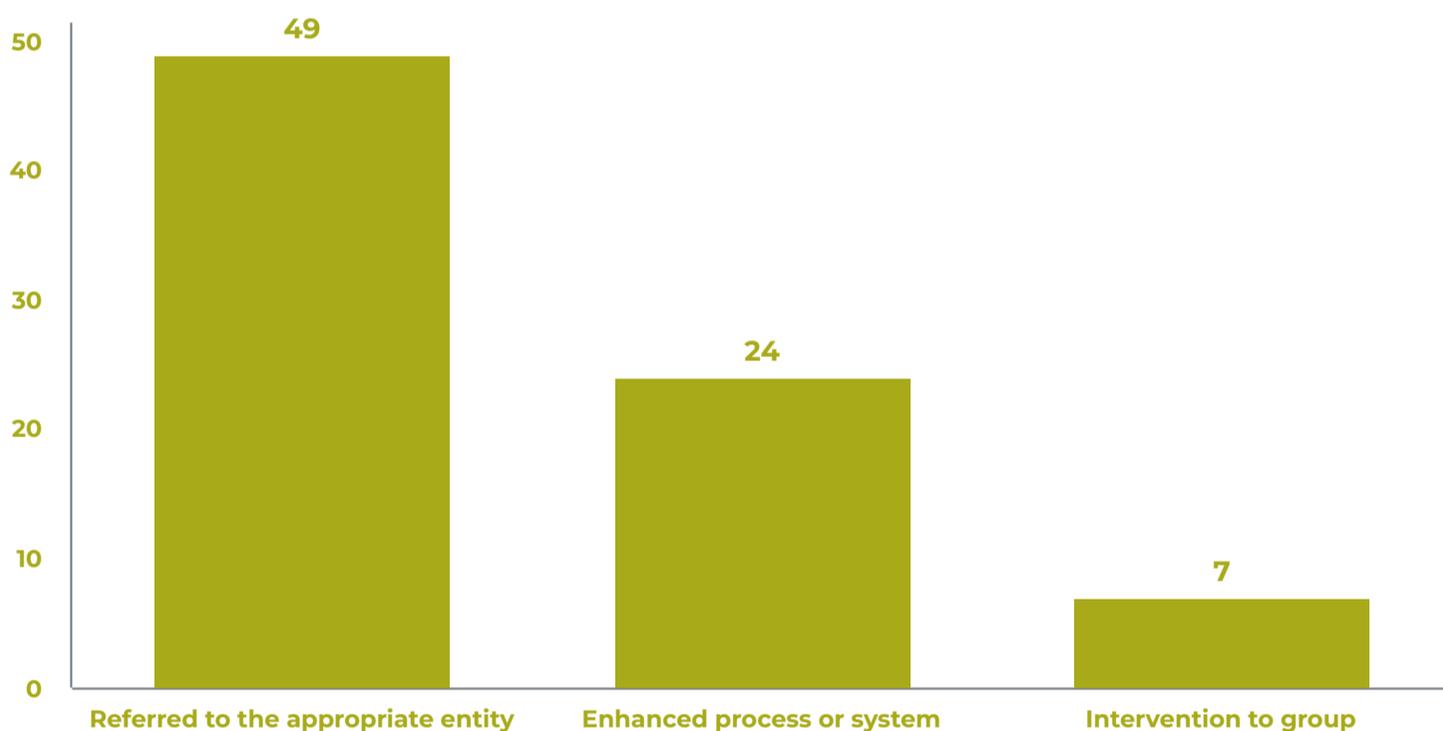
Let's break this down further...

In 46% of mistreatment incidents, LEO recommended an intervention for individual reported, which is based on severity and pervasiveness:
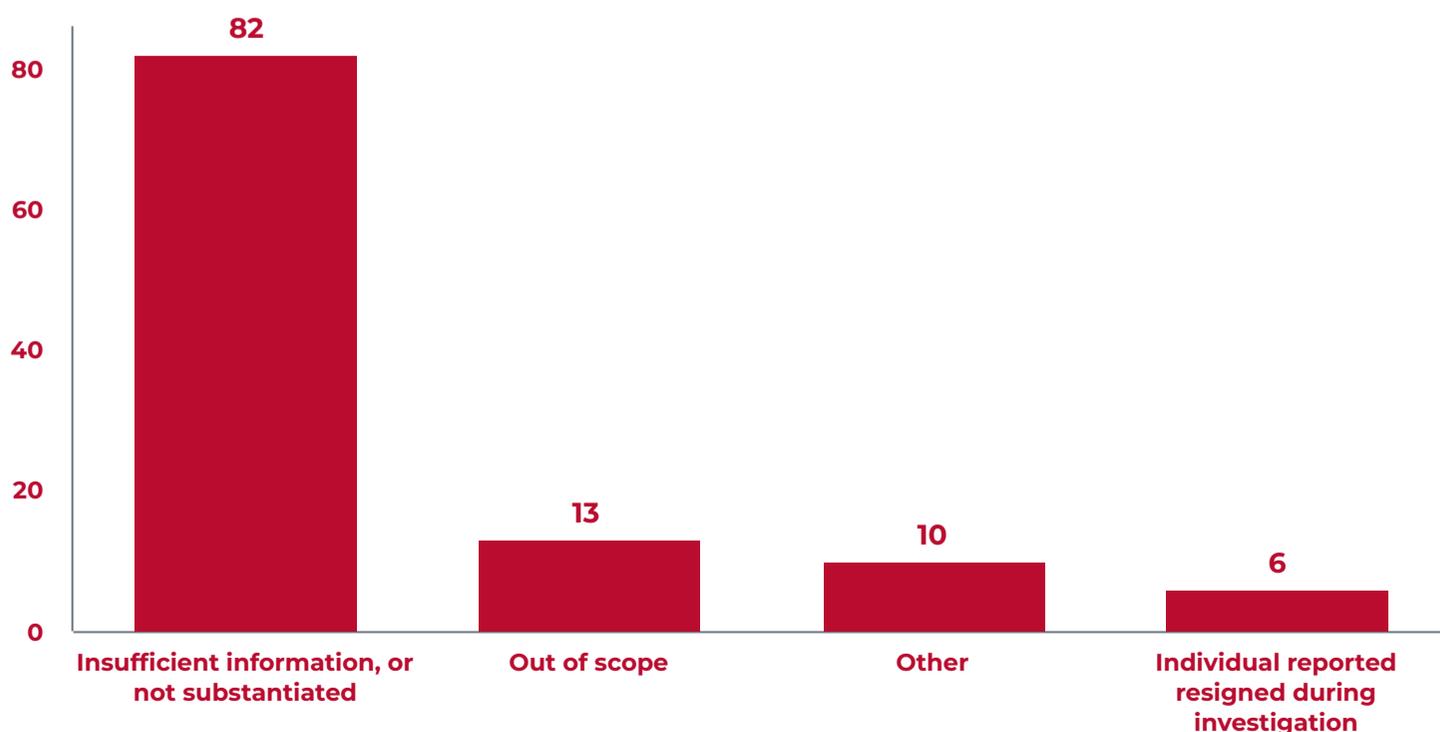
Note: LEO responds to a pattern of behavior in one intervention regardless of the number of reports making up this pattern. Thus, the 261 reports become 208 interventions. Patterns of behavior can be found in Levels 2 & 3 on the pyramid below.

6
Level 4

24
Level 3

3% of interventions for the most severe incidents

These 24 Level 3 interventions came from **80 separate reports** and together make up **12% of interventions**

43
Level 2
interventions

These 43 Level 2 interventions came from **56 separate reports** and together make up **21% of interventions**

135
Level 1 interventions

65% of interventions for first-time & non-severe incidents

In **14% of mistreatment incidents**, LEO recommended action not applicable to the pyramid:

49	24	7
Referred to the appropriate entity	Enhanced process or system	Intervention to group

In **19% of mistreatment incidents**, LEO has **not** recommended action because:

|			
82	13	10	6
Insufficient information, or not substantiated	Out of scope	Other	Individual reported resigned during investigation

How well do LEO's interventions for mistreatment work to address and prevent the behavior?

## Early data suggest that LEO's interventions are promising.

After nearly 4 years of work, LEO can demonstrate positive outcomes from its mistreatment interventions.

Consider the 261 incidents responded to based on a level of the Mistreatment Response Pyramid:

▶ **Of the 135 Level 1's, 90% have not been reported again.**

90%

10%
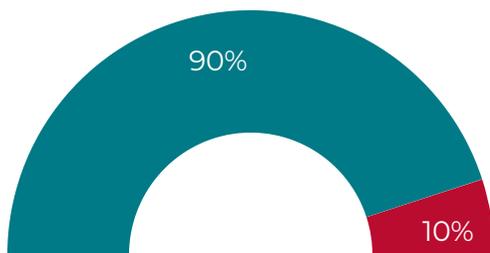
▶ **Of the 43 Level 2's, 87% have not been reported again.**

87%

13%
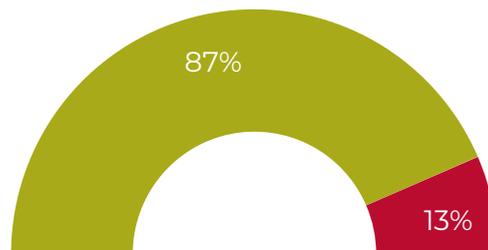
▶ **Of the 24 Level 3's, only 1 has been reported again.**

23

1

These preliminary data show that timely and direct feedback have a 90% success rate in curbing the behavior.

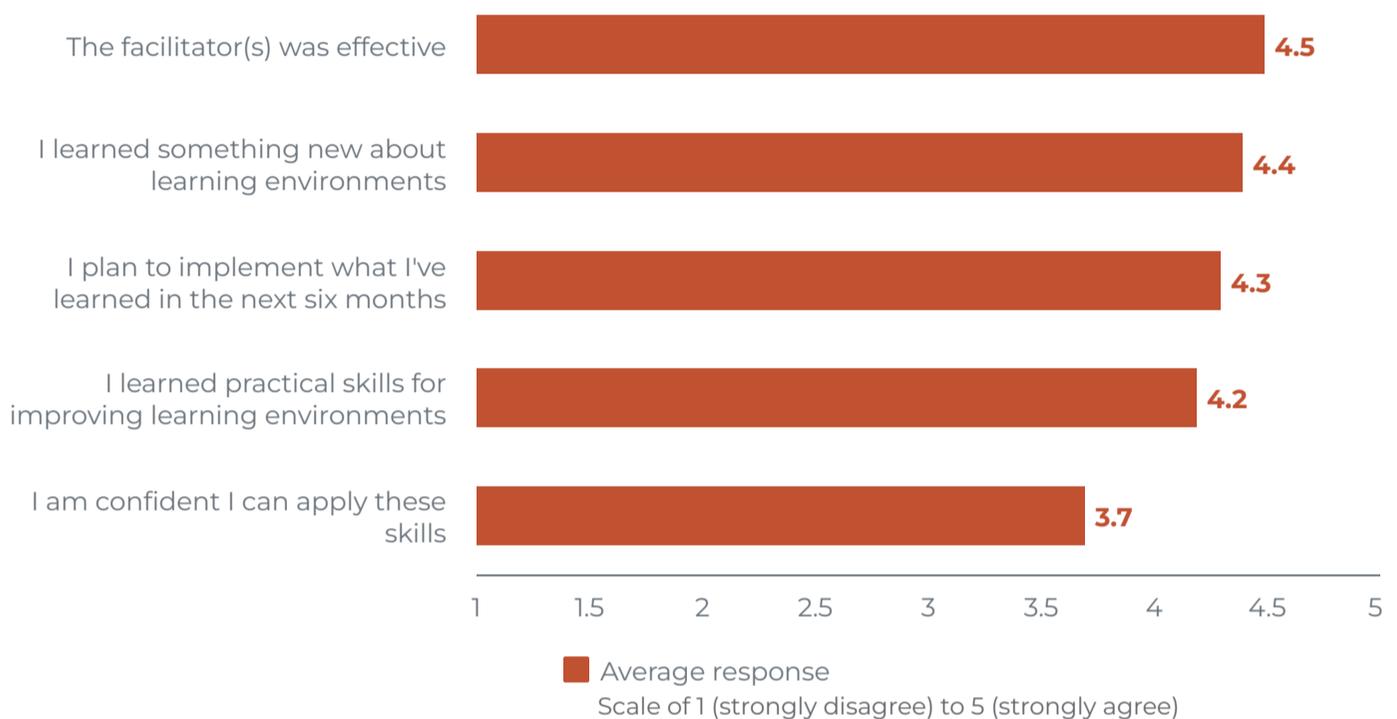# What are some of the outcomes of LEO's prevention activities?

LEO, in conjunction with the HSC Office for Diversity, Equity, and Inclusion, the SOM Office of Professional Well-being, and/or the SOM Office for Diversity, Equity, and Inclusion, has designed, developed, and led the following **speaker series events** for members of the HSC and SOM:

1. **Creating and Maintaining Positive Learning Environments** (6 sessions, Spring 2020)
2. **Building Inclusive Environments: Race, Ethnicity, and Racism** (5 sessions, Fall 2020)
3. **Trust Matters** (7 sessions, Spring 2021)
4. **Building Inclusive Environments: Gender & Gender Identity** (5 sessions, Fall 2021)
5. **Challenges in Medical and Research Education Leadership** (6 sessions, Spring 2022)
6. **Disability Justice: Widening Our Equity Lens** (3 sessions so far, Spring 2023)

Combined, these events encompass **32 hours of content** and have been attended by **over 500 participants** (this includes some folks who attend many of the sessions). The average responses through the evaluations for these sessions are below:

LEO Speaker Series Evaluations: Average Responses

n = 382 evaluation respondents

Question	Average response
The facilitator(s) was effective	4.5
I learned something new about learning environments	4.4
I plan to implement what I've learned in the next six months	4.3
I learned practical skills for improving learning environments	4.2
I am confident I can apply these skills	3.7

■ Average response
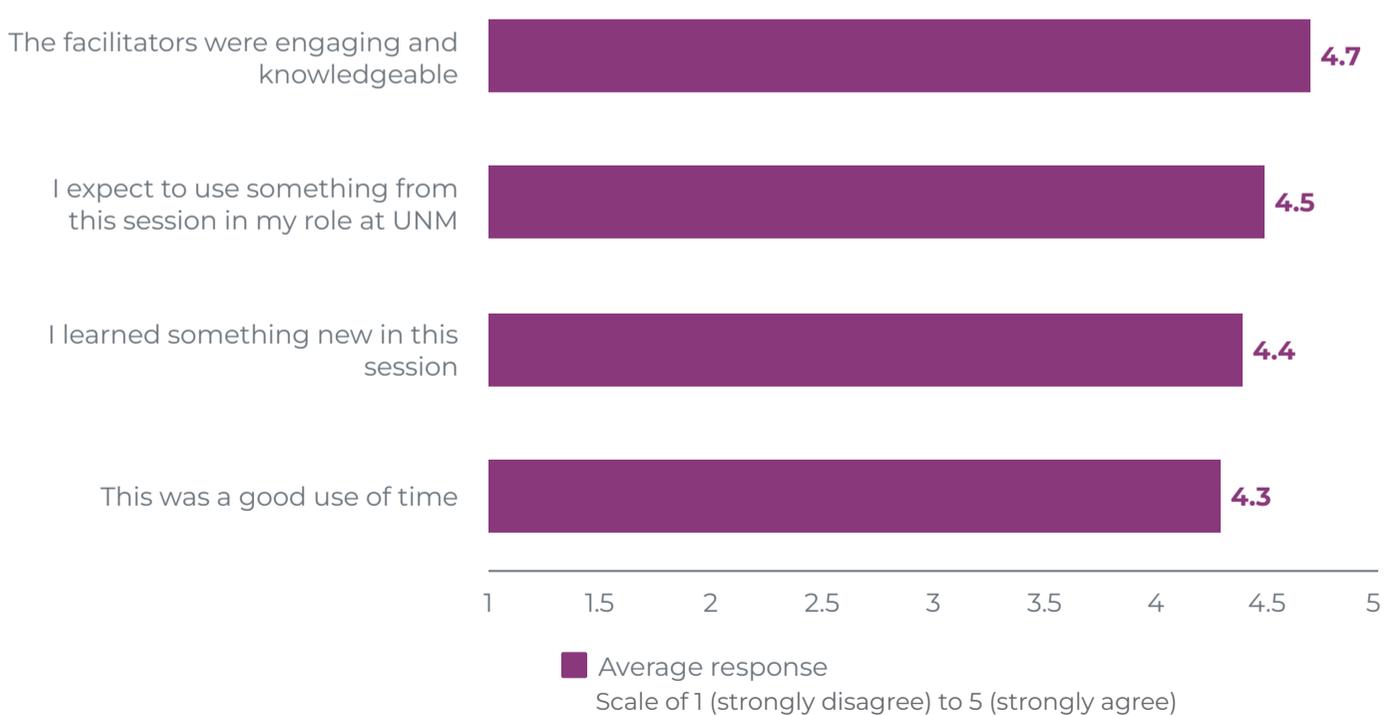Scale of 1 (strongly disagree) to 5 (strongly agree)

LEO also offers on-demand **trainings and workshops** for groups to help them build the skills necessary to create and maintain supportive, respectful, and inclusive learning & working environments. This includes orientation sessions for incoming learners and faculty, specialized workshops for residency programs and department faculty, and more. Some of the most common types of trainings LEO offers include:

1. Conflict Transformation
2. Bystander/Upstander Intervention
3. Identifying and Responding to Microaggressions
4. Creating & Maintaining Supportive, Respectful, & Inclusive Learning Environments
5. Giving & Receiving Feedback
6. Social Determinants of Health / Health Equity
7. Trends in Mistreatment

LEO Training & Workshop Evaluations: Average Responses

n = 339 evaluation respondents

Question	Average response
The facilitators were engaging and knowledgeable	4.7
I expect to use something from this session in my role at UNM	4.5
I learned something new in this session	4.4
This was a good use of time	4.3

■ Average response
Scale of 1 (strongly disagree) to 5 (strongly agree)

To request a training or workshop for a group at the SOM, click here!

GET TO KNOW THE LEO TEAM!

Diana V. Martínez, MPH
Director
deemb@salud
she/her/ella

Emma Naliboff Pettit, MA
Assistant Director
ecpettit@salud
she/her/ella

Brenda L. Loya
Case Management Specialist
blloya@salud
she/her/ella

Joanna Fair, MD, PhD
Senior Associate Dean of
Graduate Medical Ed & DIO
jfair@salud
she/her/hers

Anita Fernander, PhD
Senior Associate Dean of DEI
& Executive Diversity Officer
afernander@salud
she/her/hers; we/us/ours

Laura Gonzalez Bosc, PhD
Director of BSGP
lgonzalezbosc@salud
she/her/hers

Elizabeth Lawrence, MD
Assistant Dean for
Professional Well-being
elawrence@salud
she/her/hers

Shelly McLaughlin, MS, EMT-I
Associate Dean of HPP & HSC
Dir. for Student Acad. Affairs
sjmclaughlin@salud,
she/her/hers

Janet Veesart, MD
Assistant Dean for
Clinical Education
jveesart@salud
she/her/hers

Susana Perez-Martinez
Program Coordinator
sperezmartinez@salud
she/her/hers

Maria Joy Oliver-Chavez
Administrative Assistant
moliverchavez@salud
she/her/hers