



SCHOOL OF
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report

April - June 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 [our website](#).

REPORT CONTENTS

1 **Building Inclusive Leadership**

See results from the 2023 Building Inclusive Leadership program, and learn how to apply for the next cohort

2 **Data Dive: What is the prevalence of mistreatment of GME learners?**

An in-depth look at some new data regarding how frequently residents and fellows are experiencing mistreatment

3 **iTeach Data**

Learn about updated data related to exemplary teaching and behavior across the SOM

4 **Updated Mistreatment Data**

Learn about the latest data and trends related to learner mistreatment at the SOM

5 **Meet the LEO Team**

Get to know the 11 members of the LEO team

BUILDING INCLUSIVE LEADERSHIP: Program Evaluation Results

The 2022-2023 Building Inclusive Leadership (BIL) cohort has completed the program! Our cohort of 20 amazing students and trainees spent 6 months together learning about and discussing issues of inclusion and equity. Check out the results from our pre- and post-program evaluations, and [click here to apply](#) for the next cohort!

**Questions marked with an asterisk have a statistically significant change from before beginning BIL to after completing BIL*

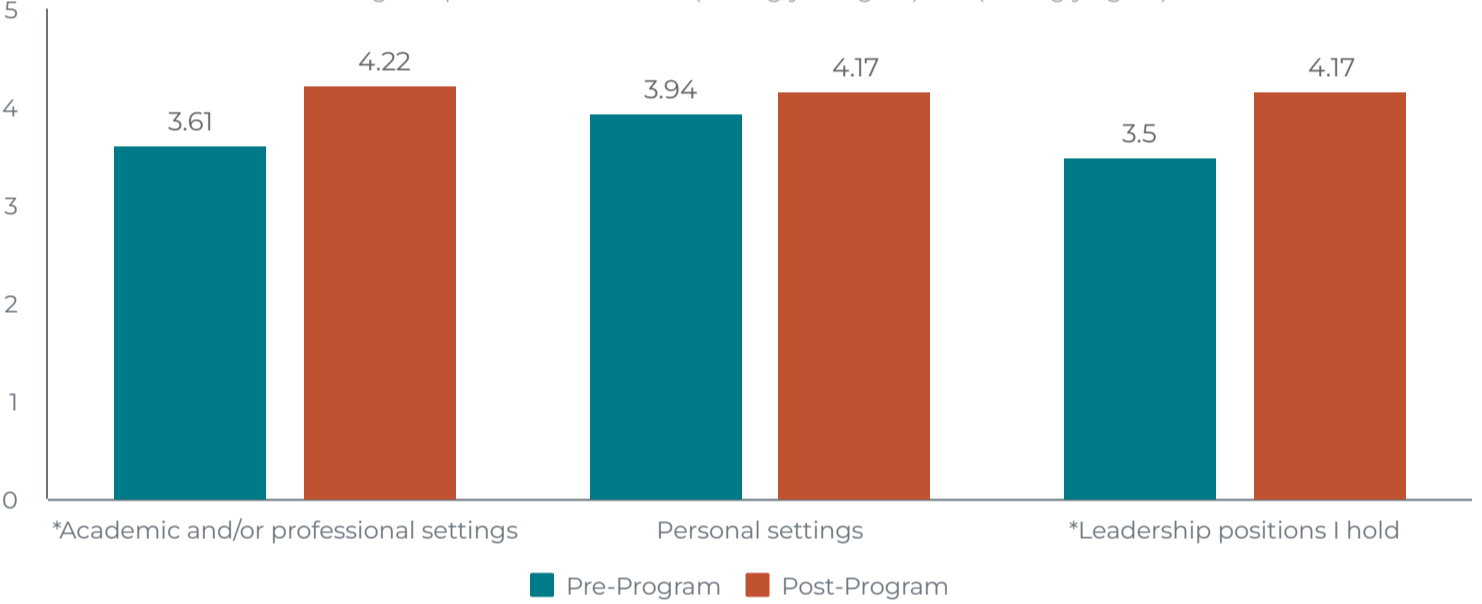
Building Inclusive Leadership Program Evaluation

Average response on a scale of 1 (Strongly disagree) to 5 (Strongly agree)



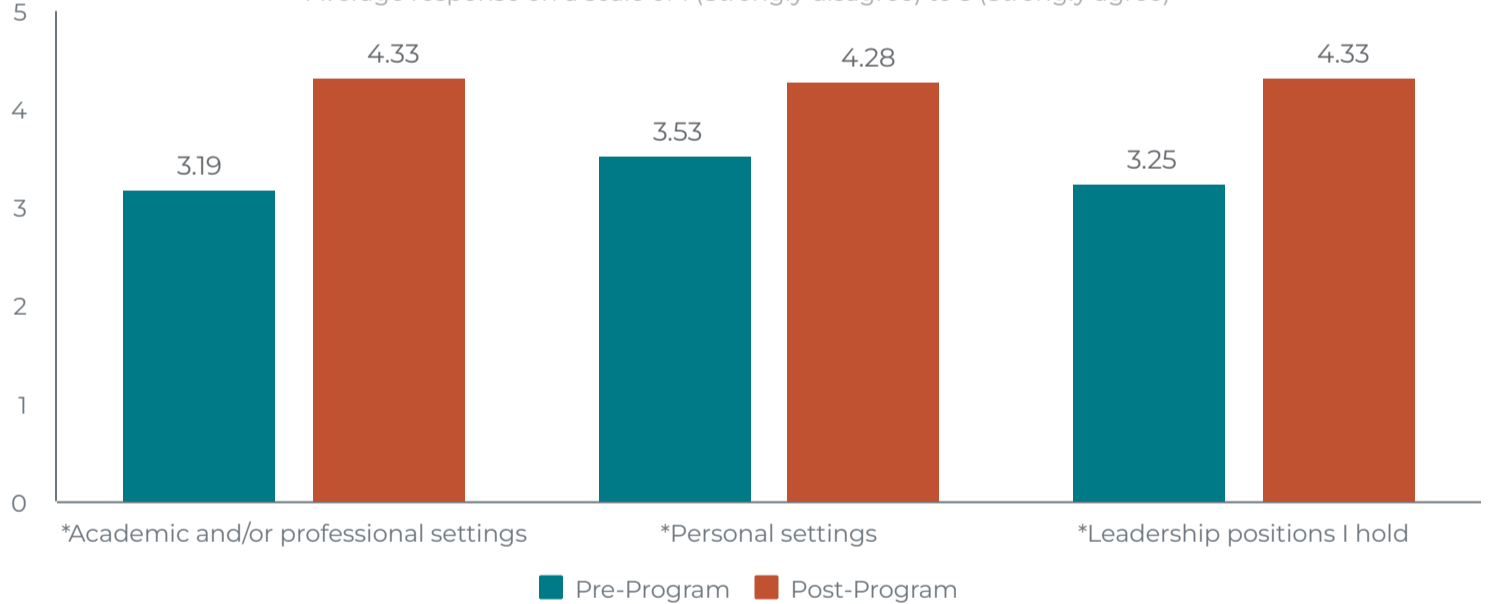
I have experience applying DEIJ knowledge in:

Average response on a scale of 1 (Strongly disagree) to 5 (Strongly agree)



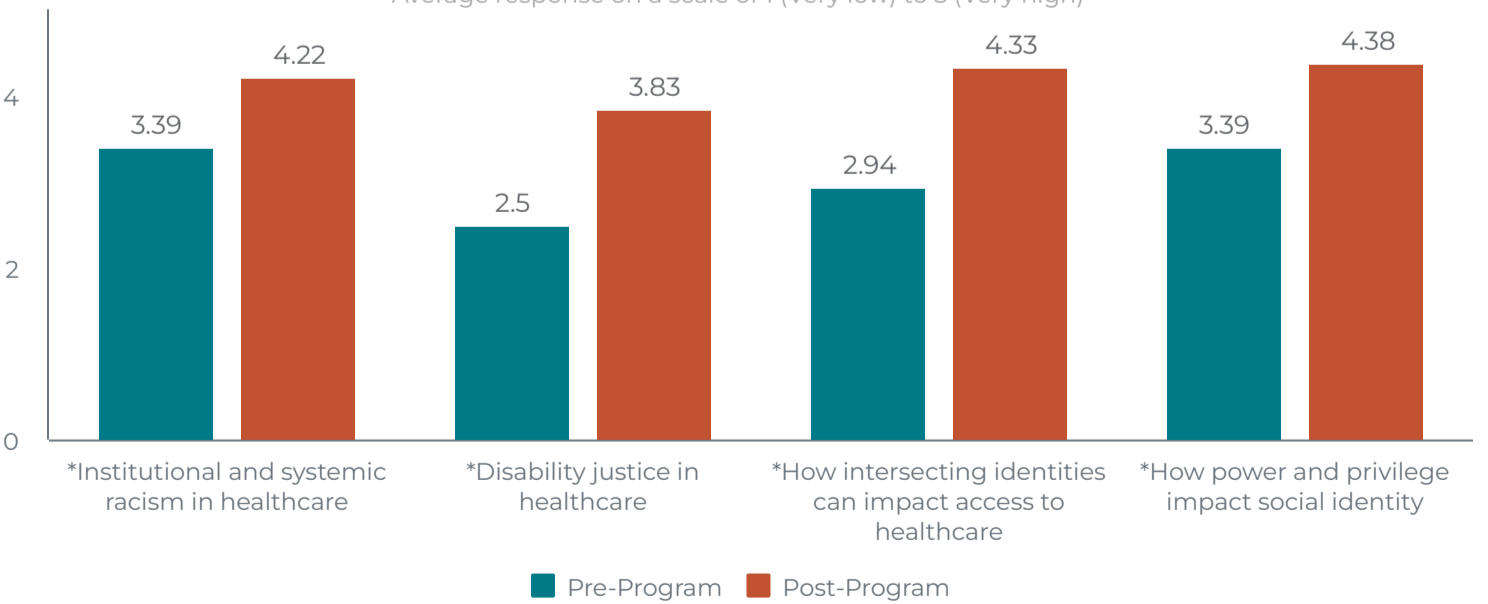
I am confident in my ability to apply my DEIJ knowledge in:

Average response on a scale of 1 (Strongly disagree) to 5 (Strongly agree)



I consider my understanding of the following to be:

Average response on a scale of 1 (Very low) to 5 (Very high)



100%
of participants' goals were met

100%
would recommend BIL to a friend

Selected quotes from BIL participants

- "This was such an awesome experience! So grateful to be a part of this cohort."
- "This was such a cool experience! In my classroom experience, we often talk about these topics on a surface level and in a large group setting. BIL provided a space to dive deeper into these topics, learning from peers and experts."
- "This program helped me gain insight and skills to be a better, inclusive leader. It afforded an opportunity to learn from my peers and reflect on past experiences. I appreciated how this program runs adjacent to our medical training and supported our advocacy for patients in a unique way. This is important learning and I wish all students would have the opportunity to take this program!"
- "I'm very thankful for this experience!"
- "I loved coming to the BIL sessions, I learned a lot and felt a deeper connection with my BIL cohort than I expected. I love running into my cohort around campus and knowing that they are someone that I can consider an ally and friend. It really makes the HSC community feel like a better place knowing that there are other individuals that are working hard to become leaders for DEIJ efforts. BIL really helped me to regain some sense of hope for the future of our institutions."
- "This program is a memory that I will always cherish. I had a wonderful time."
- "I learned a lot about myself and some biases that I may have not recognized in myself before. I have been working on how to call out my own ignorance and how to address it better. I really enjoyed learning from everyone in the group, there were many perspectives, cultures and beliefs that were unfamiliar to me before."
- "I think more people in the healthcare field should learn these things."
- "This program allowed me to grow as an individual and feel more comfortable advocating for diversity and inclusion. It has motivated me to spearhead many projects to become a leader in my campus and create change for the better. I am excited to use the tools I learned here and put them to use. I enjoyed the sense of community in the group and getting to know individuals on a personal level with vulnerability rather than through the usual expected role."
- "I so very much enjoyed my experiences in BIL. Not only was I able to meet such a wonderful group of members from the cohort and BIL coordinators that I felt so very comfortable and safe to discuss any topics in a nonjudgmental way, but I was able to dive deeper into getting to know myself better and reflect on many topics that I never really delve into otherwise."

**Applications are now open for SOM learners
to join the 2023-2024 cohort.
For more information and to apply, [click here.](#)**

Applications are due August 13

DEEP DIVE: What is the prevalence of mistreatment for GME learners?

Most literature and research on mistreatment in medical education focuses on medical students. Most of the data we have regarding the prevalence of mistreatment comes from national surveys of medical students, for example the Graduation Questionnaire and the Year 2 Questionnaire. However, as you can see above, LEO has received more reports of mistreatment of residents/fellows than medical students.

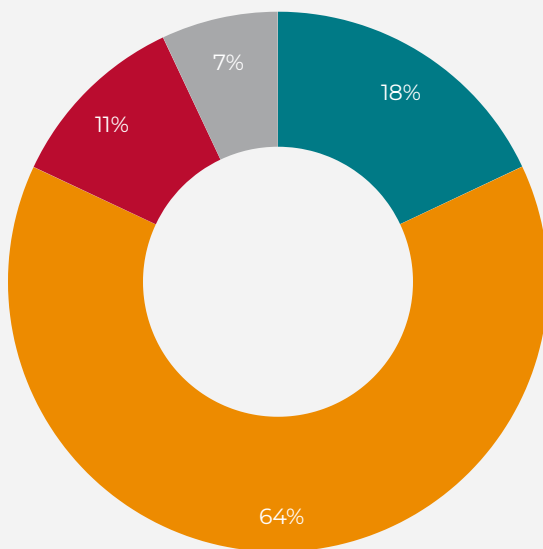
So LEO set out to survey GME learners about their experiences with mistreatment in medical education.

LEO surveyed learners at four orientations across 2022 and 2023 for incoming interns, UNM residents transitioning from first year to second year, and incoming fellows and HO2+ residents. In each orientation, we asked "Do you think you have been mistreated at some point in your medical education?" as well as two follow-up questions.

Participation was **voluntary** and **anonymous**.

I think I was mistreated at some point in my medical education:

n = 320 GME learners at UNM



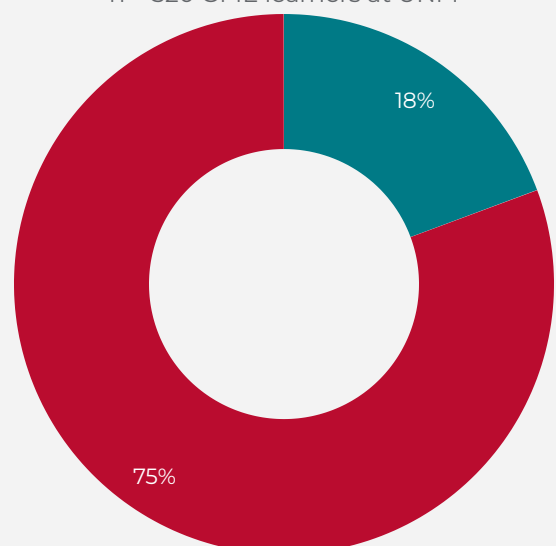
■ Never ■ Once or twice ■ Frequently ■ I'm not sure

As a significant number of GME learners attended other medical schools than UNM, these data are not specific to UNM, but rather paint a broader picture of mistreatment.

Or, put another way:

I think I was mistreated at some point in my medical education:

n = 320 GME learners at UNM



■ Never ■ At least once

What does this mean?

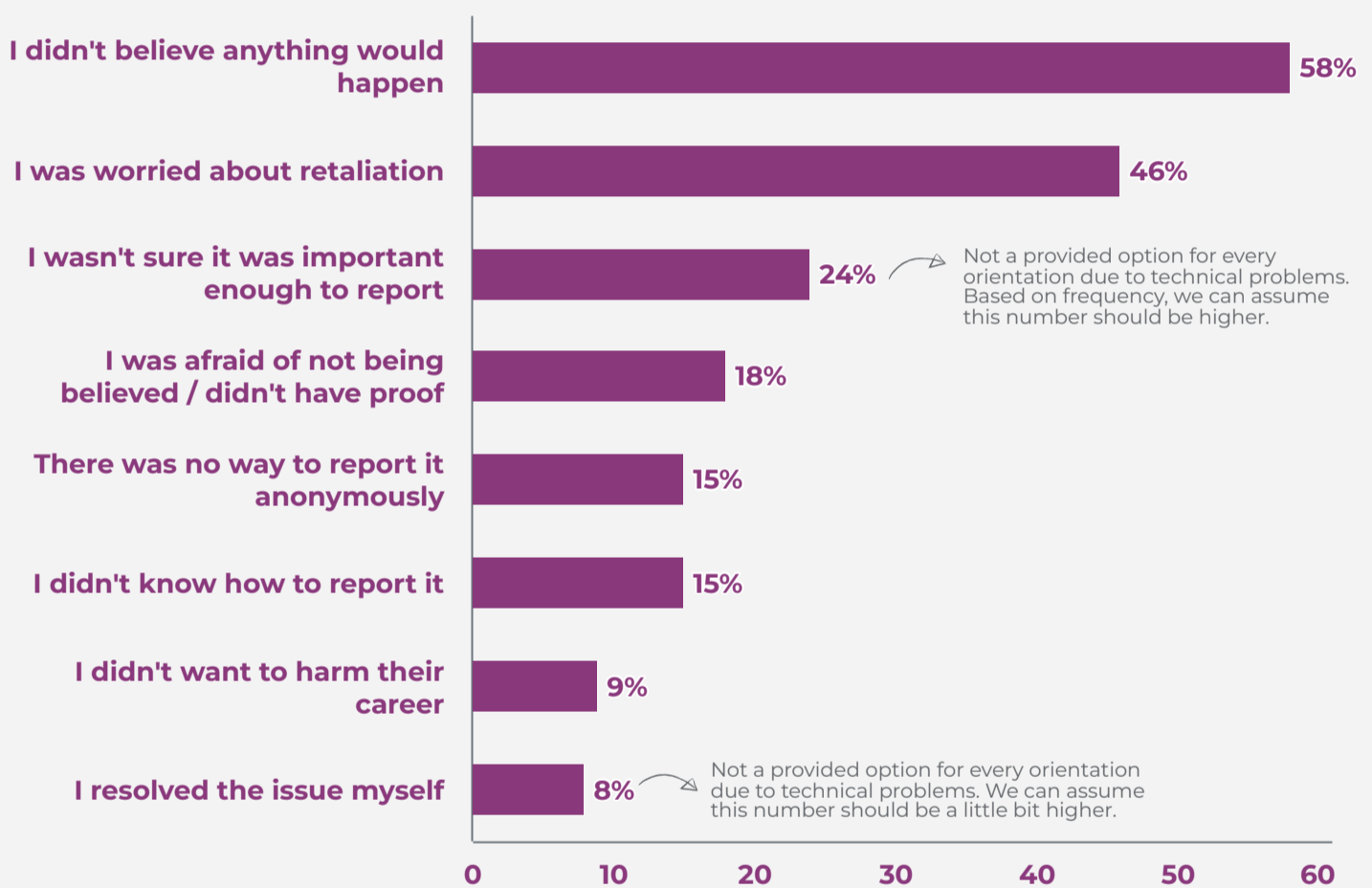
The best estimate in the literature is that 50% of GME learners will be mistreated during their time in medical education. These data are strong evidence that the number is much higher, closer to 75-80%. The best national estimate for medical student prevalence is around 40% (from the GQ).

To LEO, this means:

- **GME learners need to continue to be an area of focus** for LEO and other people and offices concerned with mistreatment in medical education across the country.
- **GME learners need more support and resources**, as some are only available to students (GME learners are technically staff).
- LEO and UNM need to **demonstrate that action will be taken on every report** and make every effort to **reduce the likelihood of retaliation** against GME learners for reporting.
- GME learners are a high-impact population that has experienced a great deal of mistreatment. Whether or not the behavior occurred at UNM, **UNM needs to support and recognize this past history in the vast majority of GME learners.**
- All mistreatment remains under-reported. GME learners in particular should be encouraged to report mistreatment to LEO, and program directors should continue to inform LEO of any reports of mistreatment that come directly to them.
- LEO and UNM need to **continue to learn more** about mistreatment experiences of GME learners.

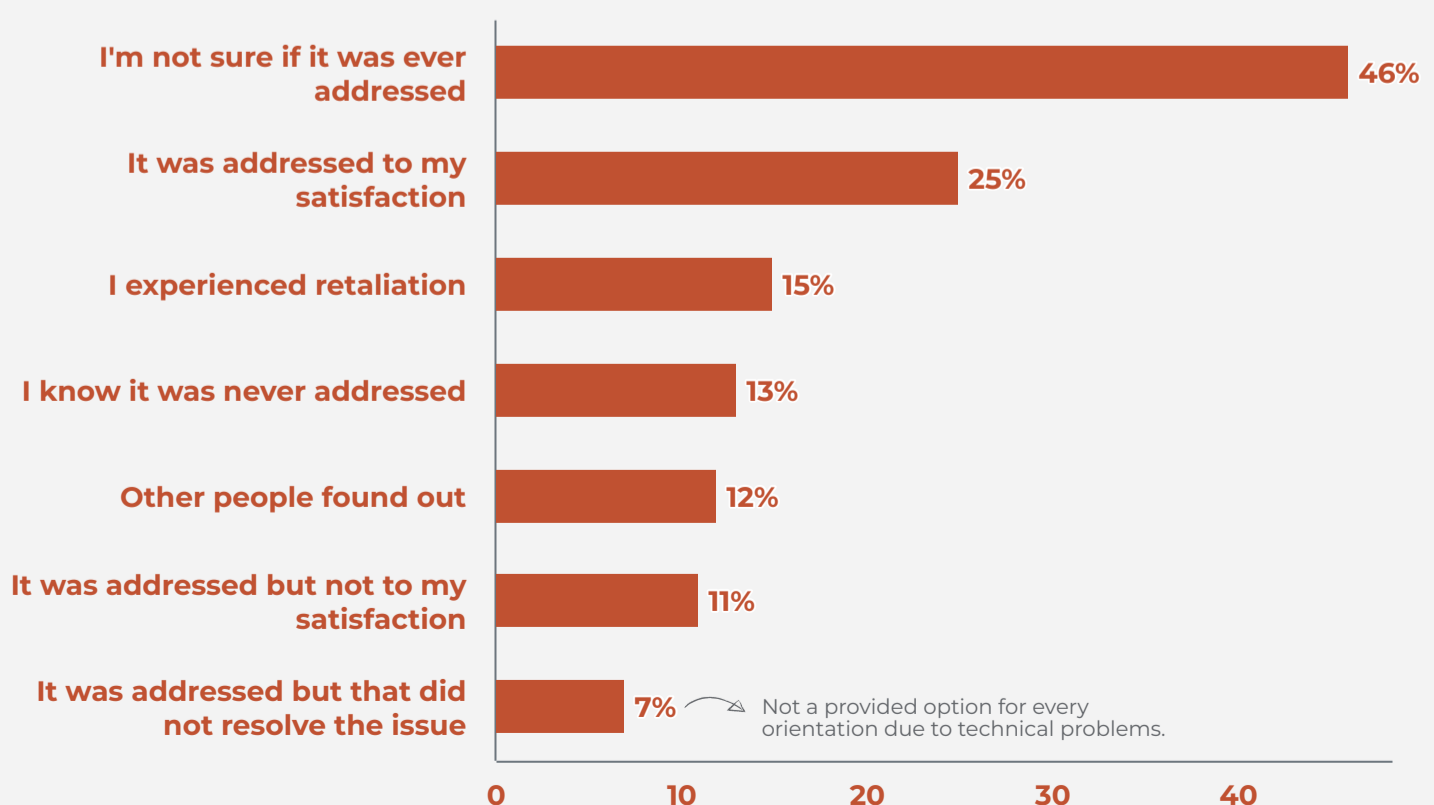
If you were mistreated and did not formally report it, what were the reasons you didn't?

Select all that apply
n = 129 GME learners who did not report mistreatment after experiencing it



If you did formally report being mistreated, what happened?

Select all that apply
n = 61 GME learners who did report mistreatment after experiencing it

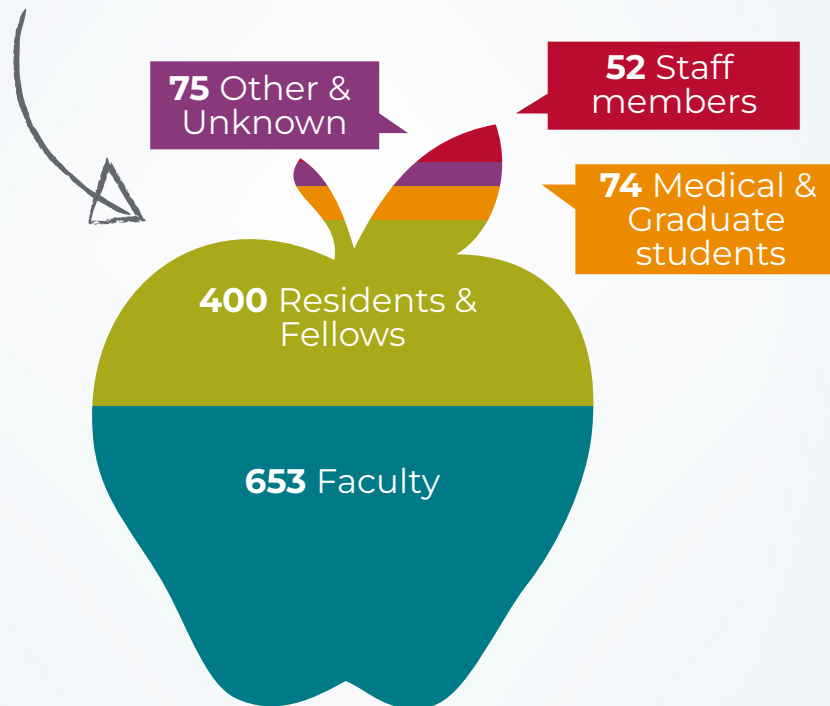


iTeach: Recognizing Exemplary Teachers

1,254
TEACHERS

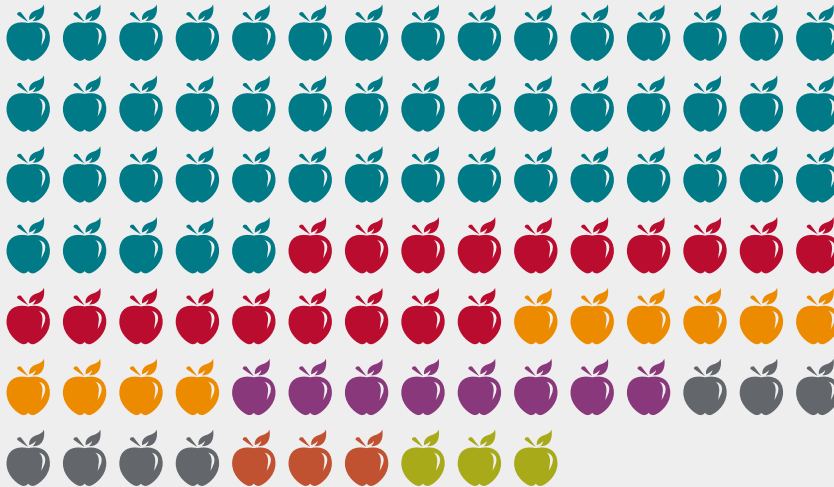
have been
recognized
for exemplary
teaching by a
total of

5,038
LEARNERS



[Click here](#) to send an iTeach recognition to a teacher today!

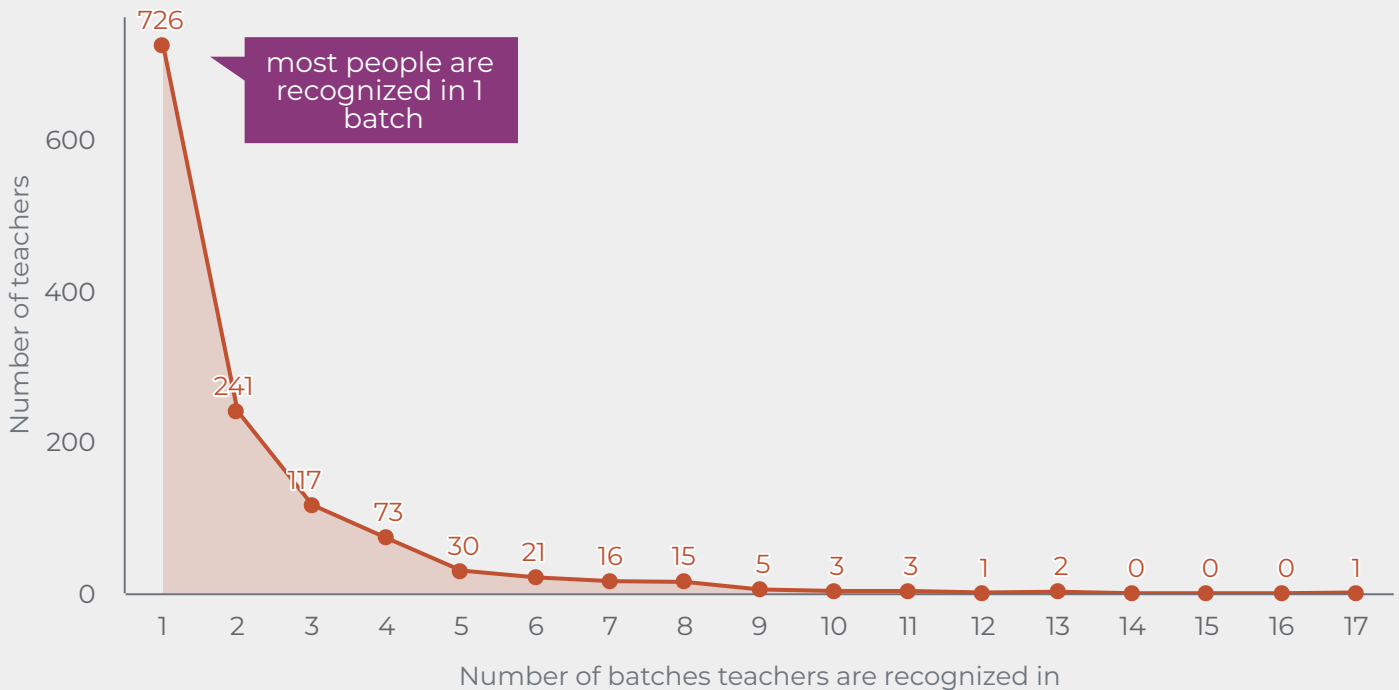
How many learners have recognized each of those teachers?



- 50% recognized by one learner
- 19% 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. 14% of recognized teachers have been acknowledged in 4 or more batches, and 10 teachers have been recognized in 10 or more.



ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - June 30, 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 **736 reports of mistreatment**.

We can break those down this way:



- Unique incidents of mistreatment (84.1%)
- Duplicate reports (9.24%)
- Does not rise to the level of mistreatment (6.66%)

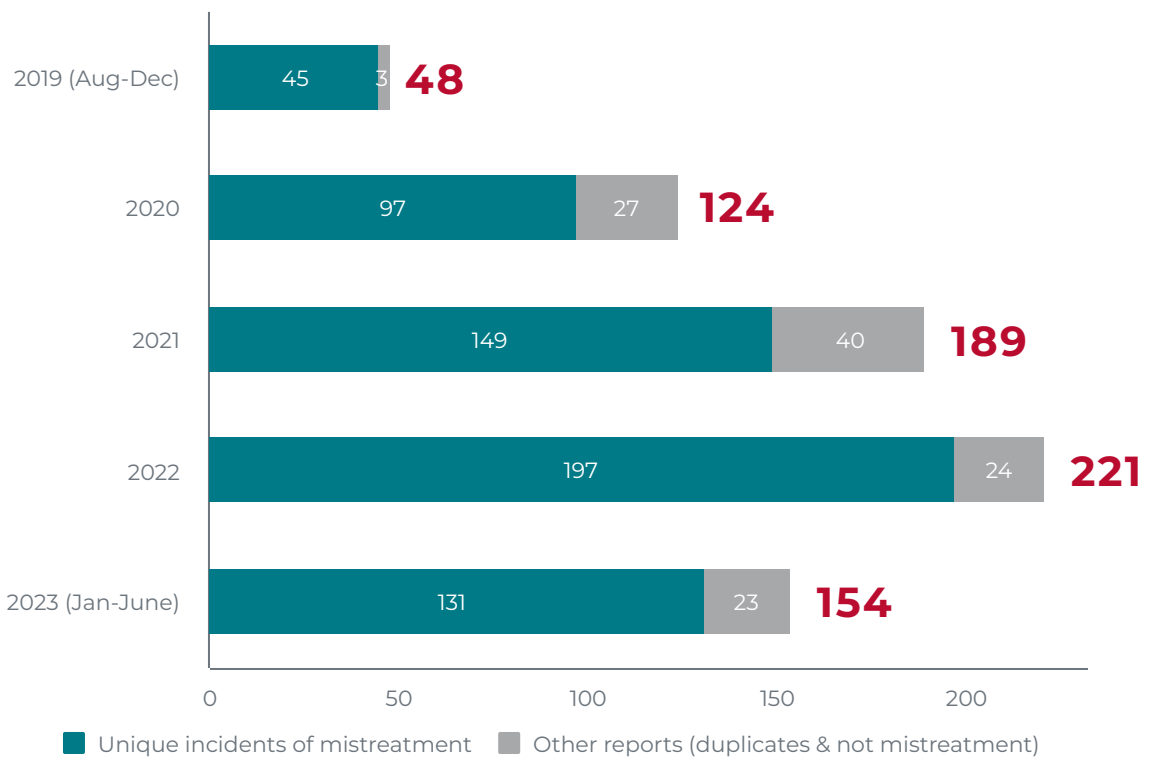
Some incidents are reported more than once (for example, by a few different witnesses). When we remove these 68 duplicate reports, we have **reports of 668 separate incidents**.

We have received 49 reports of behavior that, after investigation, we have determined does not rise to the level of mistreatment. This is 6.7% of all reports made.

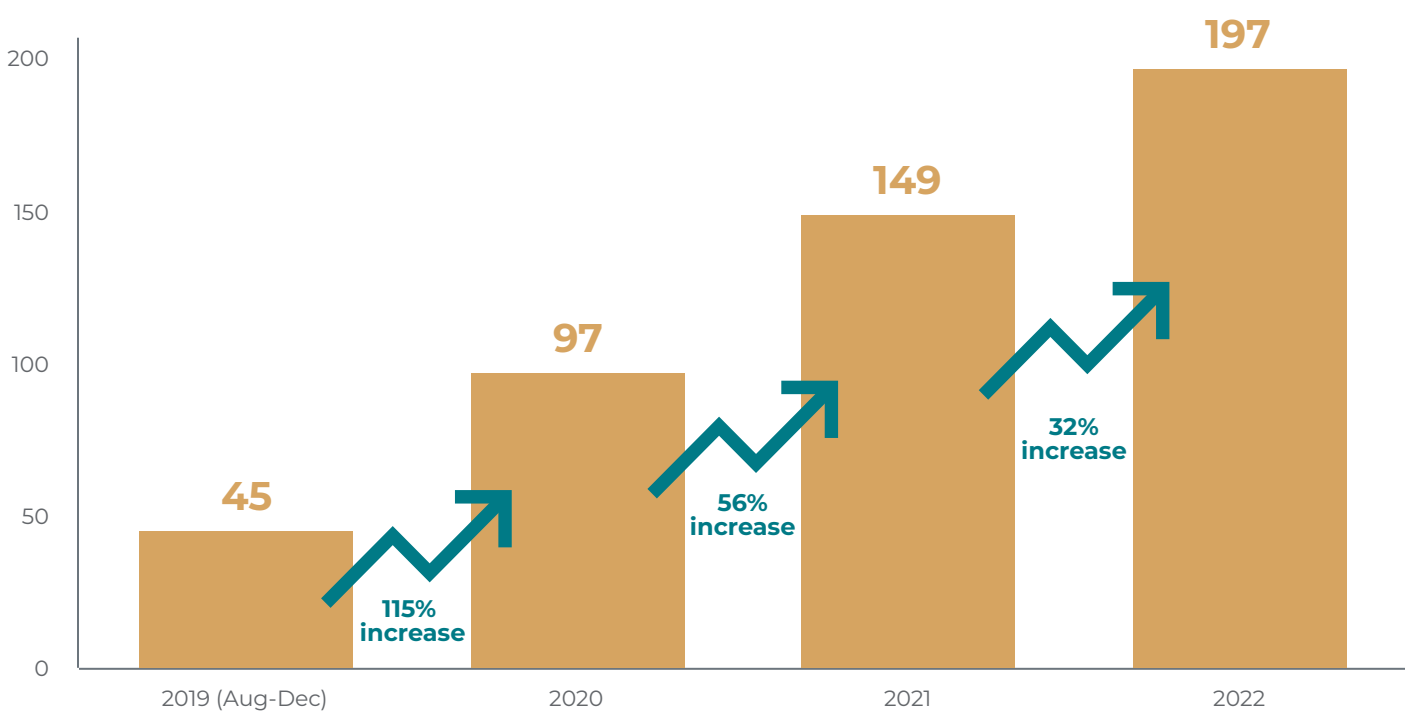
Once we remove these, we are left with **619 unique incidents of mistreatment, which is 84% of all reports made**.

Most data on the following pages include only the **619 unique incidents of mistreatment**. However, in some cases when it is more appropriate, we have included all 736 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 221 in 2022



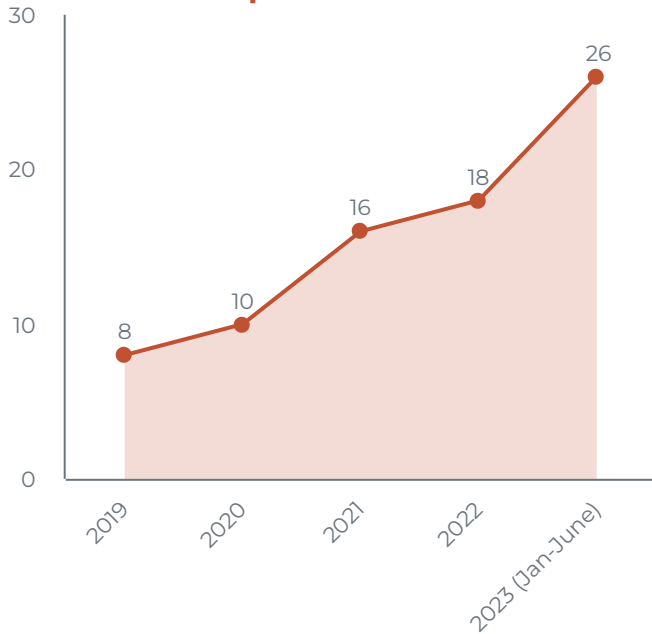
So far, each year has an average of 51 more unique reports of mistreatment than the year before



How many reports are coming to LEO each month?

n = 736, all reports filed to LEO

Average Number of Reports to LEO per Month



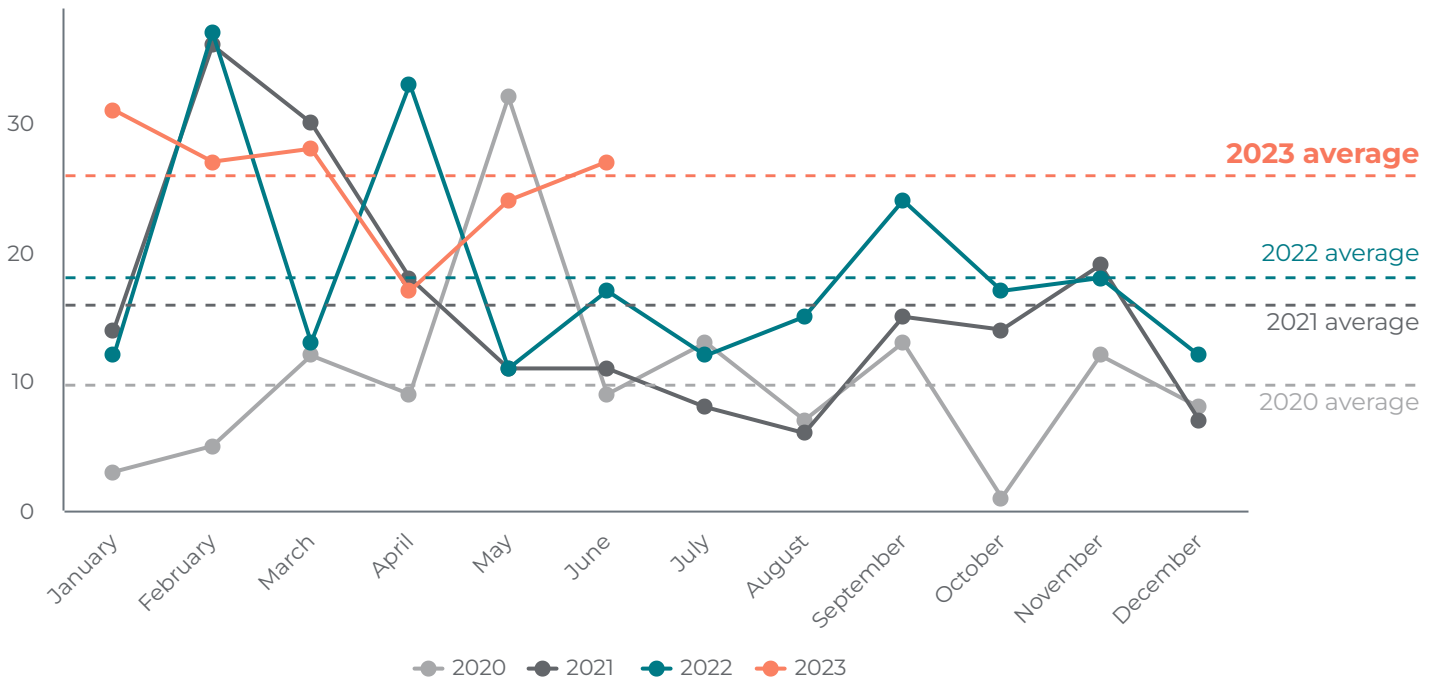
You can see that the average number of reports per month has increased every year, from 8 in 2019 to **26 so far in 2023**.



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

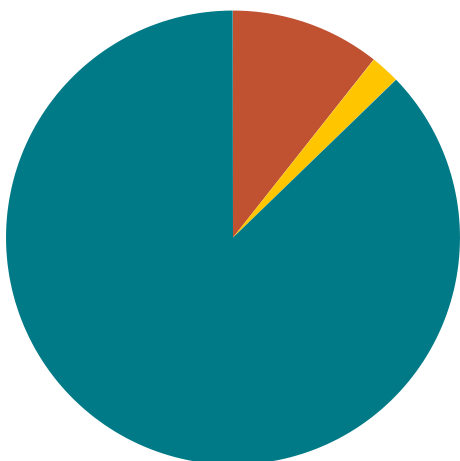
We don't know yet. We believe mistreatment remains underreported, especially in areas that are high-risk for potential retaliation, such as small learning environments. As more trust grows in LEO's system, and more faculty and staff become aware of how to report on behalf of learners, we expect these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

Check out the graph below for when these 736 reports have come in. So far it looks like an unpredictable mishmash, but patterns may still emerge in another few years.



What is the status of reports to LEO?

n = 619, unique incidents of mistreatment



11% 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 2% are pending. Pending cases may be:

- Awaiting monitoring periods
- Waiting for stakeholders to report back on feedback conversations

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

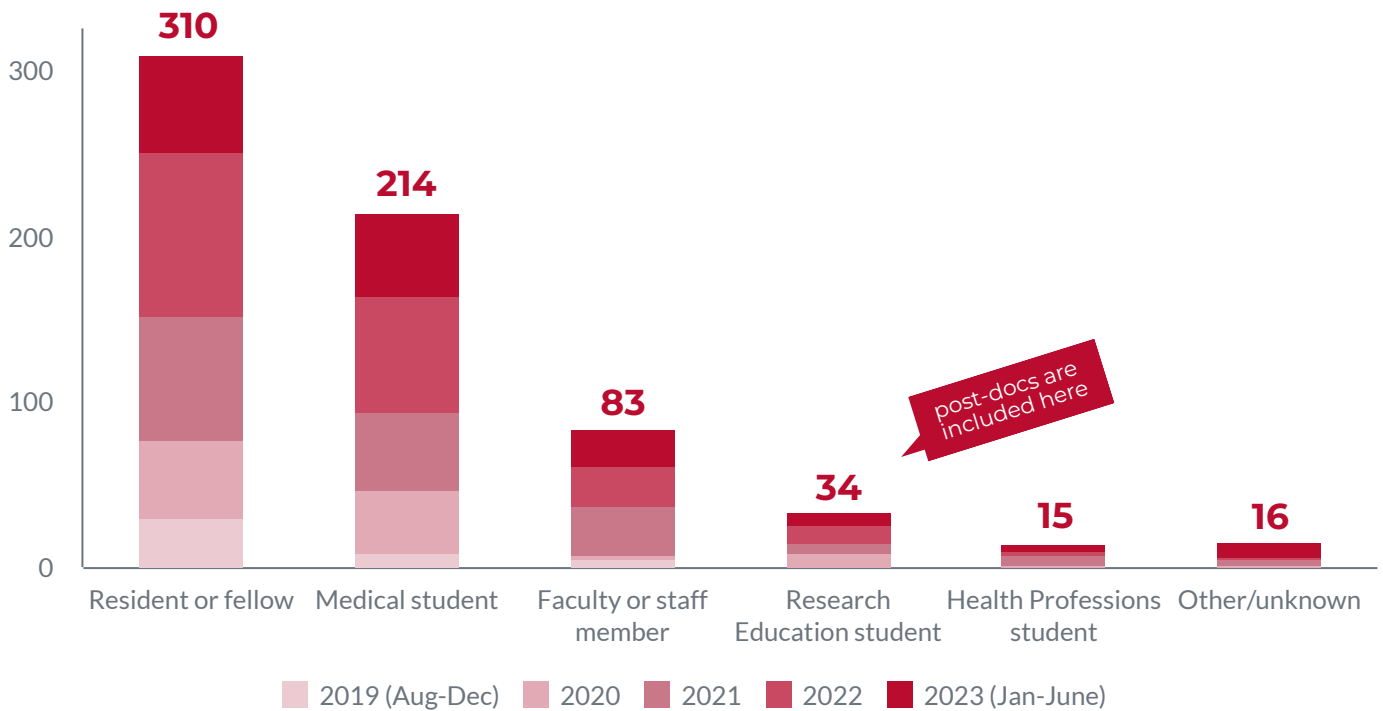
2021: 149 reports

2022: 197 reports

2023: 131 reports (Jan-June)

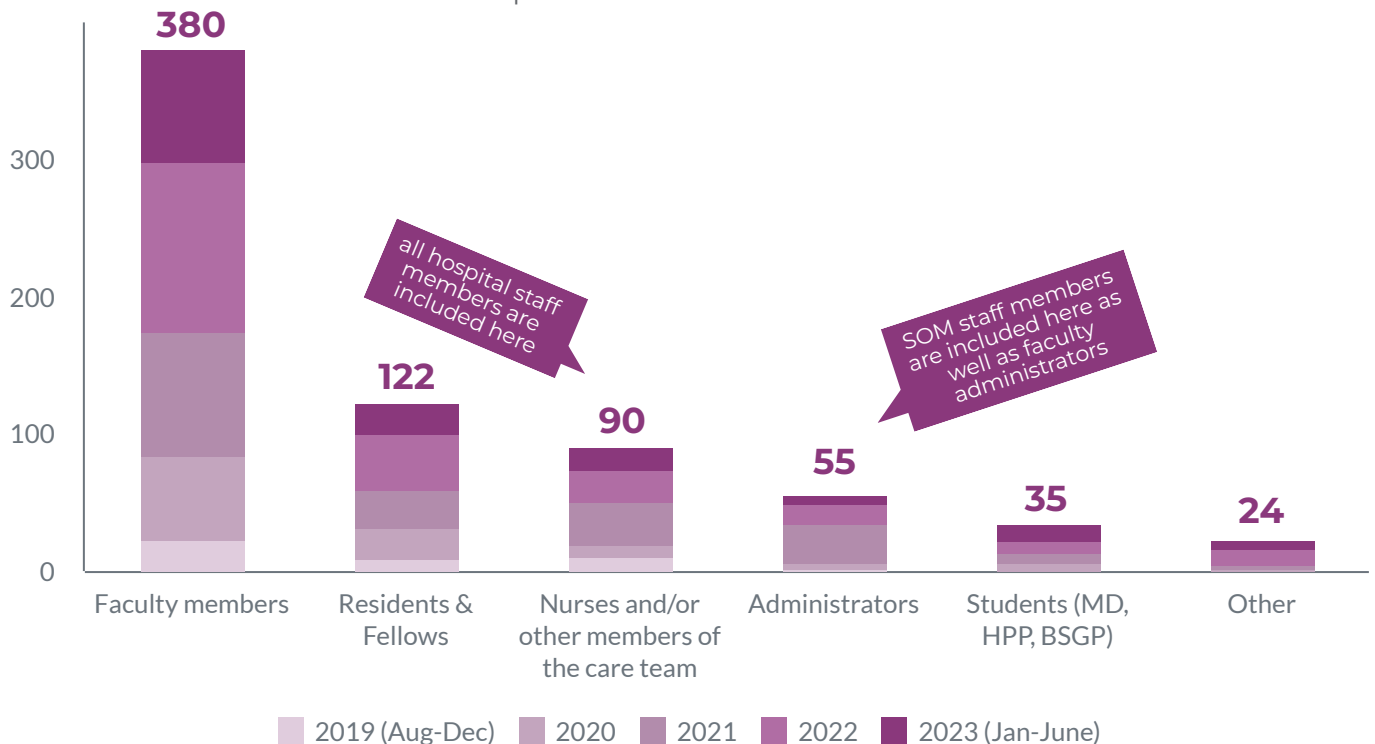
Who is Mistreated?

n = 619 unique incidents of mistreatment



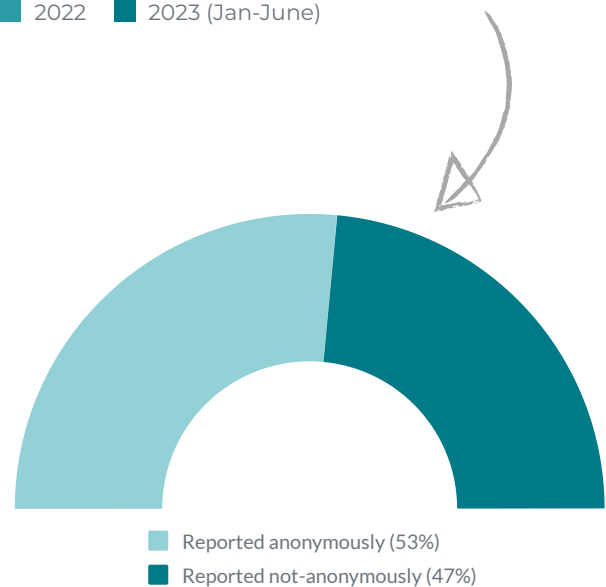
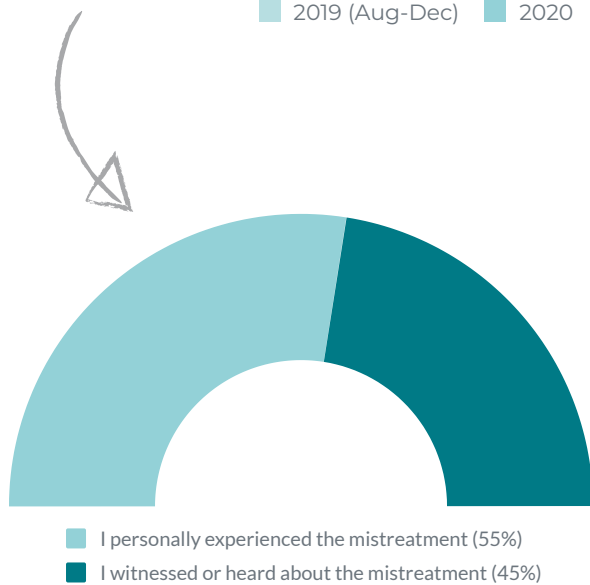
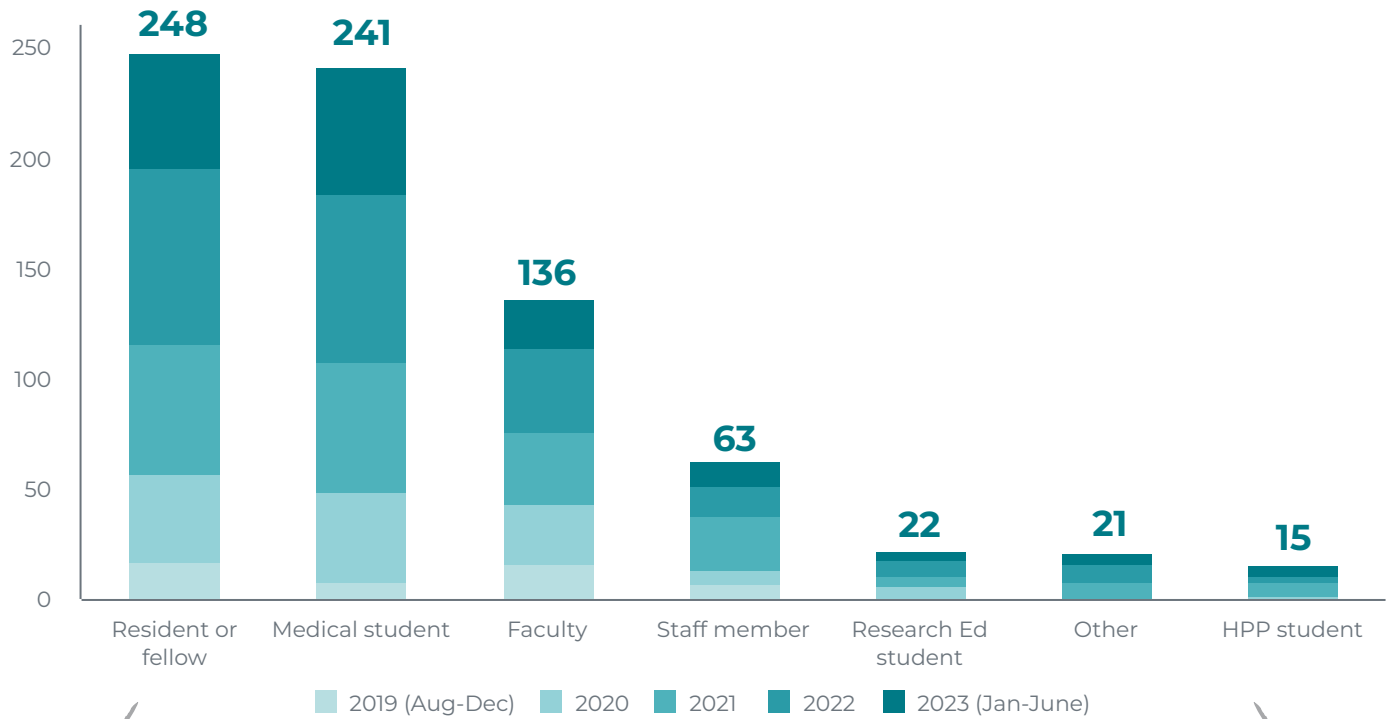
Who is Reported for Mistreating Learners?

n = 619 unique incidents of mistreatment



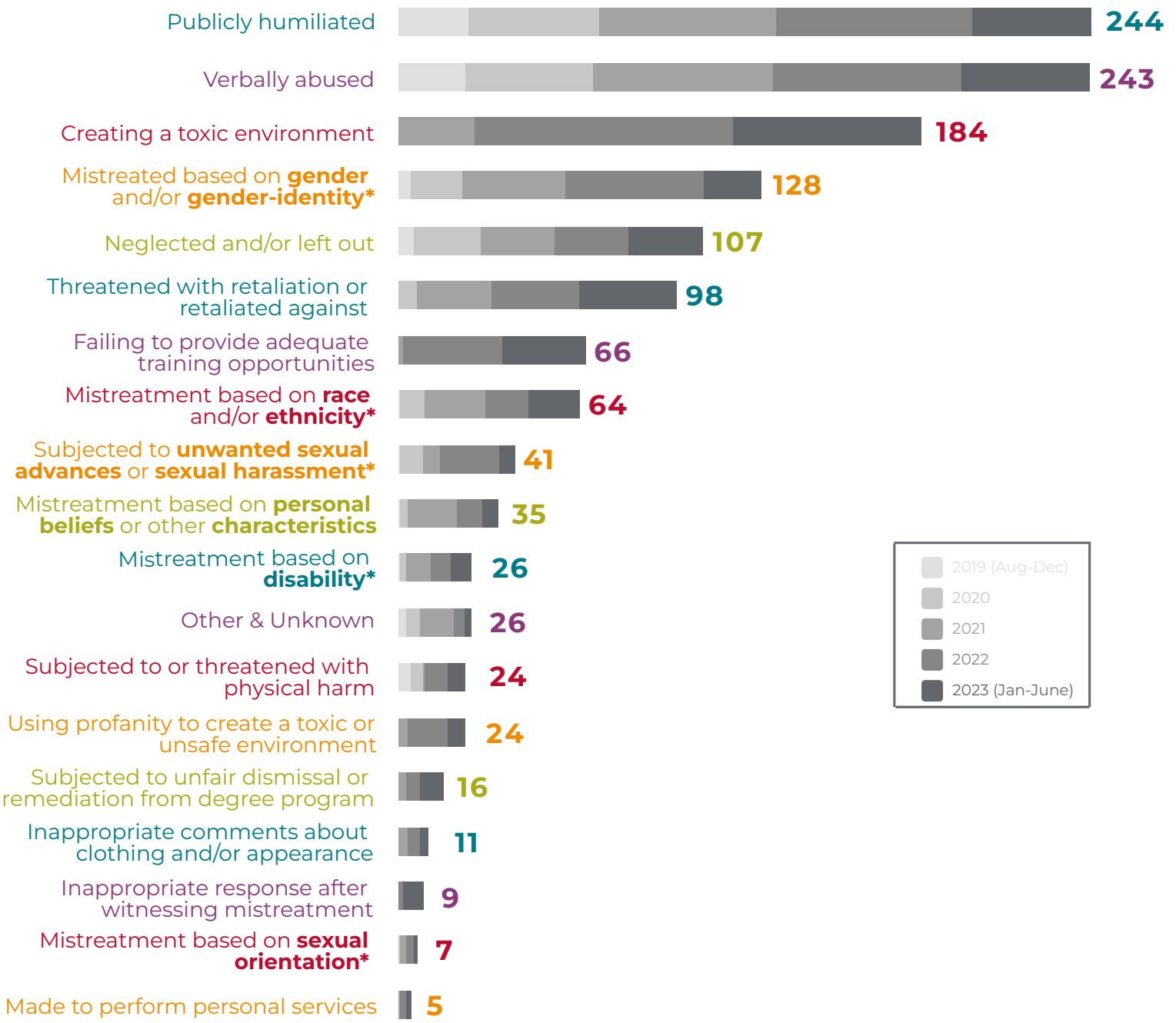
Who Reports to LEO and How?

n = 736, all reports to LEO



Types of Mistreatment

Each incident can include multiple types of mistreatment
n = 619 unique incidents of mistreatment



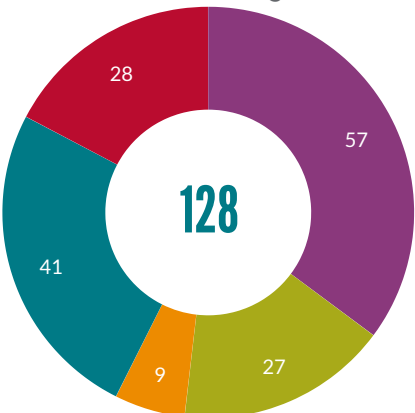
*Categories marked with an * are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Compliance, Equity, and Equal Opportunity



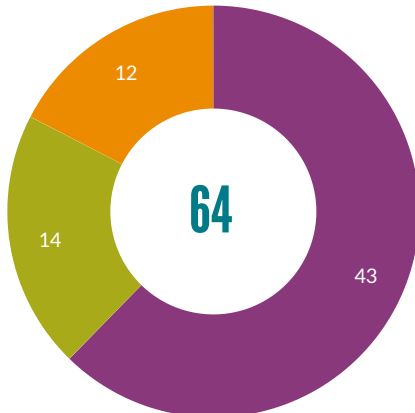
FAQ: What kinds of identity-based mistreatment are being reported?

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.

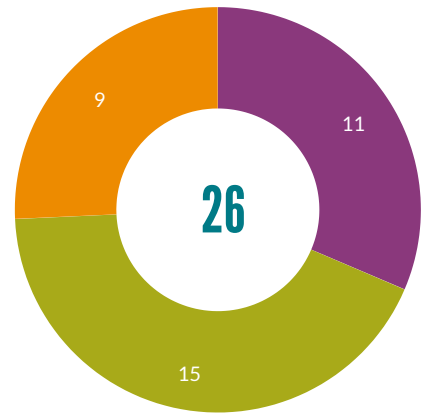
Gender & Gender-Identity



Race & Ethnicity



Disability



- ⊙ 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
- ⊙ Differential treatment based on identity

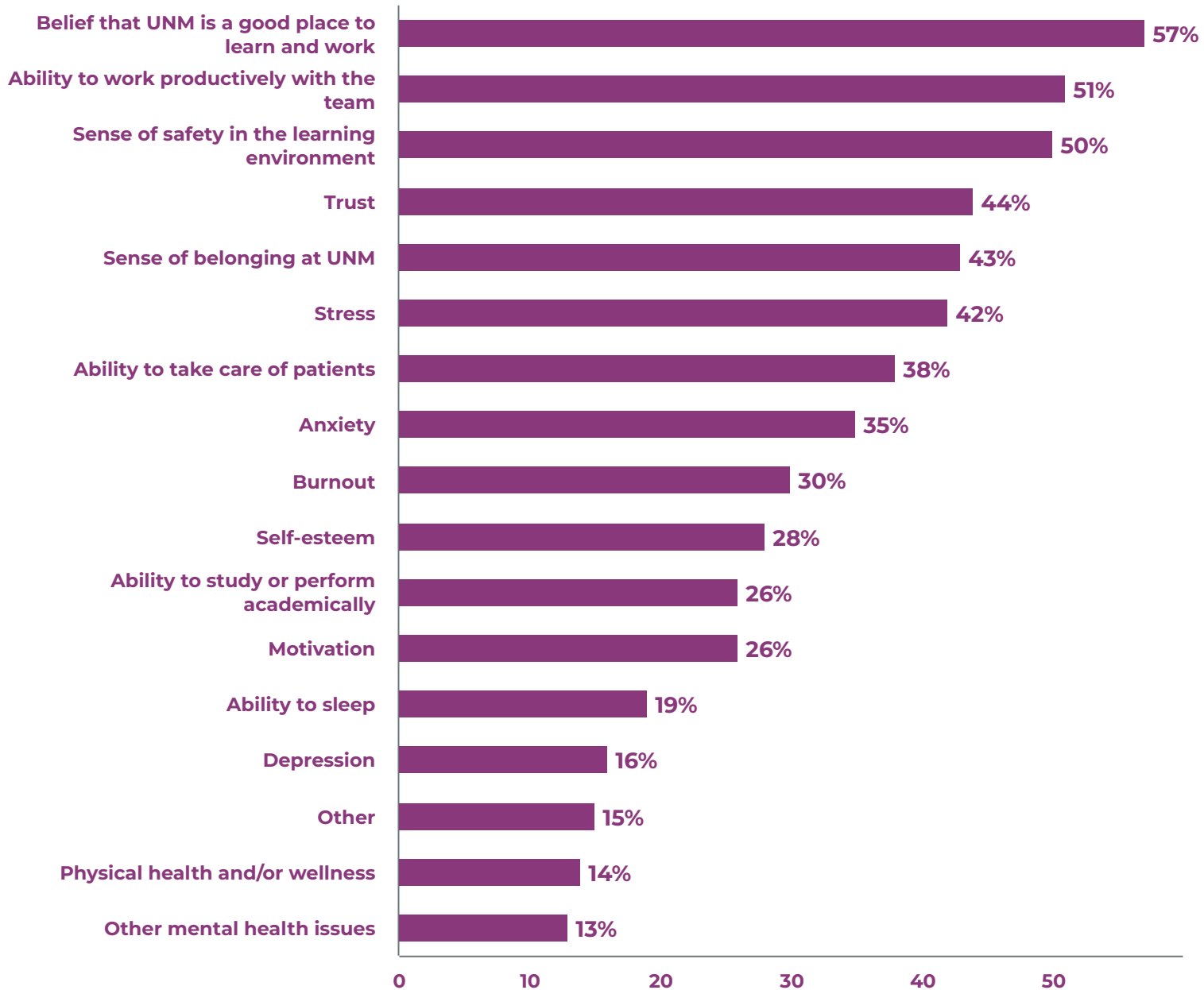
LEO recently added this category based on the reports that were coming in. So far we have recoded 28 reports that were originally classified as "other mistreatment based on gender" to be more accurately "differential treatment." The next project is to recode mistreatment based on race and disability to see what fits in this category. Look for that in a future report.

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, **360** 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:"



How are Incidents Classified on the Mistreatment Response Pyramid?

n = 221 classifiable incidents

LEO's goal in responding to incidents is for everyone to be the best teacher they can be.

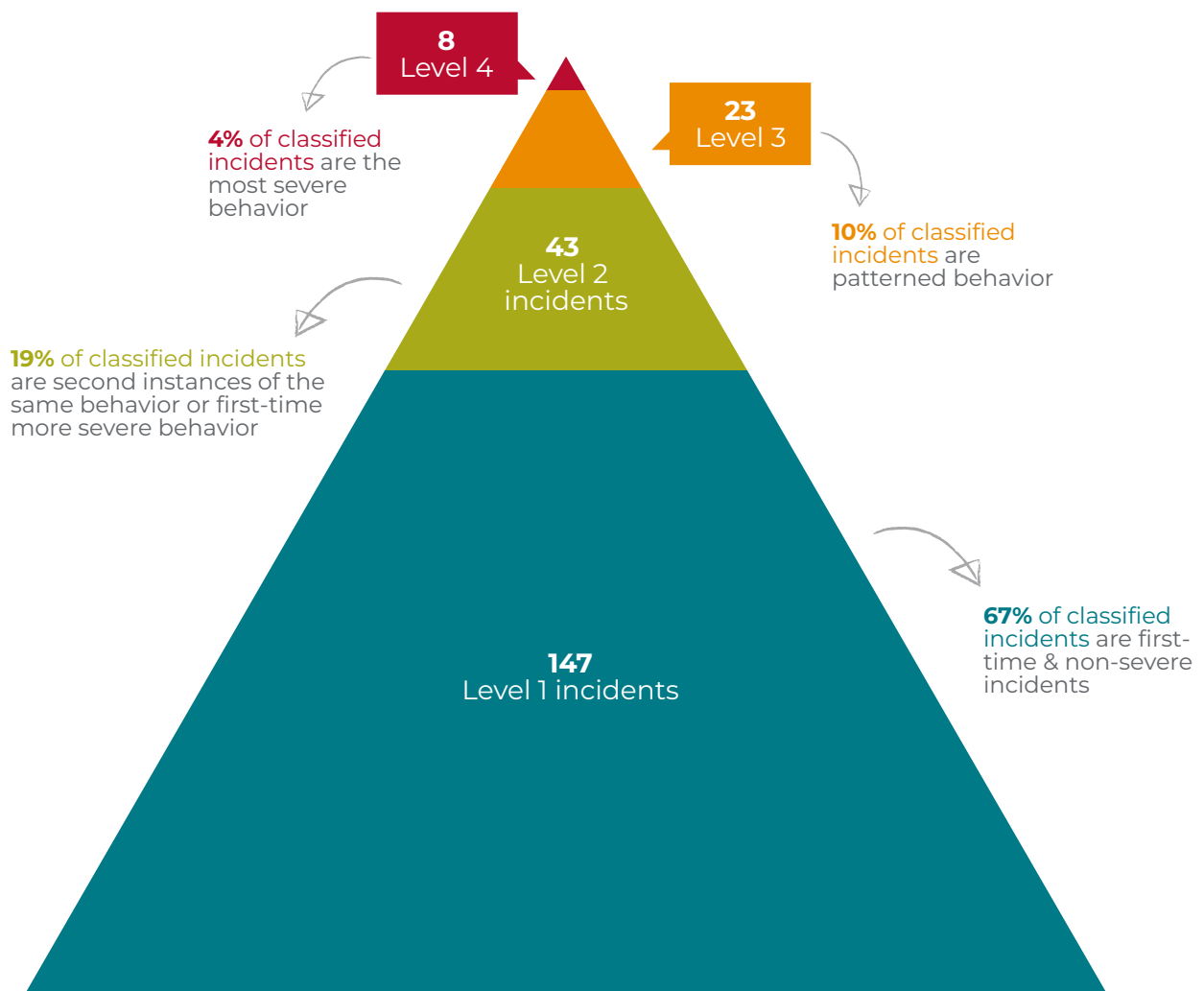
LEO classifies each applicable incident using the Mistreatment Response Pyramid. The pyramid takes into account both **severity** of the incident and **patterns** of behavior. Level 1 incidents are first-time offenses that are not severe. Level 4's, in contrast, are the most severe of incidents.

We respond to Level 1 and 2 incidents with non-punitive actions that will help teachers improve and gain skills.

Level 3 and 4 incidents are patterned behaviors that have not improved after previous interventions, and/or are severe enough behavior that disciplinary or corrective actions are warranted. These incidents go to the Mistreatment Response Committee.

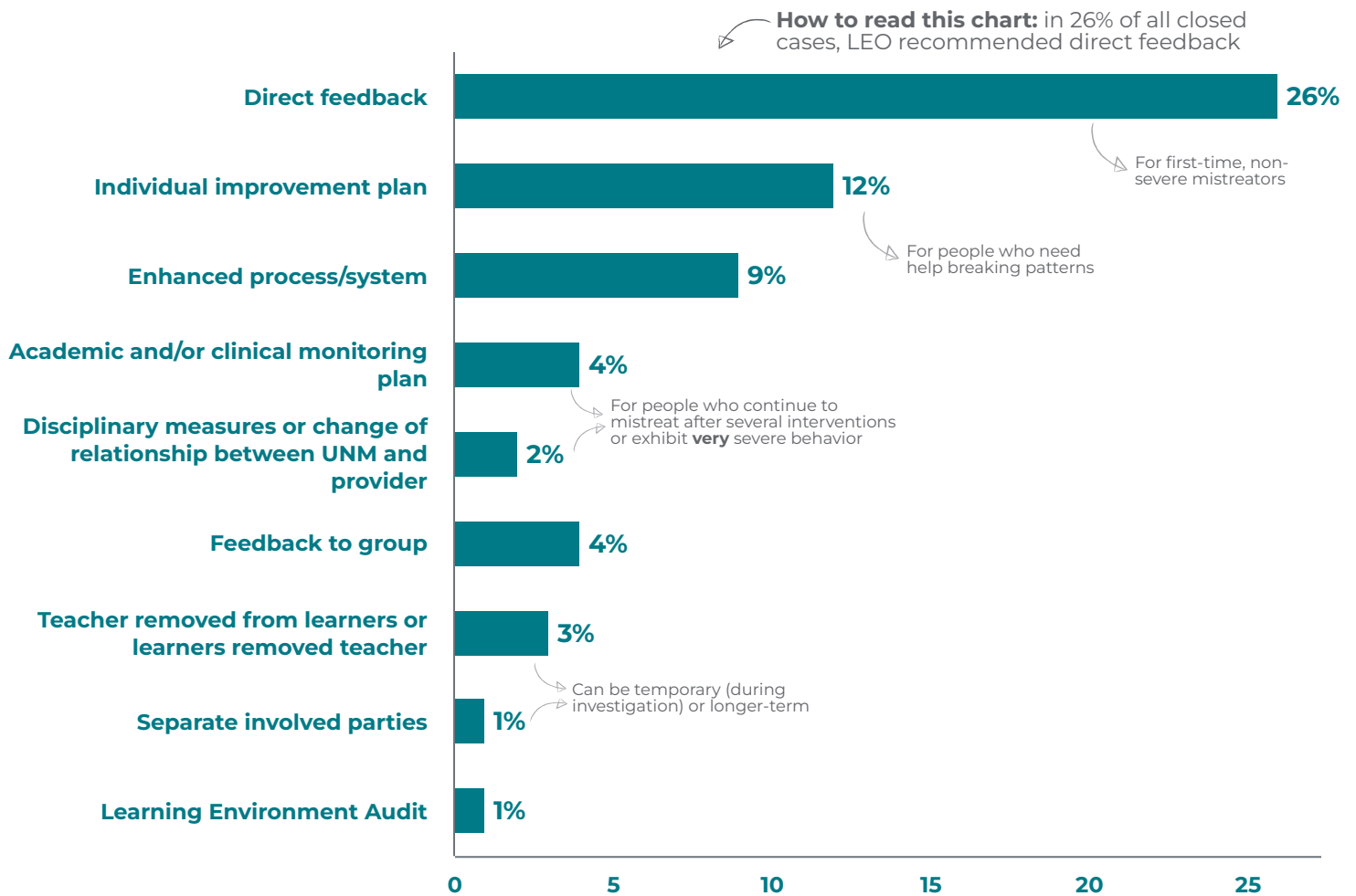


Note: LEO responds to a pattern of behavior in one intervention regardless of the number of reports making up this pattern. Thus, 14 reports of one pattern of behavior would make up **one** Level 3 incident.

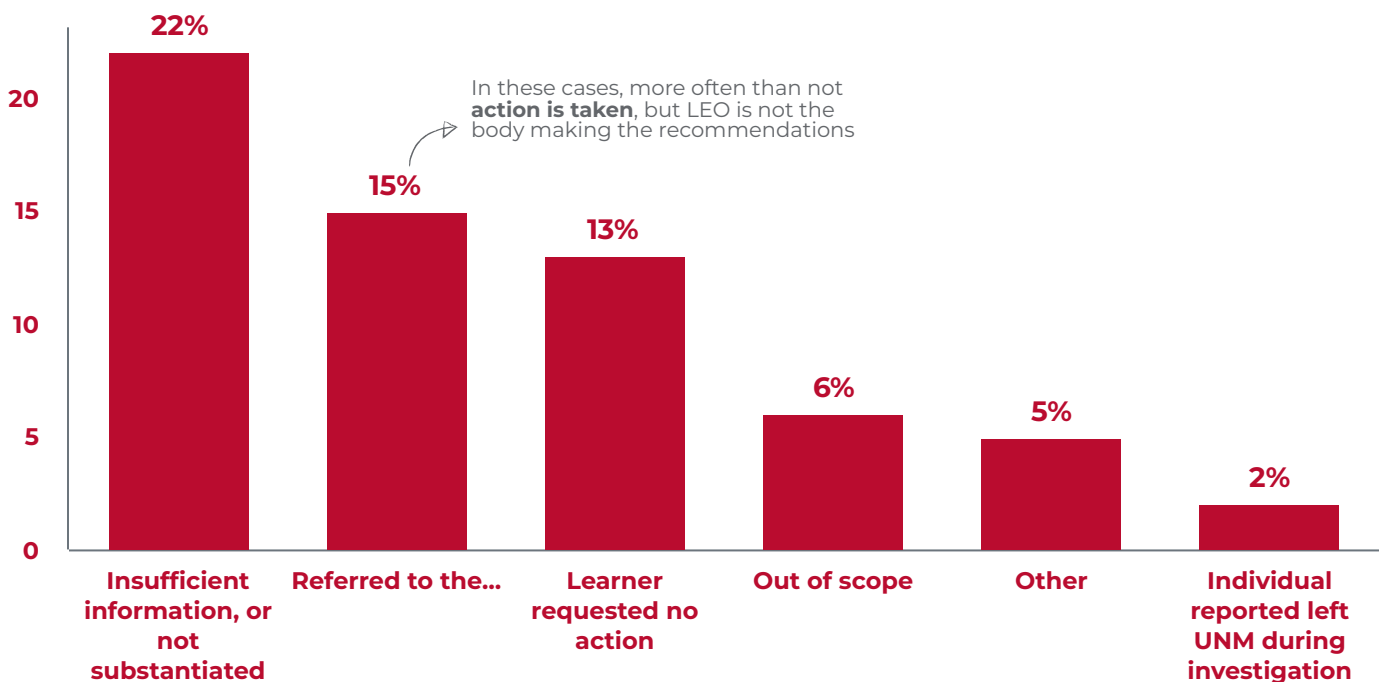


In **62% of mistreatment incidents**, LEO is able to recommend actions. Those actions are:

n = 562 cases that have reached this stage



In **37% of mistreatment incidents**, LEO has **not** recommended action because:



GET TO KNOW THE LEO TEAM!

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