

**2022–2023
Annual Learner
Experience Report**

Dear Temerty Medicine Colleagues,

We are sharing the 2022–23 Annual Learner Experience Report for your review. This past academic year saw a significant expansion of the Learner Experience Unit (LEU) footprint which included steps to onboard new clinical programs — Medical Radiation Sciences, Occupational Science and Occupational Therapy, Physician Assistant, Physiotherapy, and Speech Language Pathology — effective Fall 2023. We have also expanded the team that will support the increase in scope of our services.

Our team remains humbled by the learners that have connected with our unit to discuss, disclose, or report mistreatment. Their motivations for doing so are manifold; we often hear that learners are coming forward to improve the learning environment for their peers and our community. We know that together we can and will rise to their call to action to build inclusive learning environments that uphold the dignity of everyone across our healthcare institutions including learners, faculty, and staff, as well as patients and their families.

We wish to thank the many learners, faculty, and staff who have contributed to supporting our efforts and ensuring that the LEU stays effective and accountable to learners, the wider Temerty Faculty of Medicine, and our clinical affiliates.

Many of you engage in daily actions that move us closer to the culture that we seek and need. Those daily thoughts, words, gestures, and acts of critical self-reflection not only result in a positive impact for learners, but also create a ripple effect of kindness, respect, and collaboration that enable all of us to do our best work in the service of patient care.

Sincerely,

Patricia Houston, MD, MEd, FRCPC
Interim Dean and Vice Dean, Medical Education
Temerty Faculty of Medicine

Tony Pignatiello, MD, FRCPC
Associate Dean, Learner Affairs
Temerty Faculty of Medicine

Reena Pattani, MDCM, MPH, FRCPC
Director, Learner Experience
Temerty Faculty of Medicine

Acknowledgements

We wish to acknowledge all the learners, faculty, and staff, across clinical departments and placement sites, who have contributed directly to advancing the Learner Experience portfolio at Temerty Medicine. It would be impossible to name everyone, though we do want to recognize the members of the Learner Experience Advisory Council 2022-23 including:

Caroline Abrahams, Aritra (Aro) Bhattacharjee, Ashna Bowry, Leora Branfield-Day, Pier Bryden, Nader Chaya, Katrina Chu, Heather Flett, Meredith Giuliani, Parnika Godkhindi, Ritika Goel, Charlie Guiang, Nadia Incardona, Katerina Jabbour, Melissa Kennedy Hynes, Chetana Kulkarni, Arno Kumagai, Justin Lam, Jana Lazor, Maria Leis, Cillian Lineen, Darby Little, Safa Majeed, Talveer Mandur, Sarah McClennan, Nadia McLaren, Anne McLeod, Chase McMurren, Hala Muaddi, James Owen, Meeta Patel, Rick Penciner, Tony Pignatiello, Jerusha Retnakanthan, Seetha Radhakrishnan, Hyeong Rho, David Rojas, Hammad Shahid, Paul Tonin, Misha Virdee, and Jane Wang.

We also want to thank individuals who made contributions to this report:

Caroline Abrahams, Lindsay Baker, Mark Bennett, Aritra (Aro) Bhattacharjee, Pier Bryden, Katrina Chu, Erin Howe, Samantha Inwood, Lavinia Kajura, Darby Little, Hollie Mullins, Latika Nirula, Meeta Patel, Jerusha Retnakanthan, Linda Quattrin, David Rojas, and Paul Tonin.

Background

The Learner Experience Unit (LEU) was founded in May 2020 as a resource for medical students, residents, and clinical fellows who witnessed or experienced mistreatment. As in other academic medicine learning environments, learner mistreatment at the Temerty Faculty of Medicine remains a prevalent, systemic issue. In the most recent iteration of the “Voices” surveys, disseminated in 2021, between 25-40% of learners across the continuum indicated that they had experienced harassment over the prior academic year and 35-45% of learners had experienced discrimination. Faculty were the most frequently cited respondent (source of mistreatment); patients and families were the second most frequently cited source; a further 20% of learners had experienced mistreatment by their peers.

Clarifying Pathways

Over the past 3.5 years since its establishment, LEU has made the following advances in partnership with learners:

1. Developed and revised guidelines for managing disclosures of learner mistreatment within Temerty Medicine;
2. Created website pages that break down these disclosure guidelines into a user-friendly format;
3. Created an online disclosure form where learners can submit concerns in an anonymous or identified manner, in keeping with recommendations from the [Canadian Federation of Medical Students](#);
4. Developed a broad education and communications strategy to reach out to the approximately 5,500 learners whom we serve and to ensure that university and hospital leaders are aware of these new pathways for [discussing, disclosing, and reporting](#).

We have emphasized 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. As a unit within the Office of Learner Affairs (OLA) led by Tony Pignatiello (Associate Dean of Learner Affairs), the LEU upholds the vision of OLA to “work with learners, at individual and systems levels, to optimize the learning environment and experience, and enable their development into accomplished health care professionals.”

We wish to thank the LEU team which includes Meeta Patel (Assistant Director, Learner Experience), recruited in August 2022; Marina Mammon and Saunia Palmer-Nelson (Learner Life Specialists in the Office of Learner Affairs), who spend part of their time supporting learners in navigating mistreatment processes; and Lorraine Sheffield (Administrative Coordinator for LEU), who supports learners in getting connected with our unit. Starting in December 2023, the LEU team is thrilled to welcome Lindsey Fechtig (Business Manager, [Office of Indigenous Health](#)) to our team as a pilot initiative, to improve access to the LEU for Indigenous learners. Our [frontline staff](#) strive to support learners in ways that centre their goals and needs.

We also want to give our ongoing thanks to all the frontline faculty and learners who witness mistreatment or receive a disclosure about mistreatment from a learner and who step up, provide support, and refer learners to the LEU or consult our unit. This has enabled shared expectations and consistent approaches to how disclosures of learner mistreatment are managed across the departments and placement sites.

Expanded Mandate

Effective Fall 2023, the LEU has had the privilege of expanding to provide support to additional clinical learners in the following health professions programs:

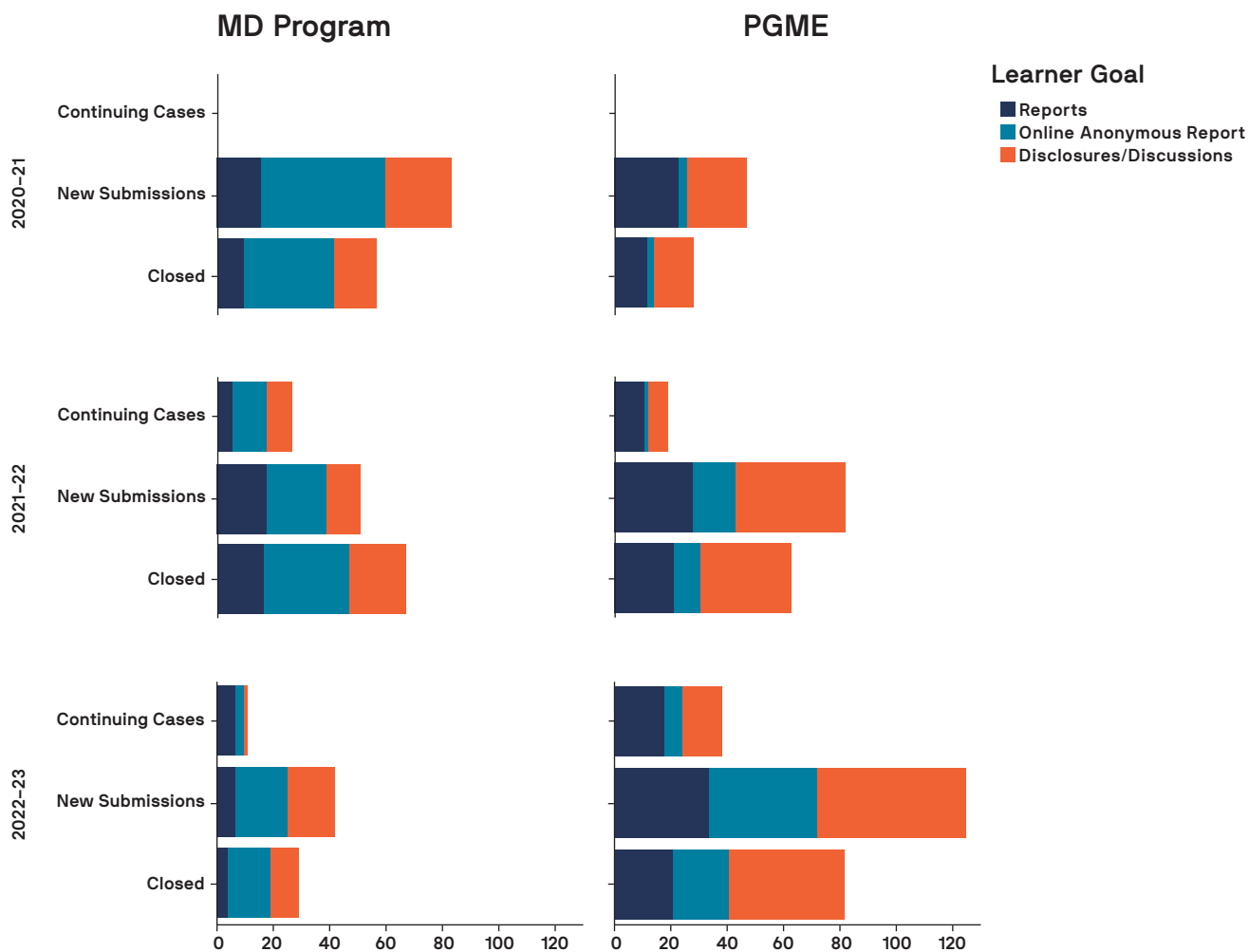
- Medical Radiation Sciences
- Occupational Science and Occupational Therapy
- Physician Assistant
- Physical Therapy
- Speech-Language Pathology

Aggregated and de-identified mistreatment data for the newly onboarded programs will be shared in next year's annual learner experience report. We are committed to ensuring that we are resourced to follow up on outreaches to our unit within 3 business days and to offer an initial confidential meeting to learners with someone on our team within 1-2 weeks unless learners request otherwise.

Learner Experience Unit Activities

Over the reporting period (July 1, 2022 – June 30, 2023), the LEU managed 49 cases that were carried over from the prior academic year, facilitated intake of 169 new learner concerns, and closed 112 files, across the MD Program and PGME. Files that were carried over from the prior academic year resulted from learners weighing their options or reports being under review / investigation. Of the 169 new submissions, we received 40 new reports, 57 new online anonymous reports, and 70 new discussions / disclosures (2 files were uncategorized). Figure 1 provides a high-level overview of the volumes seen in the unit and demonstrates trends over the past 3 academic years.

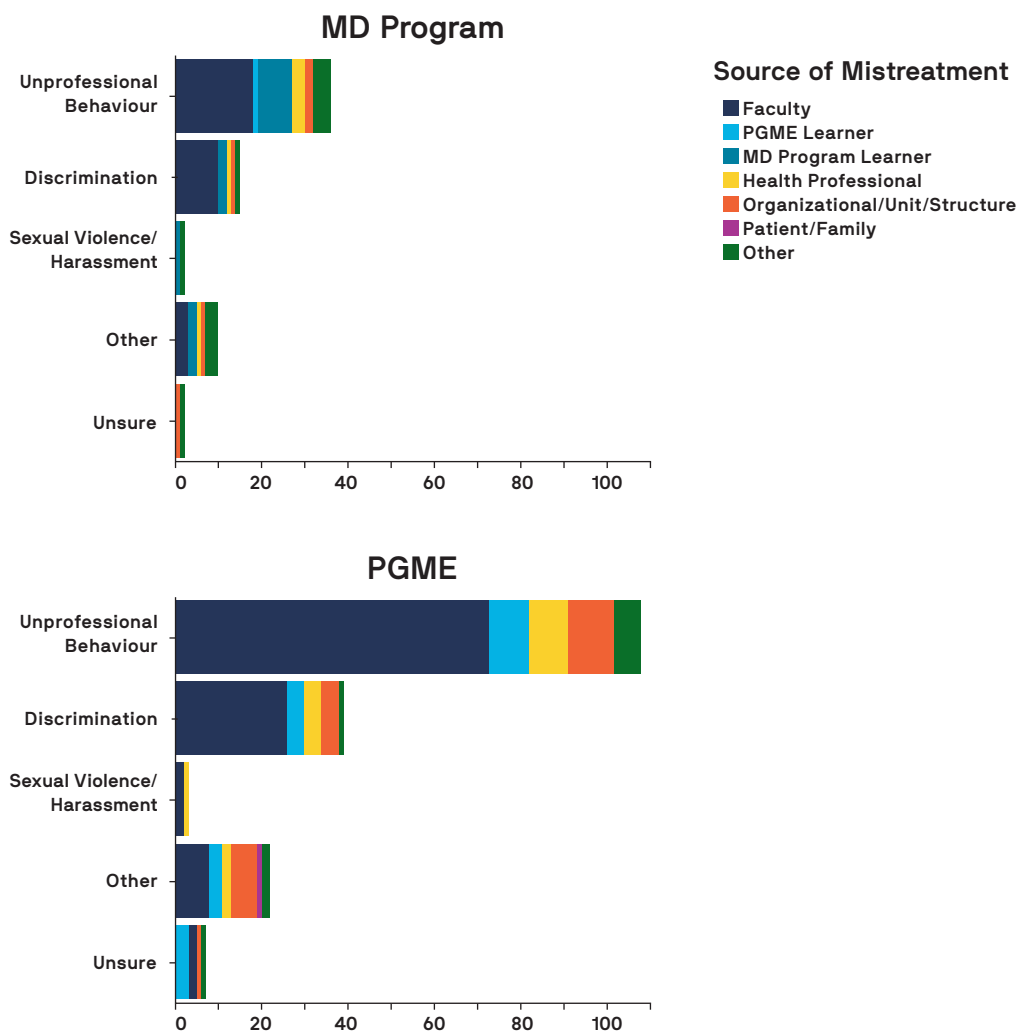
Figure 1: Learner mistreatment reports, online anonymous reports, disclosures, discussions for critical incidents submitted from July 1, 2022 – June 30, 2023.



LEU has also supported education leaders in Departments and Clinical Placement Sites in interpreting the mistreatment guidelines when they are reviewing and addressing concerns in their local context. Over the reporting period, the LEU documented 29 such consultations.

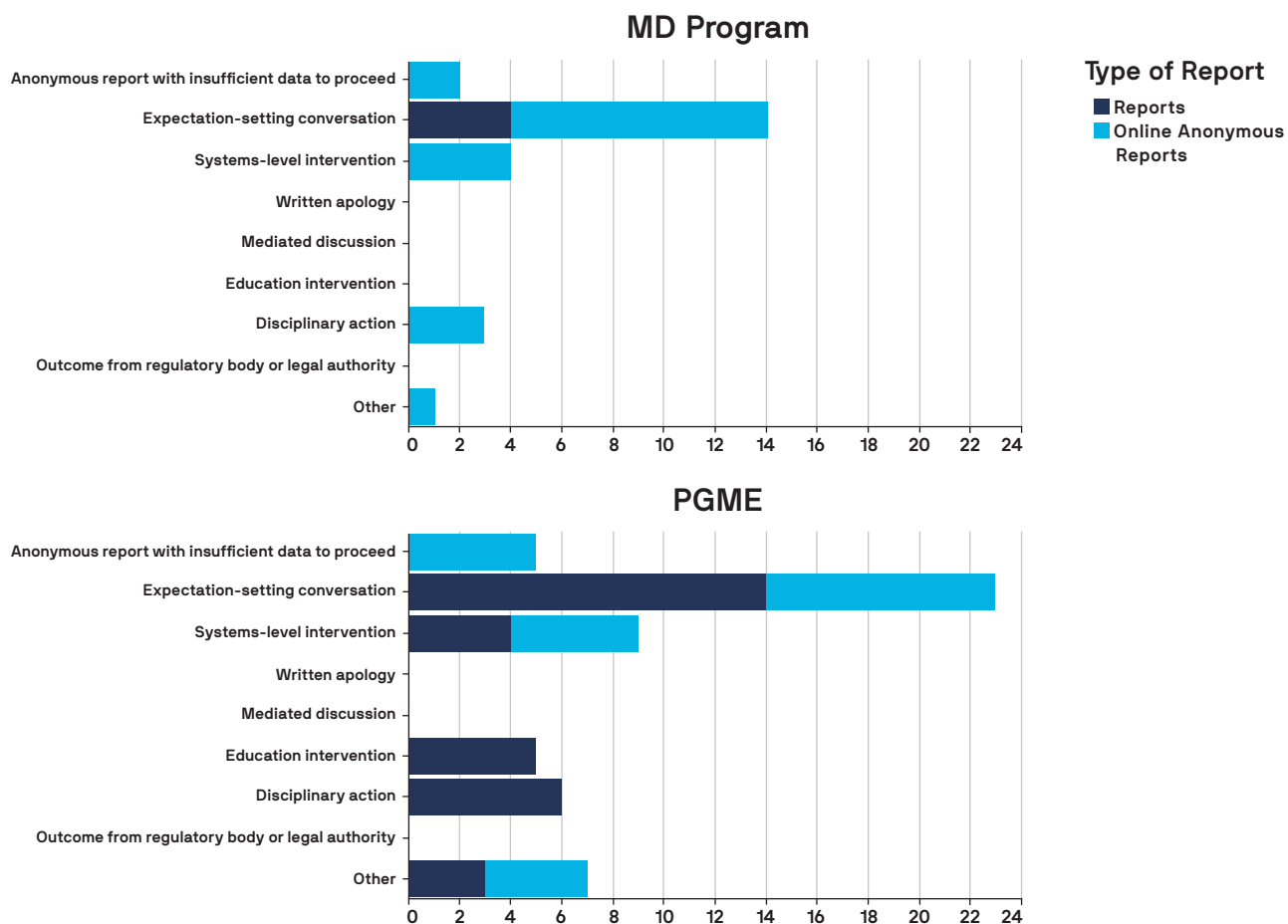
The LEU tracks discussions, disclosures, and reports about learner mistreatment from a variety of sources (faculty, other health professionals, other learners, patients/families, organization/structure/unit). We also track files by the types of mistreatment. The prevalence of mistreatment by type of mistreatment and type of respondent are shared in Figure 2.

Figure 2: Types and sources of mistreatment reported, disclosed, and discussed for the period July 1, 2022 – June 30, 2023.



A variety of resolution mechanisms were triggered in response to reports and online anonymous reports over the prior academic year (Figure 3). 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 removal of learners from supervision; temporary or permanent removal from a teaching or leadership role; surrender or revocation of hospital privileges and/or university appointment). The LEU does not investigate or adjudicate concerns, instead the team supports learners in navigating their options. For learners wishing to report, the LEU escalates reports to the institutional leader best positioned to review and address concerns, with an expectation that leaders close the loop with the LEU once matters are resolved.

Figure 3: Resolutions for reports brought forward July 1, 2022 – June 30, 2023



Systems Level Activities

Over the 22-23 academic year, the LEU has undertaken a range of systems-level activities to increase the transparency, accountability, quality, and visibility of the unit. Below are examples of some of the initiatives that have been undertaken to ensure a systems-level approach to building pathways for discussing, disclosing, and reporting mistreatment.

1. Expanding the LEU to Support additional health professions learners within the Faculty – Revised Universal Learner Mistreatment Guideline

An initiative foundational to extending support of the LEU to learners in Medical Radiation Sciences, Physician Assistants, Physical Therapy, Occupational Science and Occupational Therapy, and Speech-Language Pathology in Fall 2023 was the development of a consolidated Universal Learner Mistreatment Guideline that accounts for the various training contexts in which Temerty Medicine learners contribute and engage.

The development of this university guideline was built on the work of the Student Mistreatment Advocacy and Response Team (SMART) in 2020, which led a substantive review and renewal of the MD Student Mistreatment Protocol, with thanks to the chair Tony Pignatiello and SMART members Erika Abner, Rochelle Allan, Anita Balakrishna, Roberta Brown, Pier Bryden, Nader Chaya, Jonathon Dionisi, Heather Flett, Shayna Kulman-Lipsey, Julie Maggi, Sarah McClennan, Liam Mitchell, Gina Piliotis, Lyon Qiao, Paul Tonin, Katina Tzanetos, Olga Serebrennik, and Molly Zirkle.

To ensure alignment across the medical education continuum, this was followed by the development of the PGME Guidelines for Managing Disclosures of Learner Mistreatment, with thanks to Melissa Kennedy-Hynes (Manager, Curriculum & Learner Assessment, PGME) and Paul Tonin (Senior Project Manager, Strategic Initiatives, Office of Vice Dean Medical Education) for their assistance in creating this Guideline. The PGME Guidelines were informed by feedback from learners on the Learner Experience Advisory Council, Professional Association of Residents of Ontario (PARO), clinical programs, the Hospital University Education Council (HUEC), equity and diversity leads, and legal experts. Input from these various groups was solicited using a feedback form created based on the [Racial Equity Impact Assessment Tool](#).

Recent extensive consultation on the Guidelines was undertaken in 2021, including with learners. The development of the [Universal Learner Mistreatment Guideline](#) was intended primarily to enable and support the onboarding of new clinical programs rather than to substantively alter processes. The purpose and scope, guiding principles, definitions of mistreatment, initial steps for intake of a concern, and possible mechanisms for resolutions, continue to adhere to the principles articulated in earlier versions of the Guidelines. Development of the Universal Guideline included adjustments to expectations and processes related to the jurisdiction for managing reports in recognition of the heterogenous settings in which Temerty Medicine clinical learners are placed. Thank you to Mital Patel (Case Coordinator, Offices of Vice Deans Clinical

Affairs and Medical Education), Pier Bryden (Associate Dean, Clinical Affairs and Professional Values), Heather Skelton (Legal Coordinator, Office of University Counsel, University of Toronto), and Kendra Naidoo (Legal Counsel, Office of University Counsel, University of Toronto), for their assistance in developing this Universal Guideline. The Universal Guideline will continue to be revisited approximately every 3 years, with consultations as needed.

2. Updates to Electronic Case Management System and Data Collection

The LEU takes seriously the sensitive and private nature of concerns that learners bring forward. Over the prior academic year, we have continued to improve our processes for collecting and securely storing data in the LEU. Under the leadership of Caroline Abrahams (Director of Policy and Systems Analysis, PGME), and Katrina Chu (Research and Analytics Officer), and in collaboration with Katherine McConnell (Portfolio Manager, Administrative Services, MedIT), we have continued to update our electronic case management system that enables us to manage files in the LEU and ensures accountability to individuals and the institution.

This past year, we began a series of consultations to determine the feasibility, possibilities, and limitations in collecting more granular details about mistreatment subtypes, in response to recommendations from the [Addressing Anti-Black Racism at Temerty Medicine Steering Committee's work](#) and community consultations, efforts that were led and co-chaired by Ike Okafor (Senior Officer, Service Learning and Diversity Outreach) and Onye Nnorom (Then Black Health Theme Lead). Our present consultations may result in future changes to our data collection and reporting methods in the coming years.

The hope is that the LEU repository will enable Temerty Medicine to deepen institutional memory, which is essential to enabling meaningful actions, including a progressive escalation in consequences when needed, and ultimately, for inclusive and respectful culture change.

3. Program Evaluation

In the 2021-22 academic year, the LEU launched a [program evaluation survey for learners to provide anonymous feedback](#) to our unit about our services. This effort was led by David Rojas (Director of Program Evaluation, MD Program) and Margit Gill (Data Management and Quality Analyst). The survey itself is housed in the Office of Assessments and Evaluation, separate from LEU. The Office of Assessment and Evaluation sends a quarterly report to LEU with aggregated feedback and comments to help inform our structures and processes.

From July 1, 2022 – June 30, 2023, 9 individuals completed the anonymous survey. Respondents had the following sociodemographic characteristics:

- Grew up middle or upper-middle class (n=7), or
- Grew up in Canada (n=8), or
- Were racialized (n=5), or
- Were women (n=5), or
- Were heterosexual (n=6), or
- Were not living with a disability (n=6)

Overall, learners' experiences were positive with an average rating of 4.44/5 across 5 survey items. Eight of the 9 learners would recommend the LEU to another learner. Four of the survey participants indicated that they had submitted a report through our processes; 2 were satisfied with the process for reporting, and 1 learner expressed regret about discovering that they would not learn the outcome of the report's review, something that we counsel all learners about in the introductory meeting. Overall participant rate was low, so at this stage the data should be interpreted with caution.

When asked about concerns that might prevent learners from accessing the LEU, the most frequently cited reasons were fears of retaliation and concerns about privacy (during and after the process). This feedback echoes what we hear directly from learners in the LEU and highlights the need for institutional culture change that supports learners, faculty, and staff in bringing forward concerns without fear of negative repercussions.

Some of the learner testimonies in the surveys, which learners consented to being shared, included:

- *"The staff were all very kind and the follow ups were prompt"*
- *"I am grateful for the services provided during a time of uncertainty and confusion."*

4. Supporting Toronto Academic Health Sciences, Education Portfolio (TAHSNe) efforts to Address Learner Mistreatment by Patients and Families

LEU continues to work very closely with the Toronto Academic Health Sciences Network, Education Portfolio (TAHSNe) to ensure an aligned and collaborative approach to addressing learner mistreatment between Temerty Medicine, clinical departments, and clinical placement sites. Many times, mistreatment occurs during the delivery of patient care, which necessitates common values and shared approaches to addressing these concerns.

- Last year, the Learner Mistreatment by Patients, Family Members and Visitors working group led by Golda-Milo Manson (Vice President Medicine & Academic Affairs, Holland Bloorview Kids Rehabilitation Hospital) and Sanjeev Sockalingam (Vice President, Education, CAMH) released the [TAHSN Responding to Learner Mistreatment from Patients, Family Members and Visitors Guide](#) and the **TAHSN Responding to Incidents of Mistreatment Flow Chart**, which continue to be valuable resources across hospital partners.
- The Learner Mistreatment by Others (Faculty, Staff, other learners) working group led by Beverly Bulmer (Vice President, Education, Unity Health Toronto) and Alison Freeland (Vice President, Education, Academic Affairs and Patient Experience, Trillium Health Partners) developed a [TAHSN Learner Mistreatment by Faculty, Staff, Other Learners: Toolkit](#), published in October 2023, which provides resources for all TAHSN affiliates to adapt/adopt in their local contexts for managing learner mistreatment by others. This work was informed and supported by the LEU.

5. Faculty Development

The LEAC Faculty Development Working Group led by Jana Lazor (Director of Faculty Development, MD Program) and Justin Lam (PGME Learner in the Department of Pediatrics) designed and implemented a [Primer for learner-facing teachers](#) on how to navigate learner mistreatment. The goal of the Primer is to assist front-line faculty and senior learners to provide support if they witness mistreatment or receive a disclosure from a learner about mistreatment. With thanks to working group members Hadeel Aljazzaf, Leora Branfield-Day, Nader Chaya, Parnika Godkhindi, Paige Homme, Ike Okafor, Meeta Patel, Rick Pencincer, Lyon Qiao, Hammad Shahid, Shari Thompson-Ricci, Kabisha Velauthapillai. The Working Group will bring the Primer to life through a planned series of videos currently in development over the 2023-24 academic year. In the meantime, the Primer is being shared at every opportunity across Temerty Medicine, and we encourage faculty, staff, and learners to download it as a resource.

6. Learner to Learner Mistreatment

A time-limited working group was created on this issue in Fall 2022, co-chaired by Parnika Godkhindi (MD Program learner) and Meeta Patel (Assistant Director, Learner Experience) and comprising 19 MD Program learners and faculty. Over the course of 3 meetings, the group discussed issues pertaining to mistreatment experienced and witnessed between learners, with the aim of identifying possible interpersonal and systems-level interventions and solutions. The learnings from this time-limited group will inform the next iteration of work on this subject. With thanks to working group members for their contributions including: Roha Alam, Aritra (Aro) Bhattacharjee, Ali Butt, Nader Chaya, Ronald Chow, Shaheen Darani, Aly Fawzy, Majd Ghadban, Nadia Incardona, Jane Jomy, Natalie Landon-Brace, Aleena Malik, Stuart McKinlay, Lara Parlatan, Hyo Jin Son, Evangeline Tsagarakis, Wendy Wang.

7. Role of a Support Person Toolkit

The LEU has created a toolkit on the Role of a Support Person through the leadership of Parnika Godkhindi (MD Program Learner) and with consultation and feedback from the Learner Experience Advisory Council. This toolkit can be found on our [Resources webpages](#), and its goal is to clarify for learners, faculty, and staff the vital role that a support person may play in any administrative proceedings, including but not limited to meetings about learner mistreatment. The toolkit states: *“Due to systemic barriers and power differentials inherent within medical education, institutional processes may be particularly stressful for individuals from structurally marginalized groups. Learners within Temerty Medicine have the right to request that a support person accompany them to any institutional proceedings or meetings with faculty.”* We view an invitation to bring a support person to sensitive meetings as a standard and welcome practice and hope that this document will aid in contributing to a culture shift in embracing the role.

Education and Communication Activities

LEU Presentations

Over the 2022–23 academic year, the LEU delivered approximately 55 presentations related to learner mistreatment to a variety of audiences including learners, clinical departments, and hospitals. This has included presenting to each year of the MD Program, with an intensive two-hour workshop for learners in second year called *Uncloaking the Hidden Curriculum: Navigating Learner Mistreatment*, delivered on November 14, 2022. This workshop comprised a 30 min lecture followed by 1.5-hour small groups and would not have been possible without the efforts of the MD Mistreatment Module Working Group including members who were original creators in 2020: Anita Balakrishna, Pier Bryden, Amr Hamour, Jordi Klein, Jana Lazor, Hana Lee, Darby Little, Neha Malhotra, Joan McKnight, Umberin Najeeb, Joyce Nyhof-Young, Ike Okafor, Mary Oluwasemipe Oni, Morag Paton, Lorraine Pinnock, and Gagandeep Singh. We are also grateful to the 44 facilitators (faculty, staff, residents, and senior medical students) who supported the small groups this past year in having meaningful dialogue on this subject.

Trauma Informed Approaches Workshop

In Fall 2022, we also had the opportunity to host a Trauma-Informed Approaches Workshop, delivered by human rights lawyer Myrna McCallum. This session was offered on 4 different dates for faculty in education leadership roles within Temerty Medicine, sponsored by Patricia Houston (Vice Dean Medical Education), Meredith Giuliani (Associate Dean PGME), and Tony Pignatiello (Associate Dean Learner Affairs). There were over 60 registrants for the workshop, which was commissioned to further develop skills to respond to learner outreach in ways that are informed by equity, diversity, inclusion, Indigeneity, and accessibility considerations and using a trauma-based lens. Trauma-informed approaches recognize that the act of disclosure can be re-traumatizing and centre an individual's voice, choice, and safety. The learning objectives for the workshop included:

1. Describe and apply trauma-informed approaches to responding to disclosures, complaints, and concerns raised by learners;
2. Address concerns from survivors of trauma as well as underrepresented and/or marginalized learners within the university in ways that build trust and empathy;
3. Assess how social location and privilege impact our individual and systemic responses to learner concerns;
4. Use critical self-reflection tools and strategies to disrupt assumptions, stereotypes, and unconscious biases that can arise during interactions with learners;
5. Identify and address common missteps which create gaps between policy and practice in universities;
6. Identify the relevant resources and supports, including the Learner Experience Unit, Office of Learner Affairs, within the Temerty Faculty of Medicine, to better respond to and address disclosures and reports.

Collaborations with Other Portfolios

There were a variety of education, communications, and systems-level activities undertaken over the past academic year by other leaders and units within Temerty Medicine that relate to learner experience. Details of these inspiring programs are shared below:

1. Professional Values Office (PVO)

During the 2022/2023 academic year, under the leadership of Pier Bryden (Associate Dean Clinical Affairs and Professional Values), a variety of education and communications offerings were delivered:

- New clinical faculty in the TAHSN network are required to complete the Professional Values module (PVM) as part of their hospital appointment and faculty orientation. Continuing faculty complete the module on a three-year cycle. The PVM was revised in 2023 to educate faculty members with regard to the central role that the LEU plays in supporting learners facing mistreatment. It was also resubmitted for CME accreditation for faculty members who complete it.
- The office has also collaborated with the Provost's Office to offer education to departments and faculty members on academic freedom and freedom of expression.
- The office continues to collaborate closely with the departments and the Centre for Faculty Development to support referrals of faculty members to the Enhancing Teacher Performance Program (described further below), which offers education and coaching to individual faculty members to support all aspects of their teaching, with focused training on how to create inclusive teaching and learning environments.
- The Professional Values Awards committee received nominations, reviewed packages, and awarded the 2023 Temerty Medicine Awards for Excellence to learners and faculty who are seen by their peers to exemplify professional behaviours, which has enabled Temerty Medicine to celebrate and highlight positive citizenship behaviours.
- The PV Office also collaborates closely with LEU to provide education to department leadership, faculty and learners about the processes for identifying and addressing learner mistreatment and unprofessional behaviour. In June 2023, information for faculty was collated on the [Clinical and Faculty Affairs webpages](#) for ease of accessibility, and links were encouraged from Departmental websites.
- As Associate Dean, Pier Bryden led an implementation working group to complete action items identified in the Temerty Medicine Social Media Task Force Report. In response to these recommendations, the Temerty Medicine website now includes [relevant guidelines, education and information regarding supports related to social media use](#).

2. Office of Inclusion and Diversity (OID)

The Office of Inclusion & Diversity (OID) has hosted a variety of events and distributed communications on issues that intersect with learner experience:

- OID matched 181 MD students and residents with faculty mentors through the Diversity Mentorship Program, and hosted 3 connection events for participants:
 - September 22, 2022 – Welcome Orientation/Training (online)
 - January 17, 2023 – Midpoint Check-in (in-person)
 - May 17, 2023 – Closing Celebration (in-person)
- Temerty Medicine Community Connection (TMCC) events:
 - October 12, 2022 – LatinX & Caribbean Community
 - March 27, 2023 – Trans* at Temerty Medicine
 - April 25, 2023 – Muslim Community
 - May 20, 2023 – LEAD: Anti-Oppression in Health Care and Sciences: A Learner-Led Symposium
- 10 learner projects were supported through the EDI Action Fund
- Intentional communications and resources around important commemorations were profiled on web and social media (@uoftmed_oid on Instagram and Twitter)

3. Centre for Faculty Development (CFD)

The Centre for Faculty Development (CFD) is committed to creating safer, braver, accountable and inclusive teaching and learning environments. In 2022-2023, they provided the following faculty development offerings focused on supporting faculty in addressing learner mistreatment.

Workshops

- **Supporting Learners who Witness and Experience Mistreatment.** Facilitated by Latika Nirula, Reena Pattani, Helen Tomalik, Laura Hayos. Offered November 28, 2022 & May 3, 2023.
- **The “New” Professional Values: Unpacking Power and Privilege.** Facilitated by Reena Pattani, Pier Bryden. Offered November 1, 2022 & March 7, 2023.
- **Responding to Diversity: An Introduction to Universal Design for Learning.** Facilitated by Ben Poynton, Michel Kasprzak. Offered November 16, 2022.
- **Understanding Power: “EDI” in Healthcare Education.** Facilitated by Beck McNeil and Jeffrey Kiyoshk Ross. Offered November 17, 2022.
- **Decolonizing Healthcare Education.** Facilitated by Jeffrey Kiyoshk Ross, Beck McNeil. Offered February 1, 2023.
- **Embedding EDI into Training and Design.** Facilitated by Asha Maharaj, Branka Agic, Latika Nirula. Offered March 20, 2023.
- **Principles for Anti-Oppressive Program Development.** Facilitated by Beck McNeil, Jeffrey Kiyoshk Ross, Lindsay Baker. Offered April 6, 2023.
- **Addressing Microaggressions and Practicing Critical Allyship.** Facilitated by Beck McNeil, Jeffrey Kiyoshk Ross. Offered May 23, 2023.

Programs

The Enhancing Teacher Performance (ETP) Program is a program focused on enhancing one's effectiveness as clinical or laboratory-based teacher, including strategies to address and reduce learner mistreatment. Under the guidance and support of a faculty development coach, faculty participate in focused activities, workshops, and guided sessions to address their unique learning goals. Coaches: Latika Nirula, Ivan Silver, John Teshima. *7 participants completed the program in 2022–2023!*

Resources

The Resource Hub, developed in collaboration and consultation with other Centres, departments, and organizations across U of T and TAHSN, houses faculty development resources related to multiple topics of interest in health professions education, including learner mistreatment. The Resource Hub is adaptable and dynamic, continually curating resources based on emerging needs and best evidence.

Next Steps for the Learner Experience Unit

Our unit has seen tremendous growth over the past 3.5 years and we are humbled by the learners that choose to share their stories with our team and, at times, with the institution, in the spirit of fostering culture change. Their stories remind us that we can never become complacent in working to build a safer and more inclusive, learning and working environment, which ultimately leads to the provision of better patient care.

The LEU expansion from MD and PGME to include the health professional programs at Temerty Medicine, is another step to ensuring equity in access to supports and resources across our community of learners. Furthermore, our pilot project with the [Office of Indigenous Health](#) aims to improve access to the LEU for Indigenous learners.

Despite the progress made, we recognize that there remain barriers for people to come forward. We will continue to work in partnership with all of you: learners, faculty, staff, departments, and placement sites, to advance this work and continually improve on these processes. We hope that each of you will join in this effort as we continue to build on these important conversations.

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