

From: Griffin, Summer F <summer.griffin@med.uvm.edu> **On Behalf Of** Feldman, Nathalie L
Sent: Thursday, February 18, 2021 1:41 PM
Subject: Report Summary on Our 2019-2020 Learning Environment

Dear LCOM Students,

On behalf of the Learning Environment and Professionalism (LEAP) committee, we are excited to share the inaugural [Learning Environment Reports Summary](#) for the 2019-2020 academic year. This is a compilation of de-identified data received from evaluations, confidential reports, and direct reports to the Director of the Learning Environment for both professionalism concerns and accolades.

By publishing this data regularly and publicly, we hope to provide more transparency, accountability, and follow-through around learning environment reports for our LCOM, UVMMC and Nuvance community.

The report also includes highlights of some of the changes made with your help and support!

After talking with multiple student leadership groups, we also plan to present these data annually:

- At both Foundations and Clerkship orientation
- Via class-wide emails
- Through the Weekly Wire

Lastly, please know you can always make a confidential and/or anonymous learning environment report through the [online reporting system](#).

Thank you for your continued help and commitment to improving the learning environment for all.

Best,

Nathalie Feldman, M.D.
Director of the Learning Environment
Jenny Holland, MS3
LEAP Rep co2022

LEARNING ENVIRONMENT REPORTS 2019-2020

Learning Environment and Professionalism (LEAP) Committee Annual Report

The LEAP Committee is composed of faculty, residents, students, and staff from the University of Vermont Larner College of Medicine and from the University of Vermont Medical Center. The LEAP Committee is charged with reviewing and recommending initiatives and policies to support professional behavior across the academic medical center and its affiliate training sites. This inaugural report is intended to update the community on reports made about the learning environment and actions taken during the 2019-2020 academic year.

Reports in 2019-2020:

- Foundations concerns: 79
- Clerkships concerns: 124
- Other concerns: 2
- Accolades: 1,700+

HOW REPORTS ARE MADE

- Course/rotation evaluations
- Confidential Reporting Form
- Direct communications with Director of the Learning Environment or a faculty member

FOUNDATIONS LEVEL

Reports made: Of the 79 concerns reported for the Foundations level, 78 were made by students and 1 was made by staff. Figure 1 summarizes the Foundations level distribution of respondents (about whom a concern was reported).

Nature of concerns: 3 of 79 reports were considered mistreatment by AAMC standards. Many reports (N=18) had insufficient information provided to address the concern. Selected other concerns included the curriculum (N=17), interactions with faculty (N=9), interactions with colleagues (N=4), and witnessed discrimination (N=3).

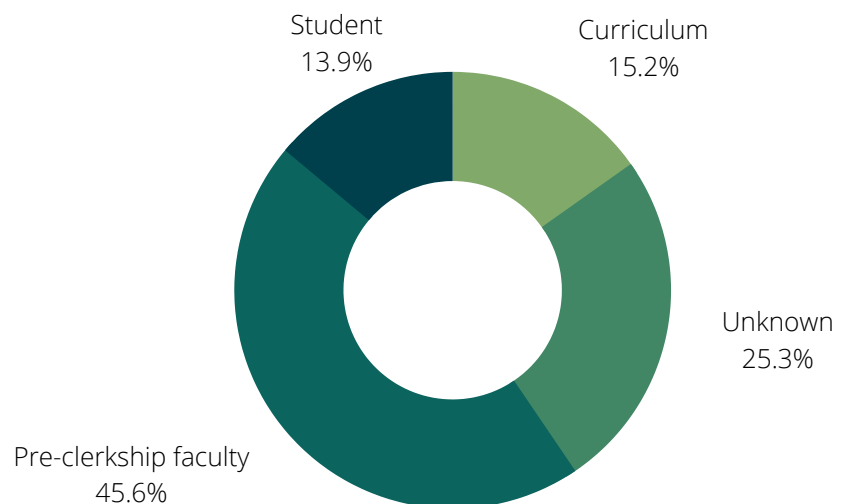


Figure 1. Respondents for Foundations level reports in 2019-2020

CLERKSHIP LEVEL

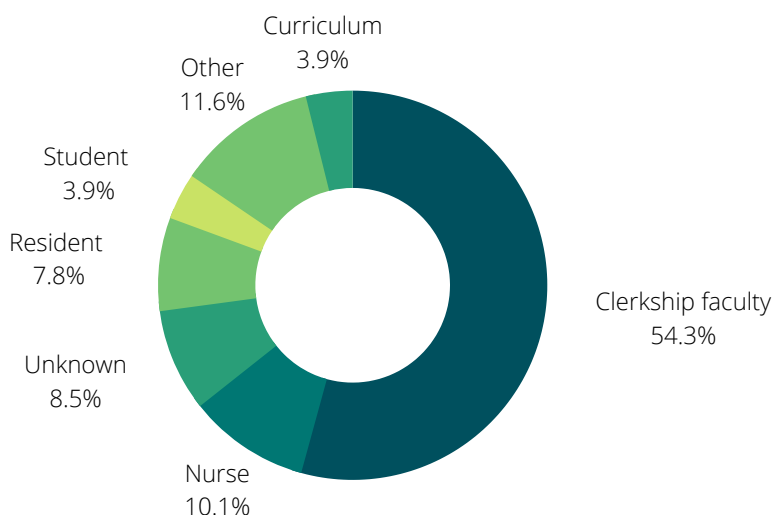


Figure 2. Respondents for Clerkship level reports in 2019-2020

Reports made: Of the 124 concerns reported for the Clerkship level, 120 were made by students, 3 were made by staff, and 1 was made by other. Figure 2 summarizes the Clerkship level distribution of respondents (about whom a concern was reported).

Nature of concerns: 8 of 124 concerns were considered mistreatment by AAMC standards. Most reports (N=49) were about interactions with students/residents. Many (N=28) did not have enough information provided to address the concern. Other concerns included lack of interest in teaching (N=10), curriculum (N=9), interactions with patients (N=6), and interactions with colleagues (N=5).

TOGETHER, WE DID...

In collaboration with UVMCM and LCOM Facilities Teams, ODEI, OMSE, Teaching Academy, COMTS, LCOM, UVMCM, and Nuvance Network leadership, the LEAP Committee was able to facilitate the following changes to the learning environment as a direct result of feedback:

Across sites/levels:

- Bolstered initiatives aimed at addressing bias/structural racism/sexism (e.g., bystander training, patient bill of rights addendum, anti-racist task force)
- Content Warnings in modules to allow participants to make an informed choice
- Suspension/faculty development/additional training of faculty in teaching role
- Changes in course or clerkship leadership where necessary
- Suspension of clerkship activities at specific site(s)
- "Cup of Coffee" conversations with individual faculty, residents, students, and staff
- Change in Absence policies
- Faculty development on curricular format (i.e., content of pre-readings, use of inclusive language, breakout room configuration)

Physical learning environment at LCOM, UVMCM, and Nuvance:

- Private nonbinary gender changing room for all OR staff and students.
- Provision of sanitary waste cans in all restrooms at LCOM

Thank you to our entire community for your continued assistance in helping us identify and address professionalism concerns and recognize professionalism accolades so that together, we can continue to foster an inclusive and respectful learning and work environment for all. Please reach out to a LEAP Committee representative or the Director of the Learning Environment, Dr. Nathalie Feldman, with questions or concerns.