

**From:** Griffin, Summer F on behalf of Feldman, Nathalie L  
**Sent:** Thursday, October 21, 2021 9:05 AM  
**Subject:** Important Reminders on the Learning Environment Reporting System  
**Attachments:** LEAP Committee 2019-2020 Report\_FINAL\_01-28-21.pdf

***Sent on behalf of the Learning Environment and Professionalism Committee***

Dear Students,

Based on some recent feedback, we learned that parts of the learning environment reporting system are still unclear. Here are some quick tips that we hope will clarify the process:

1. When you identify an “Exemplar of Professionalism” on your course or clerkship evaluations (or through the confidential learning environment reporting system):
  - The recipient ***receives an email of gratitude including an excerpt of your narrative comments.***
  - The recipient’s direct supervisor also receives a notification!
  - Faculty, staff and student recipients of these accolades are very grateful for your kind acknowledgements so thanks for taking the time to do so. Here’s one example of faculty recipient’s response to having been recognized:

*“It’s really an honor when the students take time to recognize one’s efforts, as they are working so hard at just about every other thing under the sun.”*

2. When you report a concern of unprofessional behavior:
  - Only the Director of the Learning environment receives it.
  - Concerns are addressed by the LEAP Committee, with a focus on non-punitive resolutions.
  - Unless you specifically identify yourself on the form, all reports are anonymous.
  - If you request follow-up you need to provide your name.
  - We cannot address concerns if the respondent is not named!
3. Aggregate summaries of how concerns are addressed will be published every 6 months – see most recent summary attached.

If you have any questions about the reporting system or other suggestions for the learning environment team, please contact one of the LEAP Committee members below.

Thanks for your engagement in the goal of fostering an inclusive & respectful Larner learning environments for all!

**LEAP Committee!**

[Nathalie Feldman \(Director of the Learning Environment – LEAP Exec\)](#)

[Melissa Davidson \(Leap Exec\)](#)

[Christa Zehle \(LEAP Exec\)](#)

[Ellen Kulaga \(LEAP Exec\)](#)

[Stephen Berns \(Faculty/PCR\)](#)  
[Judith Lewis \(Faculty/GME\)](#)  
[Margaret Tandoh \(Faculty/ODEI\)](#)  
[Julie Cole \(Jeffords Institute\)](#)  
[Rosie Eiduson \(co2024\)](#)  
[Louisa Moore \(co2024\)](#)  
[Lorena Ayoub \(co2024\)](#)  
[Elizabeth Barker \(co2023\)](#)  
[Ariella Yazdani \(co2023\)](#)  
[Kisha Kalra \(co2023\)](#)  
[Nikkole Turgeon \(co2022\)](#)  
[Emily Eakin \(co2022\)](#)  
[Jennifer Holland \(co2022\)](#)  
[Liz Carson \(Resident\)](#)  
[Alexander Marchese \(Resident\)](#)  
[Erin Dagostiono \(Resident\)](#)  
[Bay Vagher \(Grad Student\)](#)

# 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).

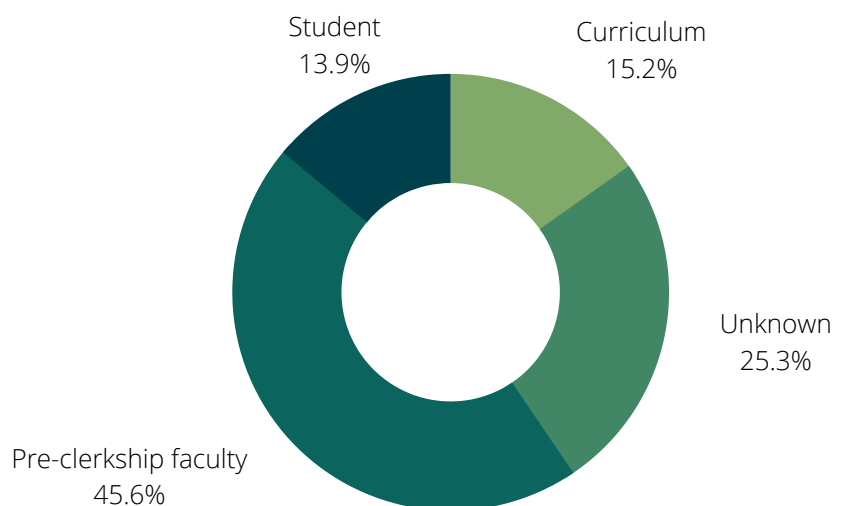


Figure 1. Respondents for Foundations level reports in 2019-2020

## CLERKSHIP LEVEL

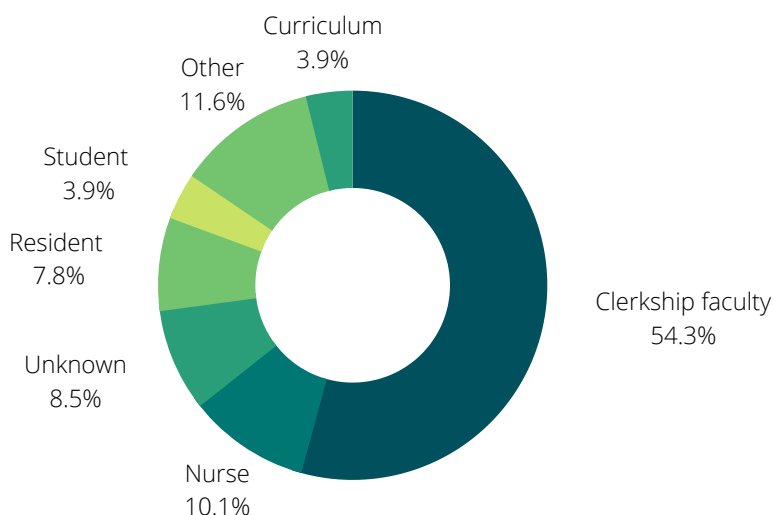


Figure 2. Respondents for Clerkship level reports in 2019-2020

**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.