



2021-2022
Annual Learner
Experience Report

Dear Temerty Medicine Colleagues,

We share this annual learner experience report (2021–22) as a means of increasing transparency, accountability, and visibility related to processes for learners to come forward with concerns of witnessed or experienced mistreatment. This is our third annual learner experience report. It reflects the many efforts by learners, faculty, and staff to design and implement pathways for learners to discuss, disclose, or report negative experiences. We are humbled by all the learners that have shared their concerns as well as those that have helped to build these processes; the Temerty community members that have prioritized learner experience within the Faculty, clinical departments, and hospitals; and the frontline learners, faculty, and staff working every day to engage in self-reflection, practice critical allyship, and contribute to positive culture change.

Sincerely,

Patricia Houston, MD, MEd, FRCPC
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

Acknowledgments

It would be impossible to name all the individuals, including learners, faculty, and staff, across the clinical departments and hospitals, who have shaped the activities of this portfolio. Our heartfelt thanks to everyone who has shared their time, energy, and creativity towards building a positive learning and working environment for everyone.

We also want to acknowledge the members of the Learner Experience Advisory Council 2021–22 who have informed the agenda of this portfolio including: Caroline Abrahams, Najma Ahmed, Hadeel Aljazzaf, Anita Balakrishna, Stacey Bernstein, Leora Branfield-Day, Pier Bryden, Nader Chaya, Katrina Chu, Victor Do, Samik Doshi, Lina El Faki, Heather Flett, Parnika Godkhindi, Meredith Giuliani, Ritika Goel, Charlie Guiang, Amr Hamour, Pam Hubley, Nadia Incardona, Melissa Kennedy Hynes, Chetana Kulkarni, Arno Kumagai, Justin Lam, Marcus Law, Jana Lazor, Darby Little, Julie Maggi, Safa Majeed, Cindy Maxwell, Sarah McClennan, Nadia McLaren, Chase McMurren, Hala Muaddi, Rick Penciner, Gabrielle Phua, Tony Pignatiello, Lyon Qiao, Nanky Rai, Jerusha Retnakanthan, Hayeong Rho, David Rojas, Hammad Shahid, Parth Sharma, Paul Tonin, Kabisha Velauthapillai, and Jane Wang.

Finally, we thank the following individuals who made contributions to this report: Lindsay Baker, Anita Balakrishna, Pier Bryden, Adrienne Fung, Latika Nirula, Hollie Mullins, Onye Nnorom, Ike Okafor, and Jerusha Retnakanthan. We also thank Mark Bennett, Erin Howe, and Linda Quattrin for their assistance in report preparation and we thank Liam Mitchell and Paul Tonin for their thoughtful review and feedback.

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. This was the result of recommendations from the Optimizing the Learning Environment (OLE) Working Group, co-chaired by Tony Pignatiello and Heather Flett in 2019. OLE provided a series of recommendations to the Dean to improve the learning environment, organized around the need for institutional leadership, accountability, clarity, and awareness for matters related to learner mistreatment.

Learner mistreatment in 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 learner continuum indicated that they had experienced harassment over the prior academic year, and 35–45% of learners had experience 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.

Over the past 2.5 years since its establishment, in partnership with learners, LEU has made the following advances:

- Created revised guidelines for managing disclosures of learner mistreatment for the MD program and postgraduate medical education (PGME)
- Established webpages that break down the guidelines into a user-friendly format, including 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](#)
- Developed and implemented a broad education and communications strategy to reach out to the approximately 5500 learners that 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. This is critical given the higher burden of mistreatment experienced by learners from equity-deserving groups including learners identifying as Black, Indigenous, racialized, women, individuals identifying as 2SLGBTQIA, individuals from minoritized faith groups experiencing antisemitism or Islamophobia, and individuals living with a disability, among other groups and their intersections.

Over the prior academic year, the new Office of Learner Affairs (OLA) was launched, under the leadership of Tony Pignatiello, Associate Dean of Learner Affairs, to bring together the previous Office of Health Professions Student Affairs and PGME Wellness. As a unit of OLA, 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.*” With rising volumes and complexity of learner concerns coming forward, the LEU has streamlined and further centralized its supports. An Assistant Director was recruited in August 2022, and we are thrilled to welcome Meeta Patel into this inaugural role. Two learner life specialists in OLA, Marina Mammon and Saunia Palmer-Nelson, spend part of their time supporting learners in navigating mistreatment processes. We have welcomed Lorraine Sheffield as the new administrative coordinator for LEU who supports learners in getting connected with our unit. [Our frontline staff](#) strive to support learners in ways that center their goals and needs.

We want to thank the faculty who, prior to the establishment of a core unit within OLA, served as designated leaders that assisted learners in navigating their options related to mistreatment including Glen Bandiera, Jeremy Edwards, Chetana Kulkarni, Sarah McClennan, Andrea Page, Tony Pignatiello, Eugenia Pilotis, Katina Tzanetos, and Molly Zirkle. We also thank Gabrielle Phua who was the previous Learner Experience administrative coordinator, who has moved onto a new role in the MD Program.

We also want to thank 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.

Learner Experience Unit Activities

Over the prior academic year, the LEU processed 179 learner concerns, 78 in the MD Program and 101 within PGME. This includes 46 learner concerns that carried over from the prior academic year because learners were weighing their options or reports were under review / investigation. Of the 179 concerns, we received 63 reports, 49 online anonymous reports, and 67 discussions / disclosures. Table 1 provides a high-level overview of the volumes seen in the unit.

LEU has also supported education leaders in interpreting the revised mistreatment guidelines when they are reviewing and addressing concerns in their local context (within a clinical department or site / hospital).

Table 1: Learner mistreatment reports, online anonymous reports, disclosures, discussions for critical incidents submitted from May 1, 2020 to June 30, 2022.

	May 1, 2020 to June 30, 2021				July 1, 2021 to June 30, 2022			
	New Submissions ¹	Closed ²	Open ³	Total ⁴	New Submissions ¹	Closed ²	Open ³	Total ⁴
MD Learners								
Reports	16	10	6	16	18	17	7	24
Online Anonymous Report	44	32	12	44	21	30	3	33
Disclosures/ Discussions	24	15	9	24	12	20	1	21
Subtotal	84	57	27	84	51	67	11	78
PGME Learners								
Reports	23	12	11	23	28	21	18	39
Online Anonymous Report	3	2	1	3	15	10	6	16
Disclosures/ Discussions	21	14	7	21	39	32	14	46
Subtotal	47	28	19	47	82	63	38	101
Grand Total	131	85	46	131	133	130	49	179

1 New Submissions refers to those records with a submission date within the reporting year.

2 Closed refers to those files where the status was changed from active to closed within the date range specified.

3 Open refers to the number of open records **as of the end of the current reporting period**.

4 Total refers to the number of open and closed records for the current reporting period.

NOTES:

– Includes critical incidents ONLY.

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 Table 2.

Table 2: Types and sources of mistreatment reported, disclosed and discussed for the period: July 1, 2021 to June 30, 2022.

MD Learners		Type of Mistreatment					
51 Reports/Online Anonymous Reports/Disclosures/Discussions		Unprofessional Behaviour	Discrimination	Sexual Violence/Harassment	Unsure	Other	Total
Source of Mistreatment	Faculty	28	19	1	0	6	54
	Other Health Professional	0	0	0	0	0	0
	Patient/Family	0	0	0	0	0	0
	Other PGME Learner	3	0	0	0	0	3
	Other MD Program Learner	8	4	0	2	0	14
	Organizational/Unit/Structure	1	1	0	1	0	3
	Other	5	1	0	0	1	7
	Total	45	25	1	3	7	81
PGME Learners		Type of Mistreatment					
82 Reports/Online Anonymous Reports/Disclosures/Discussions		Unprofessional Behaviour	Discrimination	Sexual Violence/Harassment	Unsure	Other	Total
Source of Mistreatment	Faculty	53	15	3	4	7	82
	Other Health Professional	4	1	0	0	2	7
	Patient/Family	0	1	0	0	0	1
	Other PGME Learner	6	0	0	0	0	6
	Other MD Program Learner	0	0	0	0	0	0
	Organizational/Unit/Structure	7	3	0	1	2	13
	Other	0	0	1	1	0	2
	Total	70	20	4	6	11	111

NOTES:

– Includes critical incidents ONLY.

- Those with no source of mistreatment listed were included in the ‘Other’ category.
- For records submitted in the current reporting year: July 1, 2021 to June 30, 2022.

A variety of resolution mechanisms were triggered in response to reports and online anonymous reports over the prior year (Table 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 loss of learners; temporary or permanent removal from a supervisory, teaching, or leadership role; surrender or revocation of hospital privileges and/or university appointment).

Table 3: Review outcomes and resolutions for concerns brought forward for current reporting year (July 1, 2021 to June 30, 2022).

July 1, 2021 to June 30, 2022 CLOSED FILES		Resolution Mechanism Initiated								Total Actions
		Expectation-setting conversation	Systems-level intervention	Written apology	Mediated discussion	Education intervention	Disciplinary Action	Outcome from regulatory body or legal authority	Other	
MD Learners	Reports	12	4	0	1	0	1	0	0	18
	Anonymous Online Reports	16	3	0	0	2	2	0	0	23
PG Learners	Reports	15	3	0	0	5	1	0	3	27
	Anonymous Online Reports	4	1	0	0	2	0	0	1	8
Total		47	11	0	1	9	4	0	4	76

NOTES:

- Reports and anonymous online reports only.
- For records closed in the current reporting year: July 1, 2021 to June 30, 2022.
- Records with no specific resolution mechanism provided was counted under ‘Other’.
- A single report may result in multiple resolution mechanisms initiated.

Systems Level Activities

Over the prior academic year, the LEU has undertaken a range of systems-level activities to increase 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. Secure, confidential record management

The LEU takes seriously the sensitive and private nature of concerns that learners bring forward. Over the prior academic year, we have refined our process for collecting and securely storing data in the LEU. Under the leadership of Caroline Abrahams, Director of Policy, Analysis & Systems and Katrina Chu, Research and Analytics Officer, and in collaboration with Katherine McConnell from Discovery Commons, we have built a new electronic case management system that enables us to securely manage files in the LEU.

Access to the case management system is restricted to ensure that privacy of learner concerns is maintained. Furthermore, access to the data servers is limited and under continual oversight. Data fields have been carefully selected to streamline data collection related to types of mistreatment, source of mistreatment, department, site, and metrics for quality improvement (timelines for review and resolution of reports).

The hope is that this repository will enable the LEU to track files more efficiently and comprehensively, hold departments and hospitals accountable for outcomes, and monitor trends. Building this institutional memory will be essential to enabling meaningful action and ultimately, culture change.

2. Program Evaluation

As a new portfolio within Temerty Medicine, the LEU is committed to continuous improvement and wants to hear directly from learners about how we can do better. Although the past two years have marked a significant step forward, there is still a long journey ahead and we want to ensure that our processes are always responsive, learner-centered, and accountable.

This past year, with leadership from David Rojas, Director, Program Evaluation and Margit Gill, Data Management and Quality Analyst, as well as input from learners through the Learner Experience Advisory Council (LEAC) and PARO, we launched a survey for learners who have interacted with our office to [provide us with anonymous feedback](#). The survey itself is housed in the Office of Assessments and Evaluation, separate from LEU. The Office of Assessment and Evaluation will send a quarterly report to LEU with aggregated feedback and comments to help inform our structures and processes.

Future steps in program evaluation will include designing strategies to obtain feedback both quantitatively and qualitatively, using tools like the “Voices” surveys and focus groups. We also hope to identify strategies to hear from learners that are not using LEU, to better understand

persisting barriers.

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

Thank you to Adrienne Fung for contributing information related to this section

LEU supports learners who have experienced mistreatment by faculty, peers, other health professionals, systems and structures, as well as patients and families. Given that experiences of mistreatment may occur during the delivery of patient care, it is critical that there is an aligned and integrated approach to addressing learner mistreatment between Temerty Medicine, the clinical departments, and the hospitals. In particular, the LEU has supported efforts by the Toronto Academic Health Sciences Network, Education Portfolio (TAHSNe) to develop common principles and we have ensured that processes across the hospitals are aligned with the Temerty Medicine approaches that define LEU's practices.

- 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) developed the **TAHSN Responding to Learner Mistreatment from Patients, Family Members and Visitors Faculty/Supervisor and Learner Guide** and the **TAHSN Responding to Incidents of Mistreatment Flow Chart**. Two 2-hour virtual orientation sessions to these resources took place in September and October 2022 for all TAHSN member hospital sites. The session was well attended and included representatives from each site including education leaders, faculty development leaders, education coordinators, local champions, and HR representatives.
- The Learner Mistreatment by Others (Faculty, Staff, other learners) working group led by Beverly Bulmer (Vice President, Education, Unity Health) and Alison Freeland (Vice President, Education, Academic Affairs and Patient Experience) have developed the **TAHSN Learner Mistreatment by Faculty, Staff, Other Learners: Guiding Principles** which outlines some key guiding principles for all TAHSN sites to adapt/adopt in their local contexts for managing learner mistreatment by others. The group plans to disseminate this work over the coming academic year with an accompanying flowchart.

4. Faculty Development

A Faculty Development Working Group led by Jana Lazor, Justin Lam, and Susan Glover-Takahashi took an evidence-informed approach to designing a plan for faculty development related to the new learner mistreatment guidelines. With support from working group members Leora Branfield-Day, Chetana Kulkarni, Rick Penciner, Ike Okafor, Muhammad Shahid, Parnika Godkhindi, Lyon Qiao, Nader Chaya, Kabisha Velauthapillai, Hadeel Aljazzaf, and Paige Homme. They are in the process of finalizing a Learner Mistreatment Primer to assist front-line faculty and senior learners to provide support if they witness mistreatment or receive a disclosure about mistreatment. Further faculty development initiatives will follow over the coming year, in partnership with CFD and TAHSNe.

Education and Communication Activities, including Activities of Other Temerty Medicine Portfolios

Over the 2021–22 academic year, the LEU delivered approximately 50 presentations related to learner mistreatment to a variety of audiences including learners, clinical departments, and hospitals. This has included presenting to each of the years in 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 8, 2021. 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 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 56 facilitators (faculty, staff, residents, and senior medical students) who supported the small groups this past year in having meaningful dialogue on this subject.

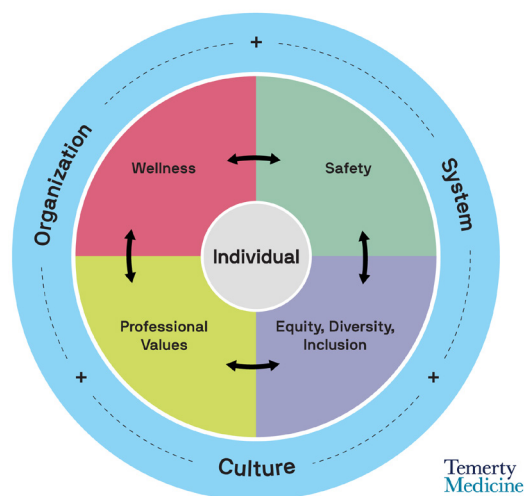
There were a variety of education, communications, and systems-level activities undertaken over the past academic year by other leaders and units within Temerty Medicine that relate to learner experience. Details of these inspiring programs are shared below:

1. Professional Values Office (PVO)

Thank you to Pier Bryden for contributing information related to this section

During the 2021/2022 academic year, under the leadership of Pier Bryden, Associate Dean for Professional Values and Clinical Affairs, a variety of education and communications offerings were delivered:

- New clinical faculty in the TAHSN network were required to complete the Professional Values module as part of their hospital appointment and faculty orientation. Continuing faculty will complete this again on a three-year cycle.
- The Professional Values Office (PVO) has collaborated closely with LEU, the Office of Inclusion and Diversity, and the Centre for Faculty Development (CFD) to offer workshops on The “New” Professional Values: Unpacking Power and Privilege in Healthcare to Ensure Inclusive, Safe Environments for All.
- The PVO has collaborated closely with the CFD to launch the Enhanced Teacher Performance Program, which offers education and coaching to individual faculty members to support all aspects of their teaching, with training on how to create inclusive teaching and learning environments.
- The PV Awards committee received nominations, reviewed packages, and awarded the [2022 Temerty Medicine Awards for Excellence in](#)



[Professional Values](#) to learners and faculty who are seen by their peers to exemplify professional behaviours which has served as a means to celebrate, and put a spotlight on, positive citizenship behaviours that should be amplified.

- The PVO has collaborated closely with LEU to provide education to Department Leadership, Faculty, and Learners about the processes for identifying and addressing learner mistreatment and unprofessional behaviour.
- Trevor Young sponsored, and Pier Bryden chaired, a Temerty Medicine Task Force on Social Media Use by the Temerty community, which will identify needed supports, education, and processes for raising concerns related to online bullying and harassment..

2. Office of Inclusion and Diversity (OID)

Thank you to Anita Balakrishna and Jerusha Retnakanthan for contributing information related to this section

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

- June 10 2021 — Listening circle for Jewish and Muslim learners
- Diversity Dialogues discussions on:
 - March 11, 2021 — [LEAD Anti-Oppression in Health Care and Sciences: A Learner-Led Symposium](#)
 - January 26, 2022 — [Antisemitism](#)
 - April 26, 2022 — [Anti-Asian racism](#)
 - June 7, 2022 — [Islamophobia](#)
- Establishment of [Disability Justice Working Group](#)
- Five learner-focused events supported through the [EDI Action Fund](#)
- Intentional communications and resource around important commemorations on [web](#) and [social media](#)

3. Dismantling Anti-Black Racism in Medicine

Thank you to Ike Okafor and Onye Nnorom for contributing information related to this section

On March 23, 2022, the University of Toronto Temerty Faculty of Medicine hosted a community engagement event on [Dismantling Anti-Black Racism in Medical Education](#), with a specific focus on undergraduate and postgraduate medical education at the University of Toronto. Through the leadership of Onye Nnorom and Ike Okafor, a steering committee comprised of learners, staff, and faculty produced an [Accountability Report](#), published in February 2022, and subsequently designed this consultation event for attendees to provide feedback about persisting structural-institutional barriers that impact the recruitment, retention, and advancement of Black people in medicine. The event also identified potential next steps to address the systemic problem of anti-Black racism across the continuum of medical education at Temerty Medicine.

As has been stated in the [University of Toronto Anti-Black Racism Task Force Report](#), quoting Dexter Voisin, Dean of U of T's Factor-Inwentash Faculty of Social Work from 2019–21: *“While various forms of racism continue to exist in all societies, the level of psychological, social, and economic violence experienced is not the same for all racial groups. The particular sting of anti-Black racism*

in our society cannot be ignored.” The March 2022 Accountability Event was intended to highlight critical gaps and areas for improvement to inform a [Black at Temerty Medicine Findings Report](#), which was published in November 2022. The Findings Report highlighted work that must urgently be taken up across selection, curriculum development, mentorship, addressing learner mistreatment including anti-Black racism, faculty development, as well as institutional accountability (partnerships and governance, data collection, evaluation and quality improvement, reporting) to interrupt the injustice of anti-Black racism and ensure a truly inclusive and safe learning environment. The [Accountability Report](#) and [Community Engagement Event](#) as well as the [Findings Report](#) have utilized a participatory design that centers the voices of impacted community members and establishes mechanisms for greater transparency and accountability within Temerty Medicine in addressing anti-Black racism.

Areas identified through this consultation process related to learner mistreatment that require urgent attention include:

- A framework specifically for anti-Black racism by patients/families
- Education and training to ensure a consistent and trauma-informed approach for learners, faculty, and staff

The LEU is committed to addressing these critical gaps both within Temerty Medicine and through supporting work being led by the TAHSN Anti-Black and Anti-Indigenous Racism Steering Committee and TAHSNe.

4. Center for Faculty Development (CFD)

Thank you to Latika Nirula, Lindsay Baker, and Hollie Mullins for contributing information related to this section

The Centre for Faculty Development (CFD) is deeply committed to supporting safe and brave teaching and learning environments within its core longitudinal programming and through its communities of practice. Of note, several faculty development activities and resources offered by the CFD in 2021–2022 focused on addressing learner mistreatment.

The following relevant workshops were offered in 2021–2022:

- **The “New” Professional Values: Unpacking Power and Privilege.** Facilitated by Reena Pattani, Pier Bryden. Offered October 25, 2021.
- **Embedding EDI into Education and Training Design.** Facilitated by Latika Nirula, Asha Maharaj and Branka Agic. Offered November 24, 2021.
- **Who’s Got The Power? Barriers and Opportunities in Advancing Diversity, Equity, Inclusion, and Belonging.** Facilitated by Beck McNeil and Jeffrey Kiyoshk Ross. Offered December 8, 2021 and April 27, 2022.
- **Accessibility, Language, and Inclusion.** Facilitated by Reshma Dhroodia and Ben Poynton. Offered on December 13, 2021.
- **Whose Land Is It?: Relationship to Land and Each Other Through Colonization.** Facilitated by Beck McNeil and Jeffrey Kiyoshk Ross. Offered on January 18, 2022.
- **Practicing Critical Allyship and Interrupting Microaggressions.** Facilitated by Beck McNeil and Jeffrey Kiyoshk Ross. Offered on February 23, 2002 and June 22, 2022.

- [Building the Foundations of Anti-Oppressive Healthcare](#), offered in partnership between the CFD and [OID](#), Temerty Faculty of Medicine, University of Toronto. This program introduces participants to the language and frameworks of anti-oppression and social justice. Facilitated by Malika Sharma and Rania El Mugammar. Three iterations were offered in 2021–22 (Summer 2021, Winter 2022, Spring 2022), with 65 program participants in total.

The [Enhanced 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. This program is suitable for all health professions faculty who want to intentionally maximize their teaching effectiveness at any stage of their careers.

- Program participant is matched with a coach, and together they co-create a customized faculty development plan that is implemented over the course of a three-to-six-month period.
- The ETP program launched in the Fall of 2022, and as of June 2022, there have been five participants that have fully completed the program.
- In order to build greater coaching capacity for the program, the CFD in Fall of 2022 will increase the number of active coaches to 3 and is additionally launching a [community of practice](#) to support coaching across the system.

The [Resource Hub](#), developed in collaboration and consultation with other Centres, departments, and organizations across UofT 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

We continue to learn from every concern that learners bring to our attention and are grateful to them for putting a spotlight on issues that affect every aspect of the learning and working environment.

Over the coming academic year, the LEU will expand its services to support additional programs. As we onboard new programs, we are striving to create a universal guideline that will be applicable to all the learners we support. We will also continue to do outreach to ensure that everyone across Temerty knows how to access the LEU. This work will continue to occur in partnership with other portfolios across Temerty Medicine, acknowledging that learner experience has important intersections with professional values; wellness; and Equity, Diversity, Inclusion, Indigeneity, and Accessibility. These portfolios cannot and do not operate in silos.

We also plan to continue to refine how the LEU supports learners (complainants, witnesses, or respondents) in incidents of learner to learner mistreatment and mistreatment by patients and families, which will be priority areas over the coming year.

We welcome your feedback: if you are a learner that has used our services, please feel free to contact our team directly or complete this [online anonymous survey](#).

And to all members of the Temerty Medicine community, we welcome your engagement to share ideas, resources, or feedback, including if you have any concerns or questions related to this report. The progress we have made over the past year is a credit to all the learners, faculty, and staff who have helped fulfill our shared responsibility to create a positive learning environment. We look forward to continuing to partner with you to tackle the critical work that remains ahead.

“The progress we have made over the past year is a credit to all the learners, faculty, and staff who have helped fulfill our shared responsibility to create a positive learning environment. We look forward to continuing to partner with you to tackle the critical work that remains ahead.”

2021-2022
Annual Learner
Experience Report

Temerty
Medicine

**LEARNER
AFFAIRS**