



Fostering a climate of respect and inclusion

Quarterly Report

November - December 2020

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 status reports that share aggregated data to enhance the overall understanding of learning environments as well as protect anonymity. The reports 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.

Didn't LEO just put out a report?

Yes! We're shifting our schedule to make our quarterly report align with annual quarters. This mini-report updates you on new data and initiatives from November and December. Expect our next report, which will be through the end of March 2021, to hit your inbox in April, and we'll go quarterly from there.

Have you experienced or witnessed mistreatment?

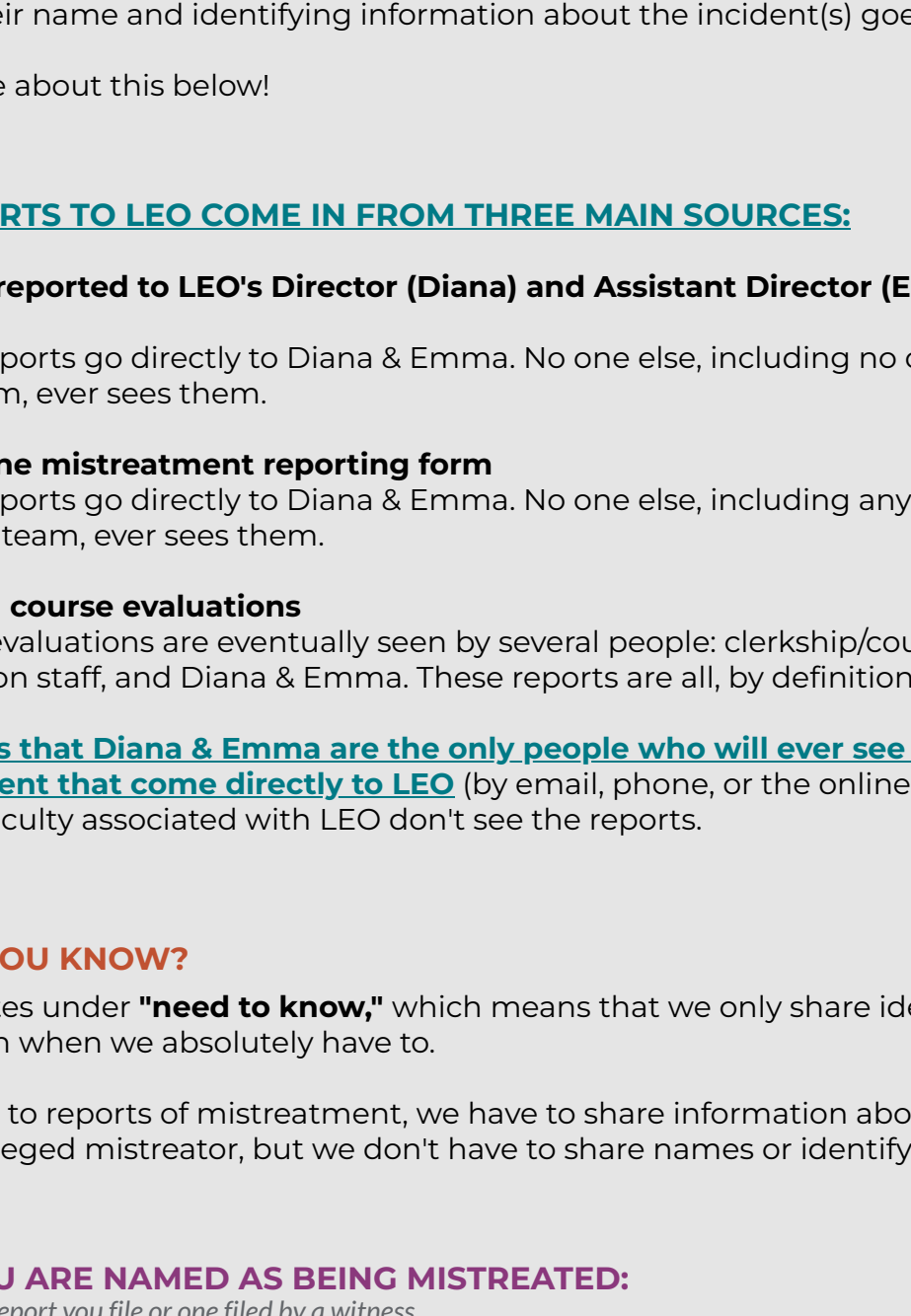
[Click here to report the incident,](#)
or you can always visit [our website](#)
and click "Report Mistreatment."

iTeach: Recognizing Exemplary Teachers

606
TEACHERS

have been
recognized
for exemplary
teaching a
total of

1,697
TIMES



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

WHAT DOES "CONFIDENTIAL" MEAN AT LEO?

We always say that reports to LEO are confidential, but what exactly does that mean?

LEO is aware that one of the biggest barriers to reporting mistreatment is fear of retaliation. While UNM has very strong policies against retaliation, we know that this fear is very real for many learners, and even for staff and faculty.

In order to protect learners from possible retaliation in **substantiated** cases of mistreatment, LEO has a strict rule that **the learner who was mistreated is in charge** of how far their name and identifying information about the incident(s) goes.

Learn more about this below!

REPORTS TO LEO COME IN FROM THREE MAIN SOURCES:

1. Directly reported to LEO's Director (Diana) and Assistant Director (Emma) by phone or email

- These reports go directly to Diana & Emma. No one else, including no one else on the LEO team, ever sees them.

2. The online mistreatment reporting form

- These reports go directly to Diana & Emma. No one else, including anyone from the LEO team, ever sees them.

3. Through course evaluations

- Course evaluations are eventually seen by several people: clerkship/course directors, evaluation staff, and Diana & Emma. These reports are all, by definition, anonymous.

This means that Diana & Emma are the only people who will ever see any reports of mistreatment that come directly to LEO (by email, phone, or the online form). Even the faculty associated with LEO don't see the reports.

DID YOU KNOW?

LEO operates under **"need to know,"** which means that we only share identifiable information when we absolutely have to.

To respond to reports of mistreatment, we have to share information about the incident with the alleged mistreater, but we don't have to share names or identifying information.

IF YOU ARE NAMED AS BEING MISTREATED:

From a report you file or one filed by a witness

- That report goes only to Diana & Emma and will stay there until you give express permission for it to be shared with anyone else.
- LEO will reach out to you directly for a phone call to learn more and discuss your options.
- You decide how far out your name and the specifics of the incident will go. You have full control.
- Diana & Emma are **"confidential employees,"** so when reports come **directly to them by phone or email**, they will only report to the Office of Equal Opportunity (OEO) for suspected Title IX or Title VII violations if you give them permission to do so.

[Click here](#) to send a confidential report of learner mistreatment directly to LEO

GROWING LEO'S EDUCATION INITIATIVES

After two very successful runs of the Learning Environment Speaker Series in 2020, we are pleased to announce that LEO will be running two parallel education tracks: **Learning Environment & Professional Well-being Speaker Series** and **Building Inclusive Environments**.

The Learning Environment & Professional Well-being Speaker Series, co-hosted with the **Office of Professional Well-being**, will focus on issues related to well-being and positive learning environments.

In this time of fear, division, and distrust, this series is launching with a six-part miniseries on Trust in the Learning and Working Environment, before bringing the theme of trust into other discrete topics, such as mentorship and feedback.

To **RSVP** for the Learning Environment Speaker Series, click on the red button below.

Building Inclusive Environments, co-hosted with the **HSC Office for Diversity, Equity, and Inclusion**, will build upon the work of our previous series, Facilitating Conversations about Race, Racism, and Ethnicity in the Learning Environment. This series will be focused on topics around justice, equity, inclusion, and belonging.

Specific topics and dates for this series are forthcoming. Please look out for upcoming announcements from the SOM and in HSC Connects.



LEARNING ENVIRONMENT & PROFESSIONAL WELL-BEING SPEAKER SERIES

Presented by LEO and the Office of Professional Well-being

Second Monday of the month from 12-1pm on zoom

Detailed information on speakers, learning objectives, and zoom link will be released in advance of each session.

PART 1: LEARNING ABOUT TRUST

03.08.21 - **What is Trust?**

04.12.21 - **Interprofessional Trust**

05.10.21 - **Trust Between Teachers & Learners**

06.14.21 - **Trust Between Scientists & Society**

07.12.21 - **Building Trust in Health Systems to Eliminate Inequities**

INTERSESSION

08.09.21 - **Acclimating to New Mexico and UNM**

for students, staff, and faculty members newly arrived to NM

PART 2: IMPLEMENTING TRUST IN LEARNING & CLINICAL ENVIRONMENTS

09.13.21 - **Creating & Developing Healthy Mentor/Mentee Relationships**

10.11.21 - **Overcoming the Fear of Giving Corrective Feedback**

11.08.21 - **Addressing Misinformation in a Positive Learning Environment**

12.13.21 - **The Role of Sleep in Well-being & Positive Learning Environments**

[Click here to RSVP!](#)

LEARNER HOURS

Drop in hours for learners to connect with LEO

LEO is pleased to offer a drop-in space for learners to connect with our staff to chat about their learning environment, voice concerns, share experiences, and get advice in a stress-free environment.

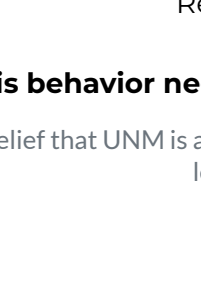
Learner hours are offered twice a month, and learners can drop in at whatever time works best for them.

Learner hours will be held over zoom until further notice.



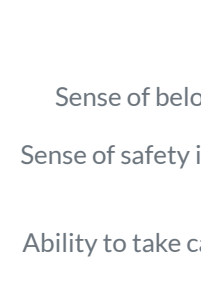
Who is invited:

- MD students
- Residents
- Fellows
- BSGP MS and PhD students



When:

- The **first Wednesday** of the month from **6-7pm**
- The **fourth Friday** of the month from **12-1pm**
- **Upcoming dates:** Feb 3 (6-7), Feb 19 (12-1), March 3 (6-7), March 19 (12-1), April 7 (6-7), April 16 (12-1)



Where:

- <https://hsc-unm.zoom.us/j/91246549758>
- Or use the meeting ID 912 4654 9758

Attendance at Learner Hours can be kept confidential. Attending Learner Hours does not constitute making a report of mistreatment.

ADDRESSING MISTREATMENT: Data Review

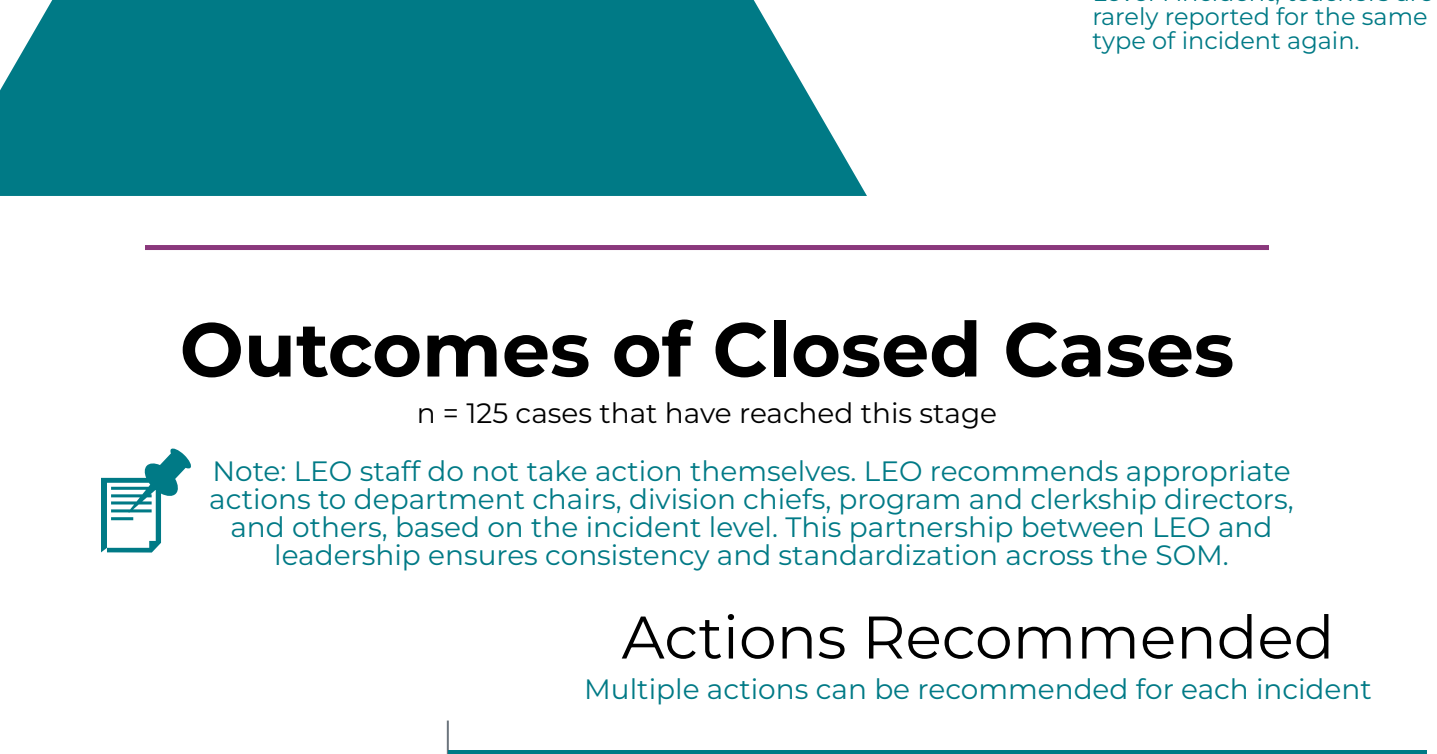
July 24, 2019 - December 31, 2020

In the first 18 months of LEO collecting reports of mistreatment, we received **175 reports of mistreatment to LEO**, which represented **141 unique incidents of mistreatment**

Of those 141:

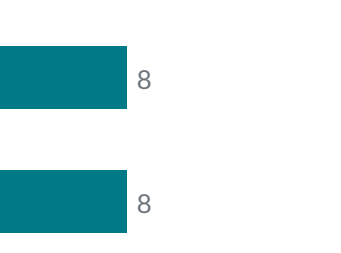
Types of Mistreatment

n = 141



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

121 of those cases are closed



20 are currently open

Who Reports to LEO?

n = 141



37% Residents & Fellows
32% Medical students
24% Faculty members
98% Staff members
5% Graduate students
1% Unknown

Who is Mistreated?

n = 141



55% Residents & Fellows
34% Medical students
6% Graduate students
4% Faculty or staff members
1% Other/Unknown

What are People Reporting?

n = 141



57% Personally experienced mistreatment
43% Witnessed or heard about mistreatment

Who is Reported for Mistreating Learners?

n = 141



53% Faculty members
27% Residents & Fellows
13% Nurses & other members of the care team
6% Administrators
5% Students
5% Other

How is Mistreatment Reported?

n = 141



54% Through LEO's online form
24% Directly to LEO team member
21% Course evaluation
1% Through another reporting system



57% Anonymously
43% Non-Anonymously

How Does Mistreatment Impact Learners?

Beginning in 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, **24** of the incidents 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 = 66 applicable incident incidents

Note: LEO classifies each applicable incident using the Mistreatment Response Pyramid, created by Vanderbilt and Stanford Universities. 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.

7 Level 3, 5 Level 4, 18 Level 2 incidents, 47 Level 1 incidents

61% are LEVEL 1

This indicates that Level 1 interventions are working! After getting feedback for a Level 1 incident, teachers are rarely reported for the same type of incident again.

Outcomes of Closed Cases

n = 125 cases that have reached this stage

Note: LEO staff do not take action themselves. LEO recommends appropriate actions to department chairs, division chiefs, program and clerkship directors, and others, based on the incident level. This partnership between LEO and leadership ensures consistency and standardization across the SOM.

Actions Recommended

Multiple actions can be recommended for each incident

Reasons LEO has Not Recommended Action

LEO doesn't recommend action for every incident. Some of the reasons for that are:

What is this?

Sometimes a report can't be substantiated, but mentions dynamics that LEO wants the department leadership to know about. For example: "bad gender dynamics between residents in X department."

In that case, while it isn't classified as mistreatment, LEO sends an "FYI memo" to leadership inviting them to keep an eye on gender dynamics.

LEO wants to hear from you!

Do you have ideas, suggestions, or feedback? We'd love to hear from you! Please **fill out this quick form** to send them along to us.

GET TO KNOW THE LEO TEAM!

Diana V. Martinez, MPH
Director
deomb@salud

Emma Naliboff Pettit, MA
Assistant Director
enpettit@salud

Joanna Fair, MD, PhD
Senior Associate Dean of Graduate Medical Ed & DIO
jfair@salud

Felisha Rohan-Minjares, MD
Assistant Dean, Clinical Ed & Learning Environment
rohan-minjares@salud

John "JP" Sánchez, MD, MPH
Assistant Director, Education Fellowship Director
jpsanchez@salud

Joyce Pang, MD
Learning Environment Education Fellow
jpang@salud

Roger Jerabek, MA
Information Systems Manager
rjerabek@salud

Susana Perez-Martinez
Assistant Director
sperezmartinez@salud

Maria Joy Oliver-Chavez
Administrative Assistant
moliverchavez@salud

For more information, visit LEO's website: go.unm.edu/leo