

# LEARNING ENVIRONMENT REPORT 2021-2022

## 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, the University of Vermont Medical Center, and the Nuvance Network. 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 report is intended to update the community on reports made about the learning environment and actions taken during the 2021-2022 academic year.

### Reports in 2021-2022:

- Preclinical concerns: 38
- Clinical concerns: 118
- Student-student concerns: 27
- Professional accolades: 1,397

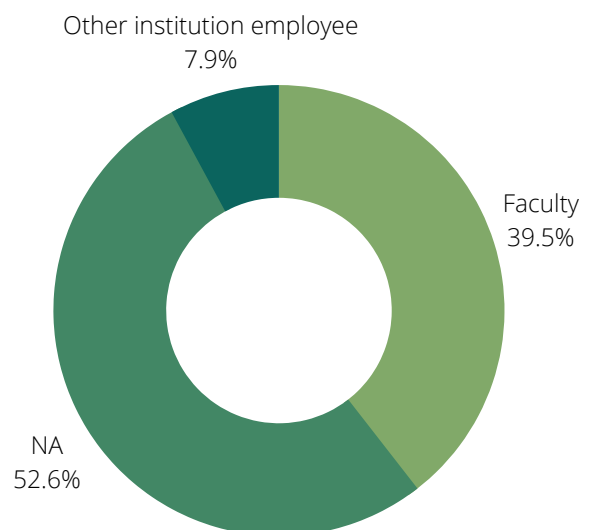
## HOW REPORTS ARE MADE

- Course/rotation evaluations
- [Confidential Reporting Form](#)
- Direct communication with Director of the Learning Environment, LEAP representative, trusted staff or faculty member

## PRECLINICAL LEVEL

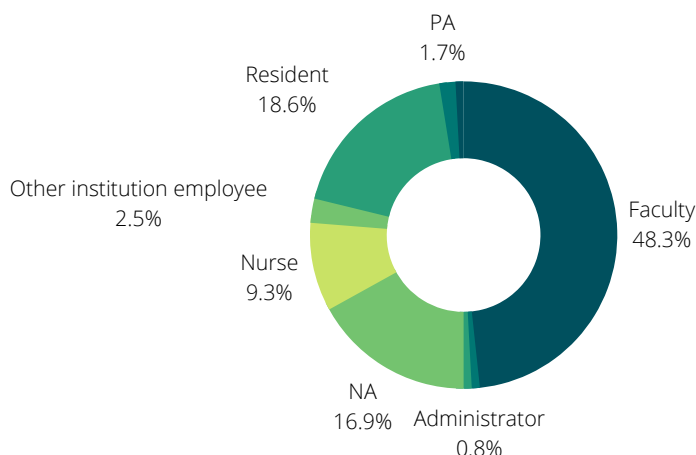
**Reports submitted:** 38 concerns were reported in the Foundations 1 and 2 levels. Figure 1 summarizes the roles of Foundations level respondents (i.e., subjects of concern).

**Nature of concerns:** 0 of the 38 reports were considered mistreatment by [AAMC standards](#). Many reports (n=18) provided insufficient information regarding the nature of the concern. Other concerns included interactions with students and/or residents (n=7), microaggression related to gender (n=6), gender bias (n=4), microaggression related to race (n=1), breach of confidentiality (n=1), and interaction with patients (n=1).



**Figure 1. Respondents for Foundations 1 and 2 level reports in 2021-2022.**

## CLINICAL LEVEL



**Figure 2. Respondents for Clerkship and Advanced Integration level reports in 2021-2022.**

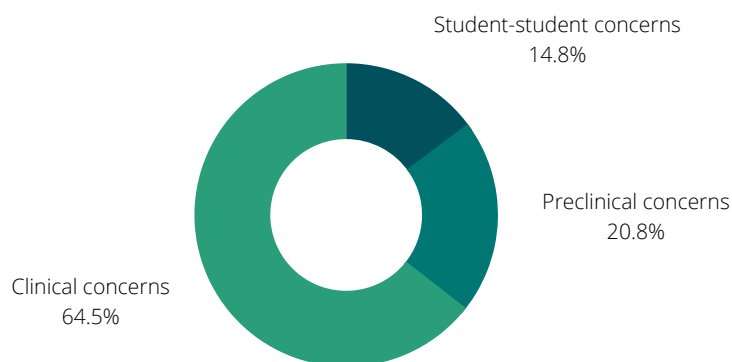
**Reports submitted:** 118 concerns were reported in the Clerkship and Advanced Integration levels. Figure 2 summarizes the roles of the Clinical respondents (i.e., subjects of concern).

**Nature of concerns:** 5 of the 118 reports were considered mistreatment by [AAMC standards](#), of which 2 were considered sexual misconduct. Most reports (n=51) related to interactions with students and/or residents. Other concerns included ignored/little to no interest in teaching (n=10), interactions with patients (n=8), and interactions with colleagues (n=6). Many (n=15) provided insufficient information regarding the nature of the concern.

## STUDENT-STUDENT CONCERNS

**Reports submitted:** 27 concerns were reported by students regarding other students (i.e., student respondents). These concerns are distinct from the preclinical and clinical concerns listed above (Figure 3).

**Nature of concerns:** Most reports related to interactions with students and/or residents (n=10) and interactions with faculty or staff (n=8). Other concerns included arrogance (n=3) and concerns regarding allegations of sexual misconduct (n=2).



**Figure 3. Categories of concerns reported in 2021-2022.**

## TOGETHER, WE DID...

*As a direct result of feedback received, many changes were implemented to foster a more positive learning environment at the Larner College of Medicine (LCOM). Some of these changes are listed below and were implemented in collaboration with the Office of Medical Education (OME), the Student Education Committee (SEC), Teaching Academy, the Social Justice Coalition (SJC), the Office of Diversity, Equity and Inclusion (ODEI), the College of Medicine Technology Services (COMTS), Foundations and Clerkship and Course Directors, the Clinical Simulation Lab (CSL), Faculty, Staff, Students, UVM Medical Center and LCOM Facilities Teams, the Gender Equity Steering Committee, the Medical Curriculum Committee (MCC), the Medical Student Services Team (MSST), and Admissions.*

### **College/Hospital Wide:**

- Gender affirming care initiatives in CSL
- Updates to timing, messaging, and grading of CSL exams
- Faculty development workshops on the use of inclusive language and development of a faculty development resource guide: inclusive language glossary
- Faculty development sessions on Student Wellness, Mistreatment, and the Learning Environment, Working with Struggling Students, Coaching in Med Ed, Antiracist Education in Medicine and at LCOM, Supporting DEI in the Learning Environment
- Evaluation of anti-bias initiatives as part of the quality assurance review for each course
- Campus assignment process updates that include modifications of campus change process both pre and post matriculation
- Creation of 4 new working groups/task forces to address areas of student concern (Pipeline Task Force, Thematic Working Group, Medical Education Antiracism Task Force, and Mental Health Task Force)
- More inclusive changing areas near anatomy lab
- Increased clinical space created to allow increased collaboration between students/residents
- Vanderbilt Cup of Coffee Workshop Training on addressing unprofessional behaviors offered to LCOM, UVM Health Network staff, faculty, and students
- "Cup of Coffee" conversations with individual faculty, residents, students, and staff to promote professionalism (Defined by the LCOM Professionalism Statement)
- "W.O.W." (Who's on the Walls) project constituent town halls completed and construction underway to improve inclusivity of physical learning environment

## TOGETHER, WE DID...

### Foundations:

- Restructuring of Professionalism, Communication and Reflection (PCR) group composition to reduce isolation among underrepresented groups
- Increased integration/coordination in the preclinical curriculum
- Anti-bias and anti-racism review and updates to Foundations curriculum (i.e., improved inclusivity of case studies)
- Improvements to metabolic maps in Biochemistry and Metabolism curriculum
- Faculty Development in Foundations Small Group Teaching
- Improvements in the Social Medicine Theme of the Week to include infographics and links to additional resources.

### Clerkship and Advanced Integration:

- Enhanced oral health and social determinants of health curriculum (Family Medicine)
- A pilot course on social determinants of health within the FM clerkship was removed and is being re-formatted and improved (Family Medicine)
- Initiatives to provide higher patient-to-student ratios and increased teaching time with attendings (Neurology)
- Real time feedback during Clinical Skills Exam (CSE) (Neurology)
- Improved scheduling clarity (Pediatrics)
- Increased outpatient and cognitive behavior therapy exposure (Psychiatry)
- Changes to clerkship orientation to render more efficient
- Addition of self-directed modules for topics of interest
- Enhancement in trauma informed care with DEI focus (Psychiatry)
- Decreased overnight call requirements (Surgery)
- Implementation of quarterly meetings between Clerkship Level Director and SEC, Wellness, SJC & SC.

Thank you to our entire community for your continued assistance in helping us identify and address professionalism concerns and recognize professionalism exemplars 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.

### SCAN TO MAKE A REPORT:

