



SCHOOL OF  
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

# One Year of LEO: 4th Quarter Report

August 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. These reports also contain data on exemplary teachers and mistreatment incidents as well as information about LEO's activities.

Additionally, this 4th quarter/annual report highlights progress achieved in LEO's first year and notes more of what's to come in LEO's next year.

**Have you experienced or witnessed mistreatment?**

Click here to report the incident.  
Or go to our website and click "Report Mistreatment."

# REFLECTIONS ON LEO'S FIRST YEAR

LEO's mission is to foster an inclusive learning environment where teachers, staff, and learners thrive, and relationships are mutually respectful and beneficial to each other and to our institutional climate.

## Notable Successes

LEO launched a new confidential and if desired, anonymous, reporting system

LEO created an equitable and consistent process for responding to incidents of mistreatment

Learning environment questions are on every course & clerkship evaluation

LEO expanded to serve learners in the Biomedical Sciences Graduate Programs and more to come

LEO created a Learning Environment Advisory Committee with representation from all stakeholder groups

LEO has successfully balanced anonymity and data transparency with quarterly reports

LEO has facilitated models for addressing culture issues between residents & nurses in the clinical environment - both groups are reporting strong improvement

LEO has expanded its team! We're now a team of 8 - see below

Over time, more & more medical students are coming to LEO to share concerns

## LEO has Grown to Play a Significant Role at the SOM

- Supporting learners
- Helping to lead efforts to secure accreditation
- Supporting teachers
- Creating and developing antiracism curriculum, workshops, and toolkits
- Providing consultations for departments working to improve their learning environments
- Assisting chairs and department leadership in mistreatment response and prevention
- Working closely with Dean McGrew

## Significant Year 1 Lessons

- 1 Mistreatment is underreported
- 2 Mistreatment is not about addressing a few "bad apples"
- 3 Punitive actions will not change mistreatment
- 4 Addressing mistreatment is fundamentally about changing institutional culture

## LOOKING FORWARD TO LEO'S SECOND YEAR



**Expansion of Services**  
LEO coming soon to SOM Health Professions Programs



**Expansion of Resources**  
New workshops and training offerings to prevent mistreatment



**Increased Collaborations**  
LEO is collaborating with more and more partners to improve the learning environment

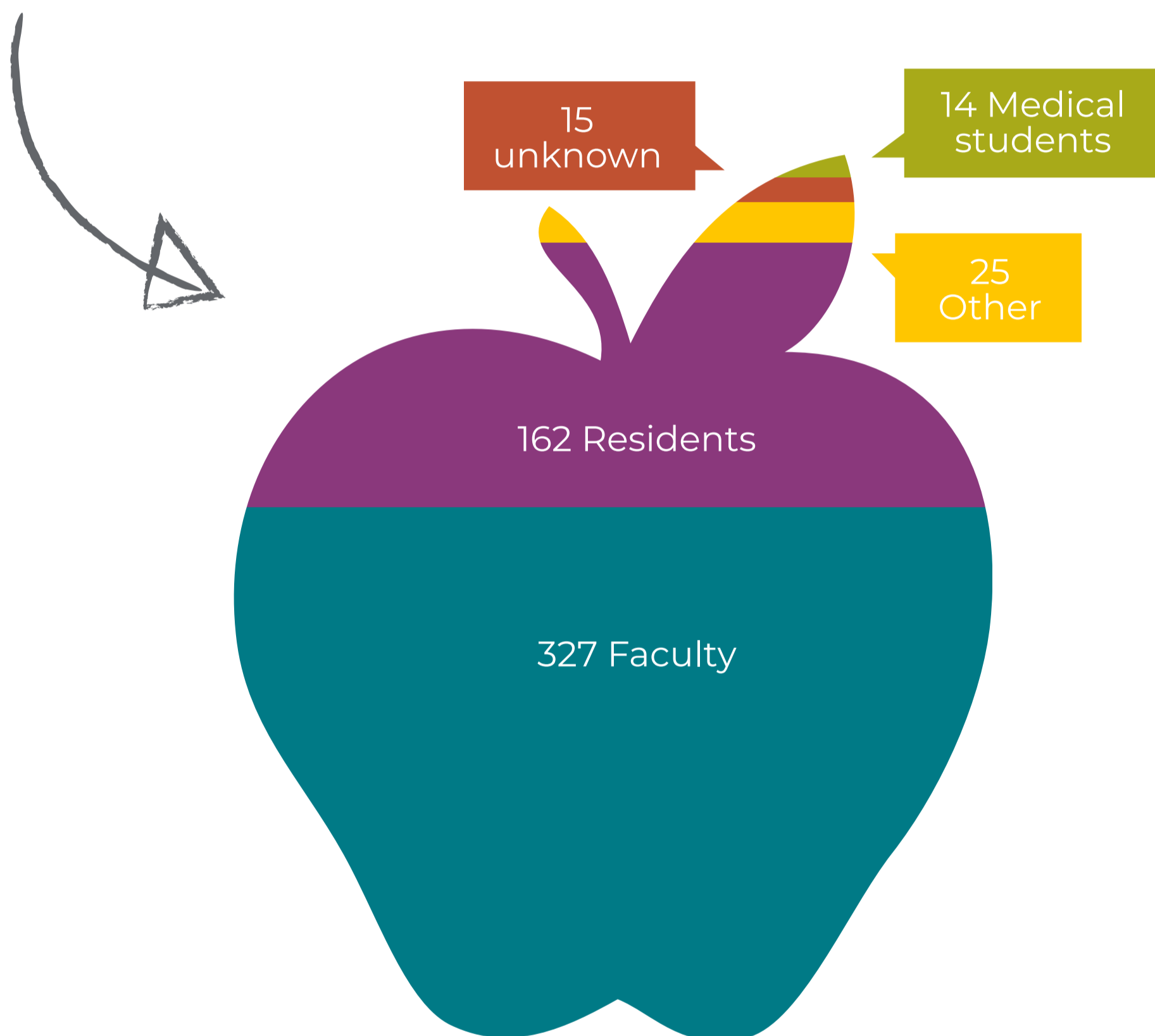
# ACKNOWLEDGING TEACHING EXCELLENCE

Since LEO launched this initiative in November 2019, learners are acknowledging the many exemplary teachers in their lives. Check out these results!

**543**  
**TEACHERS**

have been  
recognized  
a total of

**1,334**  
**TIMES**



---

**Thank you to all  
exemplary teachers!**

---

If you wish to recognize an exemplary teacher, please go to our [website](#) and click the "**Acknowledge Teaching Excellence**" button.

# LEARNING ENVIRONMENT SPEAKER SERIES

The second Monday of each month, 12-1pm, on zoom

From August - December, we're pleased to be offering an in-depth dive into one crucial area:

**Suggested Practices for Facilitating Conversations about Race, Ethnicity, and Racism in the Learning Environment.**

Each month's session will dig into a different specific topic, with an emphasis on practical skills. Sessions take place **September 14, October 12, November 9, and December 14.**

**Sessions will be presented by:**

- Diana Martínez, MPH, Director, LEO
- Brenda Pereda, MD, Assistant Dean for Diversity, Equity, & Belonging
- Emma Naliboff Pettit, MA, Assistant Director, LEO
- Roger Jerabek, MA, Information Systems Manager, LEO
- and others still to be announced

Join us for one or all sessions! Recordings of previous sessions will be available on **LEO's Moodle.**

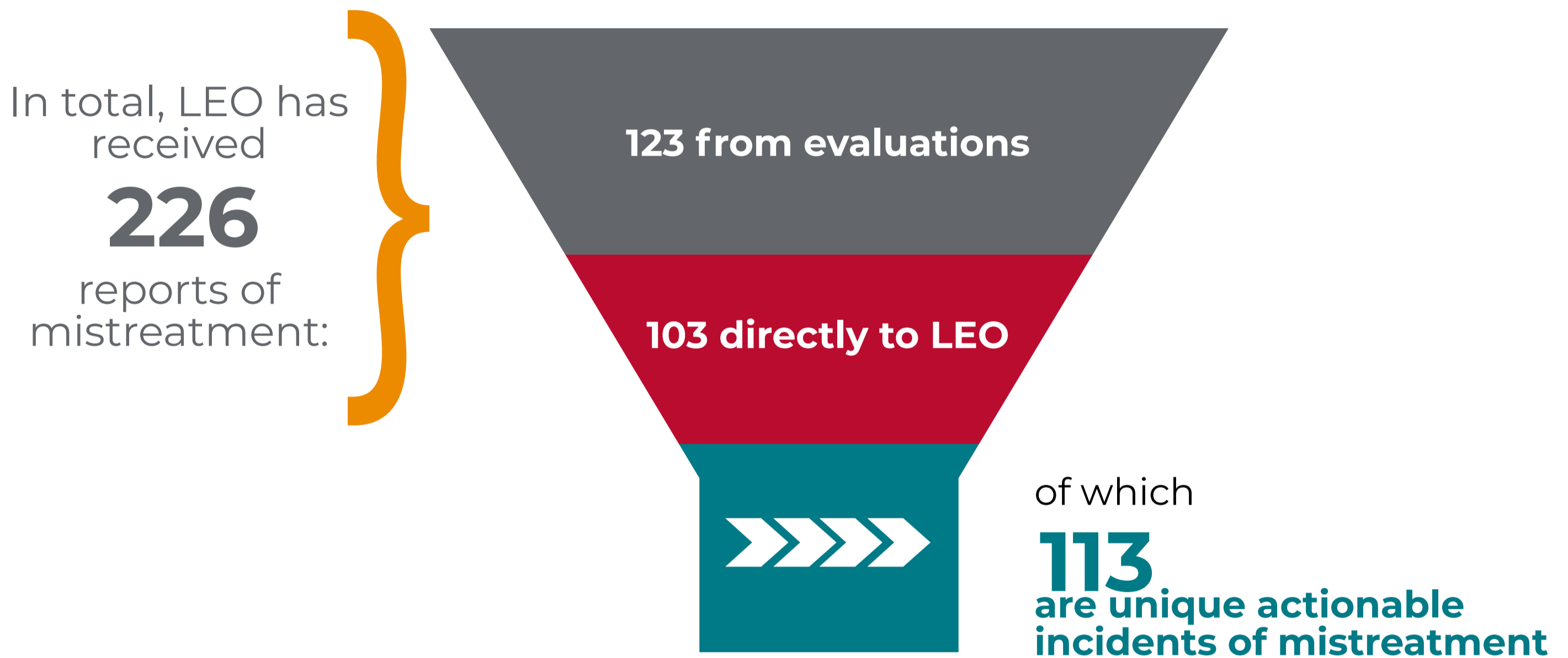
**Click here to RSVP for upcoming sessions.**

# ADDRESSING MISTREATMENT A Year in Review

July 24, 2019 - July 31, 2020

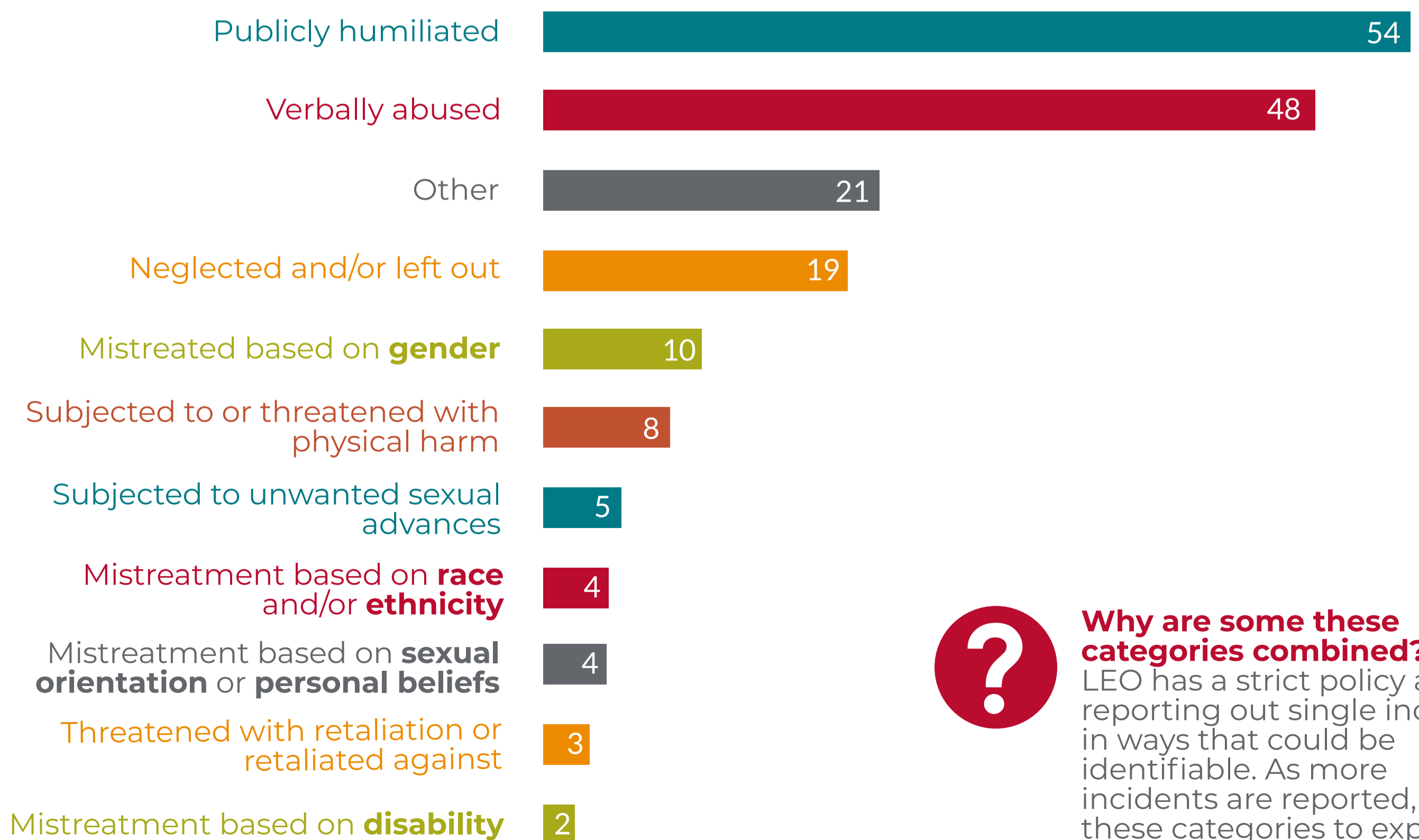
The data shared are primarily collected from the following mechanisms:

- 1) the LEO reporting system,
- 2) the Phase I and Phase II End-of-Block evaluations, and
- 3) other reporting systems, such as EthicsPoint or PSIs



## Types of Mistreatment

n = 113



### Why are some these categories combined?

LEO has a strict policy against reporting out single incidents in ways that could be identifiable. As more incidents are reported, expect these categories to expand.

# How is Mistreatment Reported?

n = 113

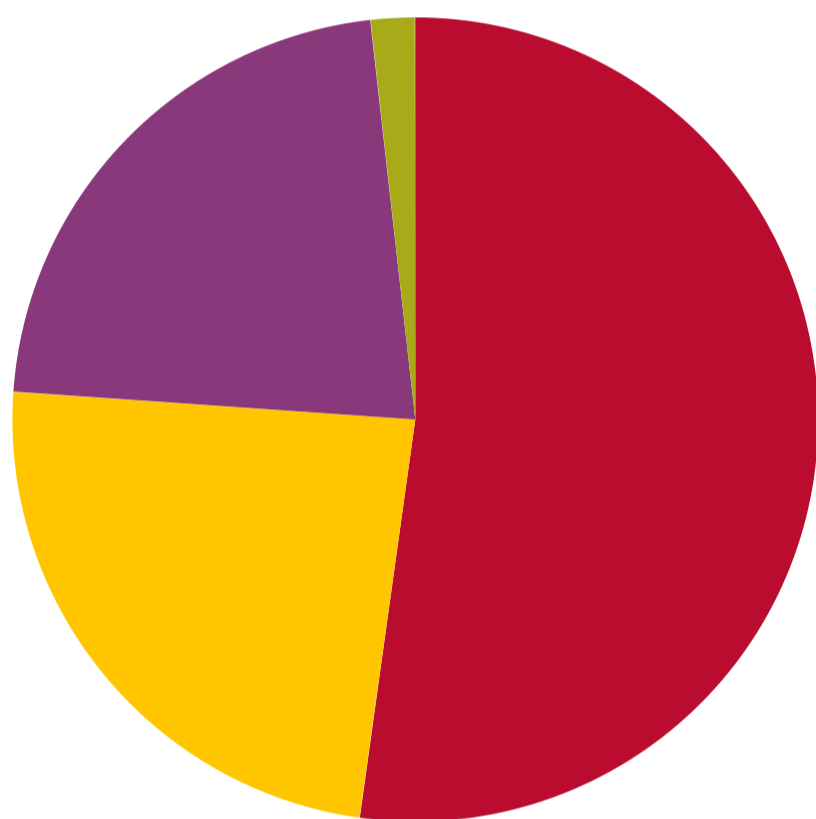


- 🎯 I personally experienced mistreatment (60%)
- 🎯 I witnessed or heard about mistreatment (40%)



- 🎯 Reported anonymously (73%)
- 🎯 Reported with contact information (27%)

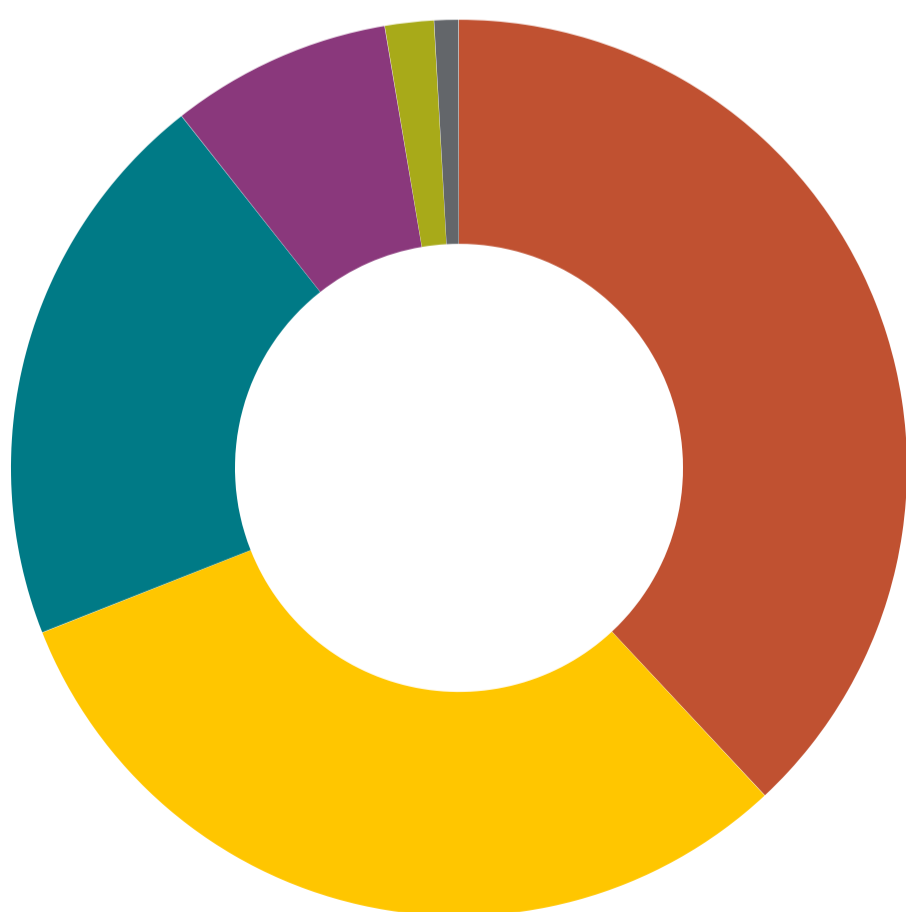
🚨 We'd like to see this number go up! We can best address incidents when we can speak directly with the reporter. LEO doesn't share the reporter's identity with anyone else without their explicit permission.



- 🎯 Through LEO's online reporting form (52%)
- 🎯 Directly to LEO team members (24%)
- 🎯 On evaluations (22%)
- 🎯 Through another reporting mechanism (2%)

## Who Reports Mistreatment?

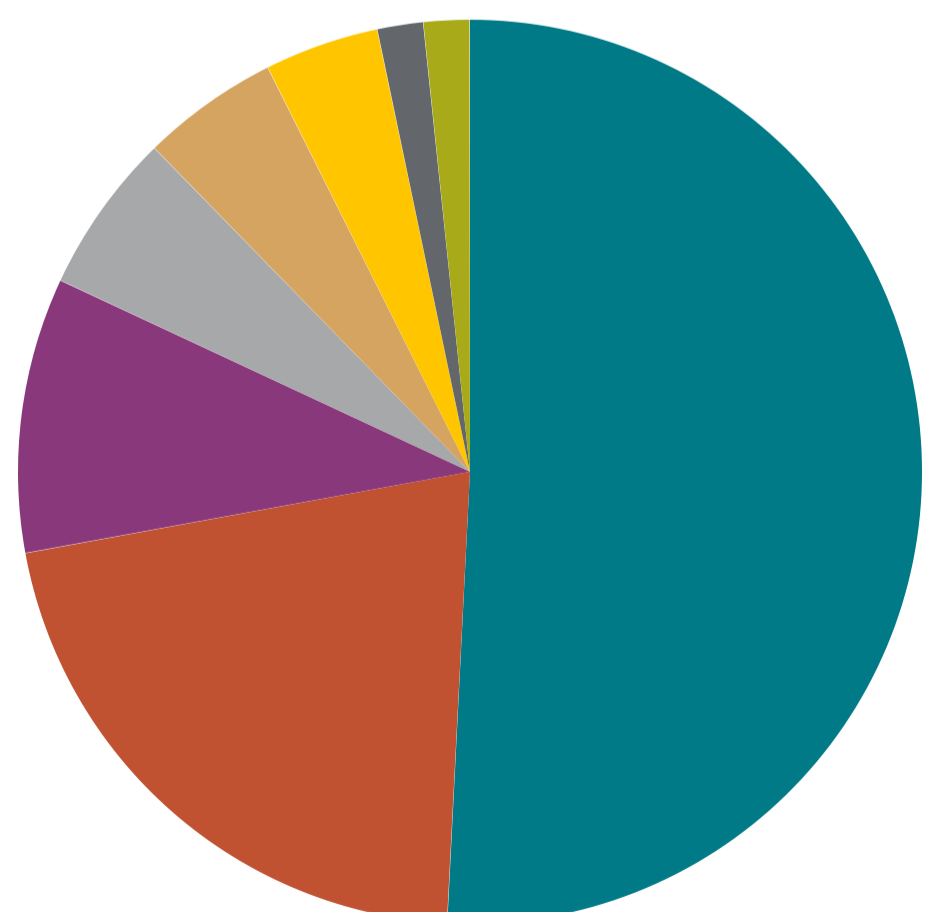
n = 113



- 🎯 Residents or fellows (38%)
- 🎯 Medical students (31%)
- 🎯 Faculty members (20%)
- 🎯 Staff members (8%)
- 🎯 Graduate students (2%)
- 🎯 Other / unknown (1%)

## Who is Reported for Mistreating Learners?

n = 113



- 🎯 Faculty (51%)
- 🎯 Residents (21%)
- 🎯 Hospital staff (10%)
- 🎯 Administrators (6%)
- 🎯 Nurses (5%)
- 🎯 Fellows (4%)
- 🎯 Other (2%)
- 🎯 Medical or graduate students (2%)

# How are Incidents Classified?

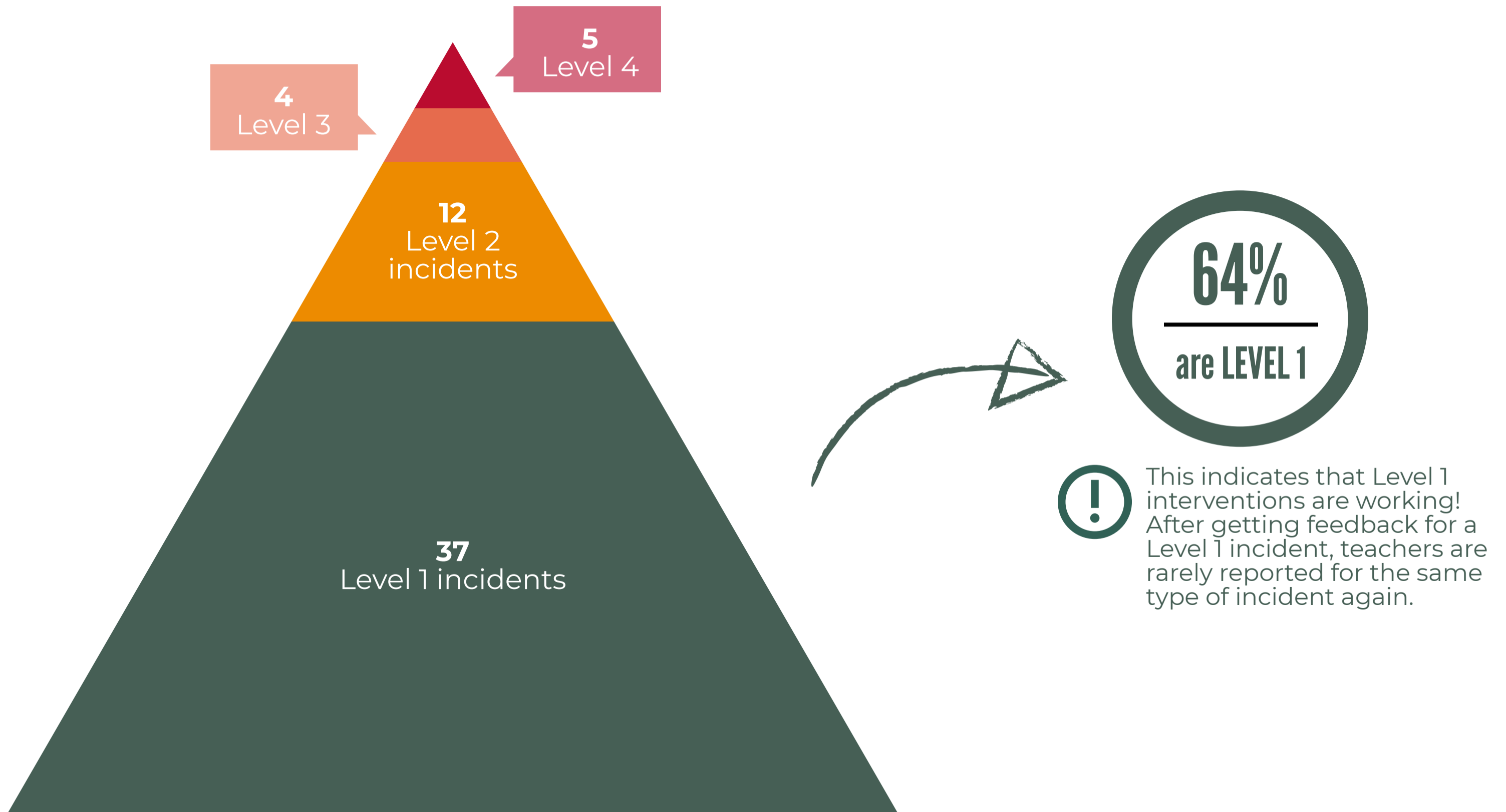
n = 58 closed cases classified on the pyramid



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.



of reports were actual incidents of mistreatment



average days to close a case (with two full-time LEO staff members)



of reports from medical students come from end-of-block evaluations

# Outcomes of Closed Cases

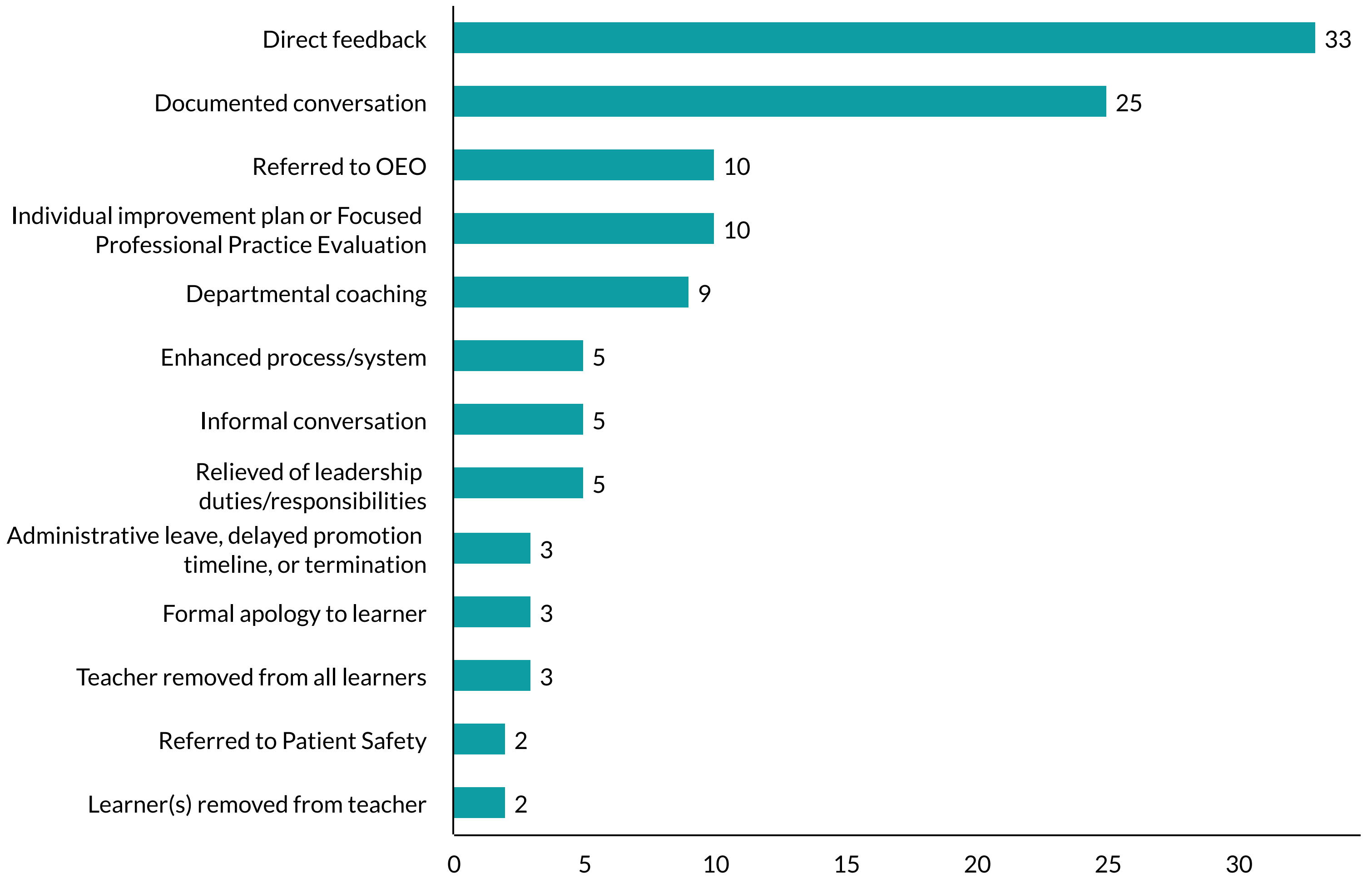
n = 100 cases that have reached this stage



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, which ensures consistency and standardization.

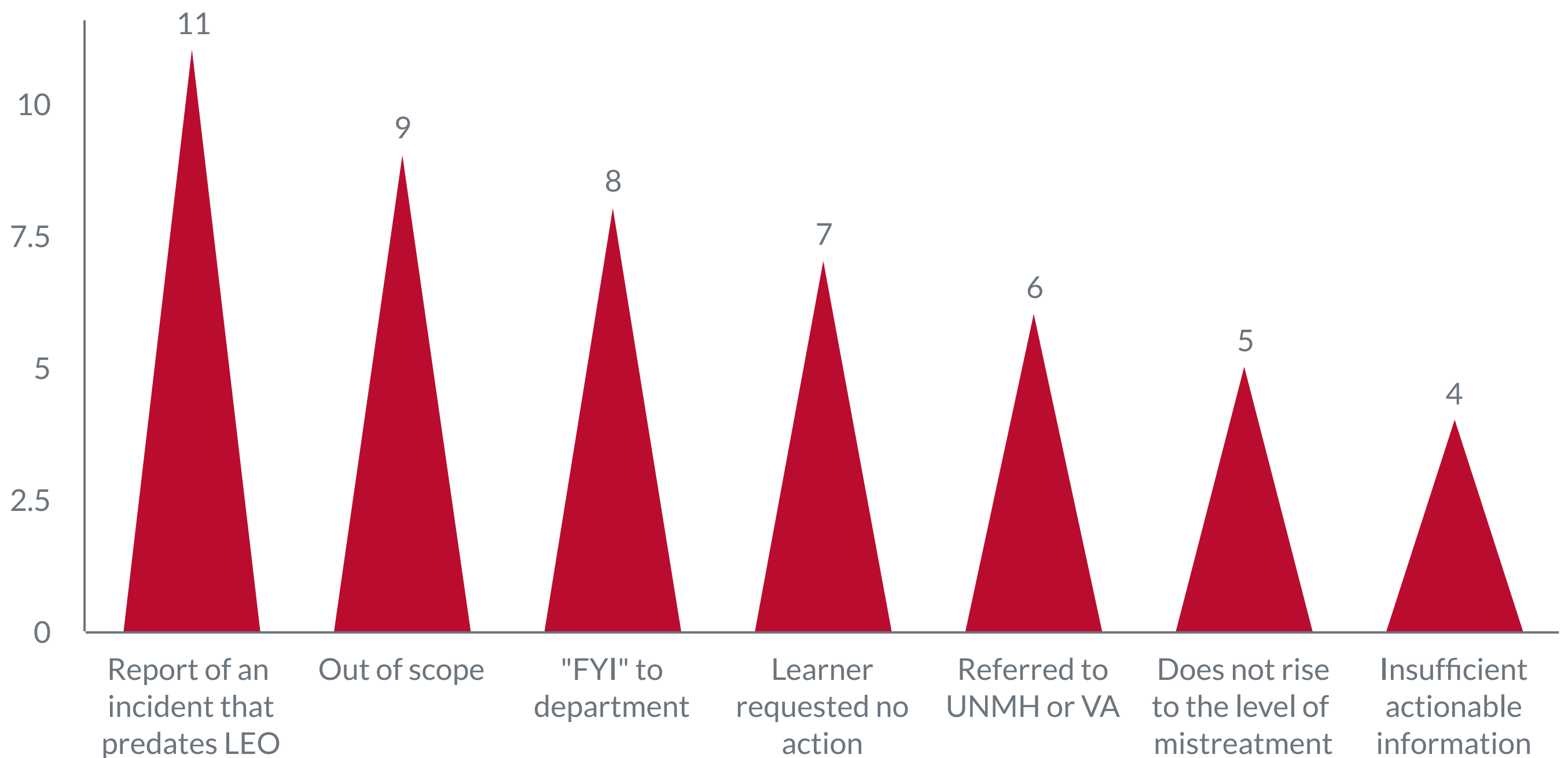
## Actions Recommended

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:



**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.



# WELCOMING JP!

John Paul "JP" Sánchez is the newest member of the LEO Team!



## John "JP" Sánchez, MD

- **Full Professor and Vice Chair Diversity, Equity, and Inclusion, Emergency Medicine,**
- **Fellowship Director, Learning Environment Office,**
- **University of New Mexico School of Medicine**
- **Board Member, Journal of Academic Medicine**
- **Associate Editor, MedEdPORTAL**
- **Executive Director, LMSA National Inc.**
- **President, Building the Next Generation of Academic Physicians Inc.**

He has worked extensively to promote diversity and inclusion in the medical and academic medicine workforces. He is the Founder/Principal Investigator of the Building the Next Generation of Academic Physician (BNGAP) Initiative and Co-Founder/President of BNGAP Inc. Over the past 10 years, BNGAP has become nationally recognized for developing the concept of pre-faculty development and has collaborated with 60+ academic health centers to educate trainees, faculty, and senior administrators on how to develop the upstream pipeline of diverse medical trainees to become future faculty and senior academic leaders. Dr. Sanchez is also on the Editorial Board of the Journal of Academic Medicine and is Associate Editor for MedEdPORTAL (overseeing the Diversity, Inclusion and Health Equity Collection). He is Executive Director of the Latino Medical Student Association Inc., the largest Latino medical student association in the country with 130+ chapters at medical schools across the country. He has also served on the National Hispanic Medical Association Board, as the Chair of NHMA Council of Residents, and as inaugural Chair of NHMA Council of Young Physicians, and as a past member of the NIH Sexual and Gender Minority Research Working Group. He has published 46 peer reviewed publications and an additional 4 are under review. He has written 6 book chapters and served as Editor for a book by Springer publishing entitled [Succeeding in Academic Medicine: A Roadmap for Diverse Medical Students and Residents](#). He received his medical degree from the Albert Einstein College of Medicine, completed his residency training at Jacobi/Montefiore, and is Board Certified in Emergency Medicine. He completed a Masters of Public Health, with a concentration in the epidemiology of infectious diseases, from the Yale School of Public Health. He is of Puerto Rican ancestry, gay-identified, and was raised in NYC.

# GET TO KNOW THE LEO TEAM!



**Diana V. Martínez,**  
MPH  
Director,  
deemb@salud.unm.edu



**Emma Naliboff Pettit,**  
MA,  
Assistant Director,  
ecpettit@salud.unm.edu



**Felisha Rohan-Minjares**  
MD  
Assistant Dean, Clinical  
Education & Learning  
Environment  
frohan-  
minjares@salud.unm.edu



**Joanna Fair**  
MD, PhD  
Senior Associate Dean  
of Graduate Medical  
Education and DIO,  
jfair@salud.unm.edu



**John "JP" Sánchez**  
MD, MPH  
LE Education  
Fellowship Director,  
jopsanchez@salud.unm.  
edu



**Joyce Pang**  
MD  
LE Education Fellow,  
jhpang@salud.unm.edu



**Lynn Lessard**  
MA  
Program Coordinator,  
lessardl@salud.unm.edu



**Roger Jerabek**  
MA  
Information Systems  
Manager,  
rjerabek@salud.unm.edu

Learn more about LEO at: [goto.unm.edu/leo](https://goto.unm.edu/leo)



**SCHOOL OF  
MEDICINE**  
LEARNING ENVIRONMENT OFFICE