

RESPONSE TO LEARNING ENVIRONMENT AND LEARNER MISTREATMENT CONCERNS

PROCESS DOCUMENT

The Faculty of Medicine (Faculty) is committed to transforming its culture by creating optimal environments that reflect the Faculty's values, embody principles of equity, diversity, and inclusion, and are free of mistreatment including racism and discrimination.

Maintaining respectful environments is the responsibility of every member of the Faculty community. Working together we can create environments where everyone can thrive and contribute to our work and learning environments.

Collectively, the following UBC policies define the principles that support a learning environment in which respect, civility, diversity, opportunity and inclusion are valued and learner mistreatment is not tolerated, including any form of intimidation, harassment, professional misconduct, sexual misconduct, bullying, abuse of power, racism, discrimination and retaliation.

Governing UBC Policies:

[UBC Statement on Respectful Environment for Students, Faculty and Staff](#)
[Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry](#)
[UBC Policy LR7 Disability Accommodation](#)
[UBC Policy SC1 Health and Safety,](#)
[UBC Policy SC7 Discrimination,](#)
[UBC Policy SC8 Investigations,](#)
[UBC Policy SC 13 At-Risk Behaviour Policy,](#)
[UBC Policy SC17 Sexual Misconduct,](#)
[UBC Policy SC18 Retaliation](#)

The Faculty's **Process for Responding to Learning Environment and Learner Mistreatment Concerns ("The Process")** outlines the procedures for learners in the Faculty of Medicine to disclose learning environment and learner mistreatment concerns, and the Faculty's procedures to respond to these concerns, in accordance with the UBC governing policies.

The Faculty of Medicine will work closely with its Health Authority clinical affiliates to identify and respond to learning environment and learner mistreatment concerns, and to proactively work to promote optimal learning environments, within the clinical environment. This shared responsibility is articulated in the Faculty of Medicine and Health Authorities' Statement on Joint Responsibility to Ensure Respectful Learning Environments.

The Process applies to all learners in UBC Faculty of Medicine education programs, and to all faculty and staff who supervise, teach, or who engage with learners in the learning environments for these programs. Learners who experience or witness learning environment and learner mistreatment concerns are encouraged to disclose their experiences with the RED! Learning Environment Advisor. Receiving information from learners about their experiences helps the Faculty support optimal learning environments.

Appendix A provides a list of definitions for elements applicable to The Process.



1.0 CONFIDENTIAL PROCESS

- 1.1 Confidentiality is critical to the integrity of The Process and all individuals participating in The Process are expected to maintain confidentiality of the information garnered through that participation. This includes:
 - 1.1.1 Except as provided in 1.2, sharing a learner's personal information only within the scope of the learner's consent and sharing only information relevant to providing a response to the learner's concern;
 - 1.1.2 Sharing permissible information on a need-to-know basis and only for the purpose of responding to the learner's concern;
 - 1.1.3 Maintaining the privacy of any faculty or staff member identified in a Disclosure, Report or Formal Complaint except to the extent sharing information including personal information is required to respond;
 - 1.1.4 Anonymizing Disclosure, Report, and Formal Complaint data including interventions and outcomes when reporting out on learners' use of The Process and Faculty responses.
- 1.2 A learner's personal information may be disclosed in circumstances in which there is a potential risk to the safety and well-being of the learner or others. Disclosure will be limited to the minimum amount of information required to adequately address the risk and to those who require the information in order to address the potential risk.

2.0 OVERSIGHT OF THE PROCESS - THE FACULTY OF MEDICINE and OFFICE OF RESPECTFUL ENVIRONMENTS, EQUITY, DIVERSITY AND INCLUSION (REDI)

- 2.1 The Faculty of Medicine Office of Respectful Environments, Equity, Diversity and Inclusion (REDI) is responsible for oversight and management of The Process. The Faculty of Medicine is responsible for the learning environment and for implementing practices to prevent and mitigate learning environment and learner mistreatment concerns in accordance with UBC governing policies.
- 2.2 Learners and witnesses to learning environment and learner mistreatment concerns are encouraged to contact the REDI Learning Environment Advisor either directly or by using a secure (Qualtrics) on-line tool on the Faculty Learner Experience website.
 - 2.2.1 Contacting the REDI Learning Environment Advisor directly (learningenvironment.advisor@ubc.ca), or indirectly via the Learning Experience website (<https://mistreatmenthelp.med.ubc.ca/reporting/>), initiates a confidential conversation to discuss concerns. The contact does not initiate any formal process or commit the learner to any further action pending this conversation;
 - 2.2.2 Learners who speak directly to a faculty or staff member about a learning environment or learner mistreatment concern will be encouraged to contact the REDI Learning Environment Advisor. If the learner does not wish to contact REDI, the faculty or staff



member receiving the information will proceed in accordance with The Process taking the same steps as would be taken by the Learning Environment Advisor (as their delegate in The Process). Faculty and staff delegates are encouraged to contact the REDI Learning Environment Advisor for guidance on The Process.

3 RESPONSE PATHWAYS FOR LEARNING ENVIRONMENT AND LEARNER MISTREATMENT CONCERNS

The Process defines the following pathways for responding to learning environment and learner mistreatment concerns:

3.1 DISCLOSURES

- 3.1.1** Disclosures provide learners with the opportunity to discuss a learning environment or learner mistreatment concern before deciding whether they wish to proceed to a Report (see 3.2 below) or formal Complaint (see 3.3 below). Except as provided in 1.2, no action will be taken by the Faculty to respond to a Disclosure without the learner's consent;
- 3.1.2** Disclosures can be made by a learner or a group of learners who have experienced or witnessed learning environment or learner mistreatment concerns, as per the procedures described in 2.2.1 and 2.2.2 above;
- 3.1.3** The REDI Learning Environment Advisor (or a faculty/staff delegate) is the first contact for a learner Disclosure and their priority is to assess and provide support for the learner's safety and well-being;
- 3.1.4** A trauma-informed approach is used to encourage the learner to discuss their Disclosure in a way that minimizes further harm or stress. The REDI Learning Environment Advisor (or delegate) receiving the Disclosure will:
 - 3.1.4.1** Support learners engaged in The Process and identify additional supports as warranted;
 - 3.1.4.2** Discuss the distinction between a Disclosure, a Report and a formal Complaint;
 - 3.1.4.3** Discuss confidentiality, anonymity, and retaliation when advising about potential next steps;
 - 3.1.4.4** Advise of the limitations imposed on the Faculty to prevent mistreatment in the learning environments in the absence of a Report or formal Complaint.
- 3.1.5** A learner wishing to limit disclosure out of fear of retaliation may defer a decision about next steps until they have completed their learning activity in which the concern arose or until they have graduated;
- 3.1.6** See Section 4. with regards to Anonymous Concerns



3.2 REPORTS

- 3.2.1** Should the learner decide that they wish the Faculty to follow-up and respond to their Disclosure, the information provided in the Disclosure and initial conversation with the REDI Learning Environment Advisor (or delegate) will be triaged within the scope of the learner's consent as a Report or a formal Complaint pursuant to this Process;
- 3.2.2** Reports (and Complaints – see 3.3 below) of discrimination or sexual misconduct must be managed pursuant to University Board of Governors policies. The Learning Environment Advisor will refer learners as follows:
- 3.2.2.1** Reports or Complaints of discrimination on grounds protected by the *BC Human Rights Code* are overseen by the UBC Equity and Inclusion Office and will be managed pursuant to the University Policy SC7 on Discrimination;
 - 3.2.2.2** Reports or Complaints of sexual misconduct, including sexual violence and sexual harassment, are reported to the Office of the Director of Investigations pursuant to the University Policy SC17 on Sexual Misconduct. The Sexual Violence Prevention and Response Office receives reports under SC17 and provides access to support and assistance to individuals who have experienced sexual misconduct;
- 3.2.3** The REDI Learning Environment Advisor (or delegate) provides advice and support to learners on next steps for Reports not governed by 3.2.2 above, including an intake interview for a detailed reporting of the learning environment or learner misconduct concern, in accordance with Process elements 3.1.4 above. A request that the intake interview be conducted by someone with similar lived experience will be accommodated whenever possible. In most cases, the learner will not be asked to participate further in The Process in order to support safety and well-being and minimize disruption and stress for the learner.
- 3.2.4** Before a Report is triaged under The Process, the REDI Learning Environment Advisor (or delegate) must discuss the learner's scope of consent. If the learner does not consent to the disclosure of personal information, the REDI Learning Environment Advisor (or delegate) will discuss triaging the Report with de-identified information. The Faculty's ability to respond may be limited by the scope of the learner's consent.

3.3 FORMAL COMPLAINTS

Learners may wish to have an individual's conduct formally investigated by the Faculty or the University to determine whether it breaches a University policy.

- 3.3.1** The information provided in a Disclosure and initial conversation with the REDI Learning Environment Advisor (or delegate) may be triaged within the scope of the learner's consent as a formal Complaint pursuant to The Process and UBC policies; or, a learner may submit a Formal Complaint directly in writing to the REDI Learning Environment Advisor or to a faculty/staff member. A faculty or staff member who receives a Formal Complaint must notify the REDI Learning Environment Advisor for guidance on the Process.



- 3.3.2** The REDI Learning Environment Advisor (or delegate) provides advice and support to learners on next steps for an Investigation, in accordance with elements 3.1.4 and 3.1.5 above. The Advisor (or delegate) will further advise that the identity of the learner making the Formal Complaint must be disclosed as they will be the named Complainant in an Investigation of their allegations against a named Respondent.
- 3.3.3** Formal Complaints are managed by the appropriate Decision Maker of the named Respondent. A Complaint about a Decision Maker is made to the REDI Learning Environment Advisor, or Human Resources, who will triage for response.
- 3.3.4** The Decision Maker will consult Human Resources before deciding whether to proceed with an Investigation. In appropriate circumstances, the Decision Maker may notify the Health Authority affiliate of the Formal Complaint and an Investigation may be conducted jointly with the Health Authority affiliate. The Decision Maker will also notify the Regional Associate Dean (UGME) or the Associate Dean (PGME) of the Formal Complaint and Investigation.
- 3.3.5** Investigations will be conducted in accordance with [UBC Policy SC8](#) for Investigations, and the accompanying Guidelines for Responding to and Investigating Complaints.
- 3.3.6** Investigation reports are disclosable under Freedom of Information legislation. Freedom of Information requests are submitted to the Office of University Counsel who will manage the response to the request including making any permissible redactions of third-party or personal information to the document.

4 ANONYMOUS CONCERNS

- 4.1** The Faculty's ability to address information provided in anonymous Disclosures or Reports is limited. Learners are encouraged to provide information related to learning environment and mistreatment concerns confidentially directly to the REDI Learning Environment Advisor, or to a faculty or staff member. This provides the learner with an opportunity to discuss their experience and to obtain information and guidance on The Process and other issues such as confidentiality, retaliation, next steps in triaging, and their further participation in the process.
- 4.2** Anonymous Disclosures identifying learning environment and learner mistreatment concerns will be reviewed by the REDI Learning Environment Advisor and may be triaged if there is sufficient detail upon which further steps under The Process. Decision Makers or Faculty Responders who receive anonymous concerns are encouraged to contact the REDI Learning Environment Advisor before acting on the information.
- 4.3** Information provided anonymously cannot, standing alone, result in any adverse consequence for a faculty or staff member without independent verifiable collateral information that can be presented to the faculty or staff member and upon which a finding of culpability can be made.
- 4.4** In appropriate circumstances and, at the discretion of the Decision Maker, information provided anonymously can be discussed with a named faculty or staff member as feedback or to provide support, as described in elements 5.5, 5.6 and 5.7 above.



- 4.5 Information provided anonymously that identifies a pattern of learning environment and learner mistreatment concerns may be triaged to Department Head for review.
- 4.6 Learners may share anonymous information about a learning environment concern in course evaluations, teacher assessments or program surveys. This information is reviewed in joint meetings of the Associate Dean UGME, Assistant Dean PGME and the REDI Learning Environment Advisor; and Reports on the learning environment from these data are reviewed by Department Heads and by the Learning Environment Advisory Council. Key indicators on the learning environment are also discussed at joint meetings of the Faculty of Medicine and Health Authority (clinical) affiliates (*pending 2024-25*, under Joint Responsibility statement). Persistent concerns or patterns of concern about a learning environment may be further addressed via an Institutional Investigation (6.0) and/or an Environmental Scan (7.0)

5 TRIAGING AND RESPONDING TO REPORTS

Reports to the REDI Learning Environment Advisor (or delegate) will be triaged to the appropriate Faculty Responders and Decision Makers as follows (See Appendix A for definitions):

- 5.1 Reports about faculty conduct will be forwarded to the Department Head or School Director (UGME, and Health Professions), Assistant Dean (PGME) or Associate Dean, Graduate & Postdoctoral Education, who may consult with the Regional Associate Dean and/or Human Resources, as appropriate;
- 5.2 Reports about staff conduct will be forwarded to the Administrative Head of Unit who may consult with Human Resources, as appropriate;
- 5.3 Reports related to learner conduct will be forwarded to the Regional Associate Dean (UGME) or Assistant Dean (PGME). Learner conduct will be addressed as performance issues related to the CanMeds Professional competency standards and the Professional Standards for Learners and Faculty Members in the Faculties of Medicine and Dentistry;
- 5.4 Reports related to the learning environment that are not about the conduct of an individual will be forwarded to the Regional Associate Dean and the Associate Dean for the education program involved. In the cases where a response to such a report may affect an individual, the response must be discussed with, and approved by, the appropriate Decision Maker as outlined in 5.1 to 5.3;
- 5.5 The REDI Learning Environment Advisor will provide guidance and support to Faculty Responders and Decision Makers. In most cases, the Decision Maker leads the response and determines appropriate interventions to address conduct, in consultation as outlined in 5.1 to 5.3;
- 5.6 Faculty Responders and Decision Makers must notify the REDI Learning Environment Advisor of Reports they receive directly that have not been reviewed and triaged by the Advisor and are encouraged to seek guidance and support from the Advisor on the Process;
- 5.7 Decision Makers and Faculty Responders will meet with the Learning Environment Advisor to discuss the information in the Report. They may need to gather relevant additional information



to understand and respond to the Report. The sufficiency, detail and reliability of the information gathered will determine whether any further action can, or should, be taken;

- 5.8** Except in circumstances where an individual is at risk, or the learning environment is deemed to be unsafe, no action will be taken to respond to a Report, other than gathering additional information, until the faculty or staff member whose conduct is the subject of the Report is advised of the Report by a Faculty Responder or Decision-Maker;
- 5.9** The Decision Maker will notify the faculty or staff member of the Report. In most cases, and depending on the contents of the Report, the Decision Maker will have an informal conversation to discuss the learning environment or learner mistreatment concerns. This is an opportunity for the Decision Maker to hear from the faculty or staff member and check on their well-being;
- 5.10** Concerns in the Report are presented to the faculty or staff member as constructive feedback, unless of a serious nature or a pattern. The Decision Maker will reinforce expectations about conduct in the learning environment in accordance with UBC policies and offer supports to meet those expectations. The intention is to promote change in support of the learning environment and learners;
- 5.11** Depending on the nature of the concern or repeated concerns, or the faculty or staff member's response to the concern(s), there is a range of possible interventions, including faculty development resources, remediation or discipline. The Decision Maker will consider all relevant factors to ensure a fair process and a meaningful response to the Report;
- 5.12** Interventions that involve changes in the assignment of learners to clinical areas or to clinical supervisors, or impose restrictions on teaching assignments of faculty must be discussed with, and approved by, the Department Head who is ultimately responsible for both the assignment of teaching to, and management of, faculty;
- 5.13** To ensure comprehensive data collection, the Decision Maker will notify the REDI Learning Environment Advisor of any specific steps planned, or taken in response to a Report and will describe the outcome of any intervention. The REDI Learning Environment Advisor will, within the limits imposed by privacy legislation, advise the learner who submitted the Report of the outcome.

6 INSTITUTIONAL INVESTIGATIONS

- 6.1** The Decision Maker, in consultation with the Learning Environment Advisor and/or Human Resources, may commence an Institutional Investigation based on anonymous data and/or multiple Disclosures that indicate persistent concerns or a pattern of concern in a learning environment.
- 6.2** An Institutional Investigation does not require a named complainant if there is credible information describing learning environment or learner mistreatment concerns, and:
 - 6.2.1** the alleged conduct or mistreatment is sufficiently material in nature to be causing harm and that if proven will warrant a substantive response from the Faculty;



6.2.2 the information is factual and objective, and provides sufficient detail to clearly identify and understand the concern (s); and

6.2.3 individuals who provided the information are willing to be witnesses in the Institutional Investigation. In most circumstances a witness' identity need not be disclosed.

6.3 Institutional Investigations will be conducted in accordance with [UBC Policy SC8](#) on Investigations and the accompanying Guidelines for Responding to and Investigating Complaints.

6.4 Institution Investigation reports are disclosable under Freedom of Information legislation. Freedom of Information requests are submitted to the Office of University Counsel who will manage the response to the request including making any permissible redactions of third-party personal information in the document.

7 ENVIRONMENTAL SCANS

7.1 Decision-Makers may request the REDI Office to conduct a confidential Environmental Scan to gather additional information on persistent concerns or a pattern of concerns in the learning environment to facilitate responses.

7.2 In appropriate circumstances, Environmental Scans may be conducted jointly with Health Authority affiliates.

7.3 Environmental Scans are confidential and additional information may be collected through existing documentation, in-person interviews, or surveys. All confidential information is retained by the REDI Office solely for the purpose of completing the Environmental Scan and deleted upon completion of the Environmental Scan with report.

7.4 The Decision Maker will receive an Environmental Scan report describing the themes identified by participants related to the learning environment. The information is provided in aggregate and does not contain findings of fact related to any of the identified themes, or any individual mentioned or participating in the Environmental Scan.

7.5 At the discretion of the Decision Maker steps will be taken to respond to themes identified in the Environmental Scan report. No individual participant or any individual identified by participants will suffer any adverse consequences based on information provided in the scan without further inquiry or formal investigation to determine the credibility, veracity, and reliability of reported experiences or perceptions.

7.6 Information gathered in an Environmental Scan may indicate that a Formal Investigation is warranted, pursuant to this Process. Any subsequent investigation must be conducted by someone other than the person who conducted the Environmental Scan and will not incorporate information that was provided confidentially by an individual who participated in



the Environmental Scan without their consent if the information is likely to disclose their identity.

- 7.7** Environmental Scan reports are disclosable under Freedom of Information legislation. Freedom of Information requests for disclosure are submitted to the Office of University Counsel who will manage the response to the request including making any permissible redactions to the document.

8 RECORD KEEPING, TRACKING AND REPORTING OUT

- 8.1** The REDI Office is responsible for tracking and recording all Disclosures, Reports, and Formal Complaints, and for keeping a record of Faculty responses and resolutions to these as applicable.
- 8.2** Information received as part of Disclosures, Reports or Complaints by the REDI Office is confidential and will only be disclosed in accordance with the Process.
- 8.3** The REDI Office will provide an annual report to the Dean of the Faculty of Medicine and the Dean's Executive Advisory Council of anonymized, aggregated data on Disclosures, Reports and Formal Complaints, and of responses/resolutions. Upon request and with the approval of the Dean, the REDI Office will provide anonymized, aggregated data for inclusion in internal and external reports.
- 8.4** Data collected by the REDI Office will be provided to the Faculty to facilitate assessment of Faculty management of the Process and adherence to UBC policies; and to identify patterns of learning environment and learner mistreatment conduct to provide appropriate Faculty-wide resources and supports for professional development and for the prevention of learner mistreatment concerns and the facilitation of optimal learning environments.
- 8.5** Anonymized data related to learning environment and learner mistreatment reports will be posted on the REDI website along with such information related to interventions and outcomes as is permissible under privacy legislation.
- 8.6** Disclosure Forms are confidential and are not distributed outside of the REDI Office and are kept in accordance with University policies and privacy legislation. Disclosure Forms do not form part of a learner's or faculty or staff member's permanent file.
- 8.7** The REDI Learning Environment Advisor is to be notified of any Disclosures, Reports or Complaints received directly by faculty or staff, if the Report will be managed directly by the Faculty Responder or Decision Maker. The information provided to REDI will be anonymized unless the learner has given consent to sharing personal information.

9 REPRISALS AND RETALIATION

- 9.1** Learners may be reluctant to report learning environment and mistreatment concerns because of fears of reprisals, retaliation, or other negative consequences. In addition to the deferral of a response pursuant to item 3.5 under the Process, retaliation protection and how to report



retaliation will be discussed with the learner during the intake interview for a Report or Formal Complaint (item 3.4.3).

- 9.2 The Faculty will not tolerate any retaliation, directly or indirectly, against anyone who reports learning environment or mistreatment concerns, provides information about a concern, or otherwise participates in the processes to investigate or respond to concerns. Engaging in retaliation is a breach of [UBC Policy SC18](#) and subject to disciplinary action

10 ALLEGATIONS MADE IN BAD FAITH

- 10.1 Making a Disclosure, Report or Formal Complaint that is false, or ought reasonably to have been known to be false, or that is made for a malicious purpose, constitutes misconduct and a breach of professional standards;
- 10.2 Appropriate action, including the imposition of disciplinary consequences, will be taken if there is evidence that a Disclosure, Report or Formal Complaint has been made in bad faith. The matter will be documented in the learner's record;
- 10.3 Concerns about the learning environment or learner mistreatment that are made in good faith yet are not established because of a lack of probative evidence are not considered evidence of bad faith reporting and learners making a good faith claim will not be subject to any negative consequences.

11 APPROVAL

This version of the Process to Respond to Learning Environment and Mistreatment Concerns was approved by the Dean, Faculty of Medicine on September 27, 2024 and will be reviewed by the REDI Office every three (3) years in consultation with involved stakeholders.

APPENDIX A - DEFINITIONS APPLICABLE TO THE PROCESS

- 1.1 Anonymous Reports:** Information provided in Disclosures, Reports, surveys, evaluations, or other instruments for collecting information about the learning environment, unprofessional conduct, or learner mistreatment where the learner's identity is not known. Learners who provide information anonymously are not able to participate in the review process or receive any information about the Faculty response to the Report.
- 1.2 Confidentiality:** Certain information provided by learners is intended to be kept private or used in a restricted way. Confidential information provided by a learner will not be shared without the learner's consent. Personal information may be disclosed in circumstances where there is risk to health and safety of the learner or others, or there is a legislated requirement to disclose.
- 1.3 Environmental Scan:** A confidential process to gather information reflecting perceptions and experiences of individuals in a department, program, or unit, to identify strengths and challenges, and provide data to support interventions or strategic planning. An Environmental Scan is not an investigation and does not contain any findings of fact or determination of culpability.
- 1.4 Decision Makers:** Department Heads, School Directors, Regional Associate Deans and Administrative Heads of Unit with supervisory authority for faculty and/or staff and who are responsible for determining the appropriate response to faculty or staff who engage in learner mistreatment or whose unprofessional or non-inclusive conduct negatively affects the learning environment.
- 1.5 Disclosures:** Sharing information about unprofessional conduct, possible learner mistreatment or a negative or upsetting experience in the learning environment directly experienced or witnessed by a learner, or group of learners, with the intention of discussing the experience to obtain guidance, support, and information about options under the Process.
- 1.6 Disclosure Form:** An online tool housed on the Learner Experience website managed by the Office of Respectful Environments, Equity, Diversity & Inclusion through which learners can raise learning environment, unprofessional conduct, and learner mistreatment concerns.
- 1.7 Faculty Responders:** Associate or Assistant Deans in the Faculty of Medicine education programs responsible for working with Department Heads and School Directors to address learning environment and mistreatment concerns raised under the Process.
- 1.8 Formal Complaints:** Submitted by learners who wish to have an individual's conduct investigated by the Faculty to determine whether the alleged conduct occurred and whether it breaches a Faculty or University policy.
- 1.9 Institutional Investigation:** A confidential formal process to respond to credible information provided to a Decision Maker about conduct that is negatively affecting a learning environment or may be mistreatment that requires investigation and where there is no named Complainant. Individuals providing information may be witnesses in the investigation.
- 1.10 Investigation:** A confidential formal process in which allegations by a named Complainant about the conduct of a named Respondent are subject to a due process review where evidence is assessed and tested to make findings of facts and determine culpability.
- 1.11 Learner Experience Website:** A website managed by the Office of Respectful Environments, Equity, Diversity & Inclusion that provides information related to optimal learning environments, learning environment concerns, professionalism and learner mistreatment. The website houses the on-line tool for submitting concerns about the learning environment, professionalism, or learner mistreatment in any Faculty of Medicine medical, health profession, and graduate studies education program.
- 1.12 Learner mistreatment:** Conduct that does not show respect for the dignity of others such as directing demeaning, offensive or belittling comments at a learner or group of learners, conduct or comments that constitute bullying, intimidation, or personal harassment; or, any other conduct that does not meet the Faculty's professional standards and has a negative effect on the learner or the



learning environment. Learner mistreatment can be intentional or unintentional, a single incident or pattern of behaviour, it can range from subtle comments to egregious conduct. Learner mistreatment compromises the learning environment. See Learner Experience website for more information and examples [insert link]

- 1.13 Learners:** Undergraduate students, postgraduate students, and resident doctors enrolled or registered in Faculty medical and health profession education programs; graduate students enrolled in professional and research degree programs; clinical fellows in the Faculty Clinical Fellowship Program; and visiting elective students and residents.
- 1.14 Learning Environment Advisor:** A member of the Office Respectful Environments, Equity, Diversity & Inclusion in the UBC Faculty of Medicine, responsible for managing the Learner Experience website and providing support, advice and guidance to learners, faculty, and staff related to professionalism, learning environment concerns, or learner mistreatment. Learningenvironment.advisor@ubc.ca
- 1.15 Learning environment:** Refers to the diverse physical locations, contexts and cultures in which learners learn. Optimal learning environments embody a culture of respect and inclusivity that welcomes and values diverse perspectives. They are psychologically safe where learners feel comfortable taking risks, making mistakes, expressing themselves, and sharing their thoughts and ideas without fear of ridicule, marginalization or punishment.
- 1.16 Office of Respectful Environments, Equity, Diversity & Inclusion (REDI):** A unit with Faculty-wide scope, reporting directly to the Dean, established to provide REDI leadership and guidance across the Faculty to support the Strategic Plan and the commitment to transform the Faculty's culture through inclusive learning and working environments. Provides oversight and maintains records and data related to the Process and is the primary point of contact for learners and witnesses to disclose concerns related to the learning environment or learner mistreatment.
- 1.17 Professionalism:** is the adherence to a set of standards, codes of conduct or qualities that form the basis of medicine's contract with society. It demands placing the interests of patients above those of the physician, setting and maintaining standards of competence and integrity in the provision of service.
- 1.18 Reports:** Sharing information about unprofessional conduct, possible learner mistreatment, or a negative or upsetting experience in the learning environment, directly experienced or witnessed by a learner, or group of learners, with the intention that the Faculty will review and, where appropriate, act upon the information in accordance with the Learning Environment and Learner Mistreatment Concerns Process.
- 1.19 Scope of Consent:** Identifies the information the learner is willing to share with the Faculty in order to facilitate a response to their learning environment or mistreatment experience. The learner may consent to full disclosure or to the use of de-identified information.