

# Stanford Medical Student Mistreatment Program: Fall 2014 Update

## BACKGROUND

### Stanford SoM Rubrics Definition of Mistreatment

Malicious Intent  
Intimidation on Purpose  
Sexual Harassment  
Threatening Behavior  
Racism and other discrimination  
Explicit humiliation  
Abuse; physical or verbal  
Trading for Favors

Adapted from U of Chicago - <http://pritzker.uchicago.edu/current/students/treatment.shtml>

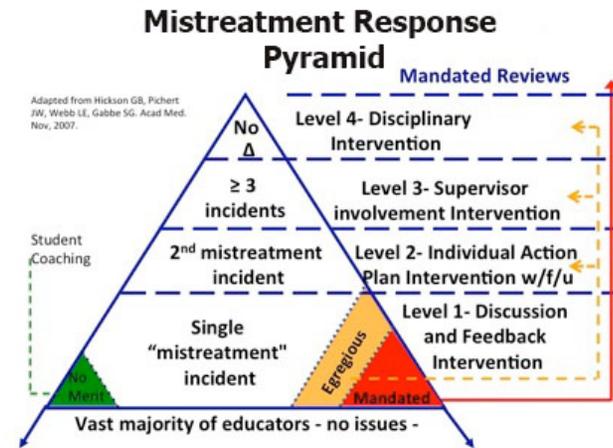
- In 2010, our school's leadership was concerned that the rate of mistreatment reported by our graduating medical students on the annual AAMC GQ had increased over prior years. It was decided to redouble efforts to improve the learning climate for students, underscoring our school's zero tolerance for inappropriate treatment of learners
- The Respectful Educator and Mistreatment Policy was written to emphasize that personnel are expected to create an environment free of exploitation, harassment and humiliation in which feedback regarding educators' performance can be reported confidentially by students without concern for reprisal
- The Respectful Educator and Mistreatment Committee (REMC) was created to educate and raise awareness of our standards for respectful educator conduct, to enable a procedure by which students can report concerns of student mistreatment without fear of retaliation and to address solutions of these concerns
- To view the full policy, visit <http://med.stanford.edu/md/mdhandbook/section-3-13-respectful-educatorand-mistreatment-policy.html>

## HOW TO REPORT MISTREATMENT

Three avenues have been established for medical students to report mistreatment:

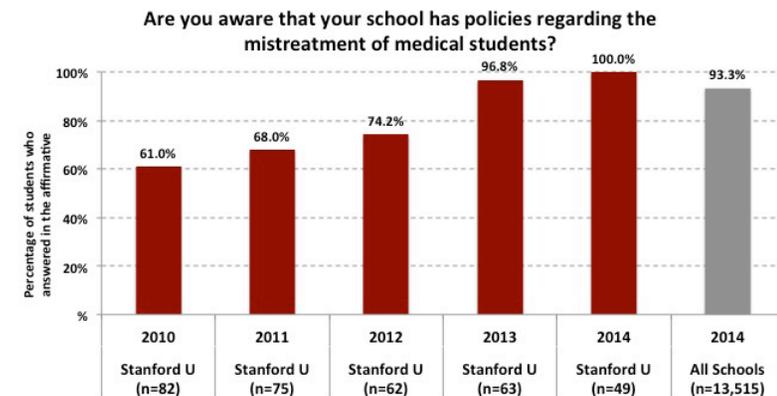
- Contact the Chair of REMC, Dr. Rebecca Smith-Coggins, directly at [smithcog@stanford.edu](mailto:smithcog@stanford.edu) or pager 13481 through the Stanford University operator, to **confidentially** review all options available
- Report concerns by completing End of Clerkship Evaluation (E\*Value) Forms
- Complete an anonymous real time SAFE (Stanford Alerts for Events) report, which is forwarded to Dr. Smith-Coggins

## HOW REMC RESPONDS TO REPORTS

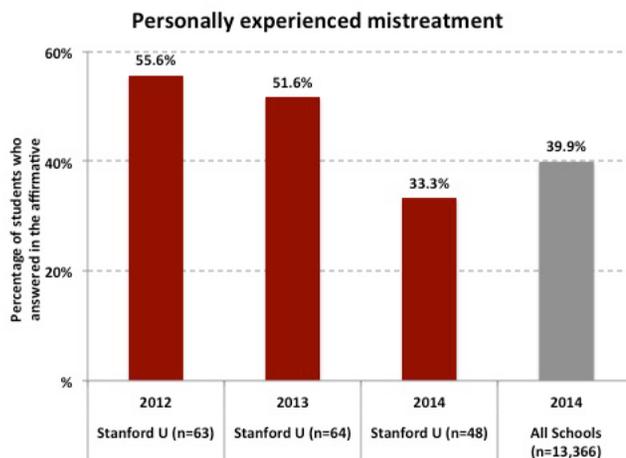
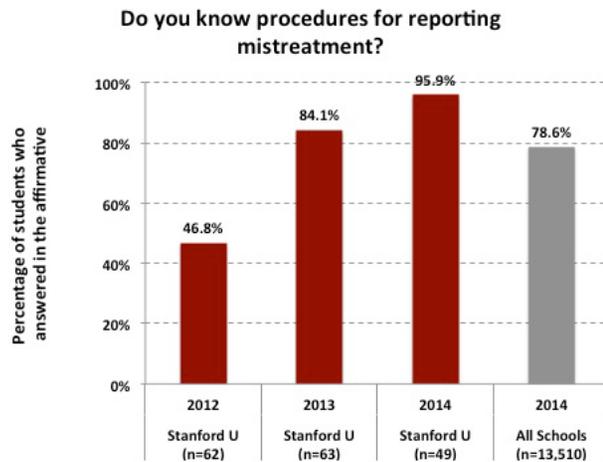


- When a student expresses a concern of mistreatment, it is brought to REMC in a blinded fashion so that the student (and educator, if named) remains anonymous
- REMC's response depends on whether the source of the mistreatment is named and the severity of the mistreatment
- If the source is named, action is taken according to the Mistreatment Response Pyramid. If the source is not named, the Clerkship Director informs the department about the reported mistreatment and initiates learning climate improvements
- Levels 2, 3 and 4 of the pyramid apply when an educator has been named more than one time

## 2014 AAMC GRADUATION QUESTIONNAIRE DATA



## 2014 AAMC GQ DATA CONT.



### Areas of Strength

- 100% awareness of mistreatment policies
- Fewer students personally experienced mistreatment; Stanford is now below All Schools average
- More students felt comfortable reporting experienced and witnessed incidents

### Potential for Improvement

- More students reported being humiliated by residents
- Too many students were dissatisfied with the outcome of reporting mistreatment
- More students did not report because they did not feel anything would be done, feared reprisal, or did not know what to do

## SUMMARY OF REPORTS HANDLED

- REMC acted on 69 reported incidents in 2013 and have acted on 29 incidents in the first 6 months of 2014
- Of those 29 incidents in 2014, five had named sources. These five individuals had not been named before and thus these were treated as Level 1 incidents
- The remaining incidents with unnamed sources were shared with the appropriate Clerkship Director after grades were submitted so that learning climate improvements could be initiated

## PROGRESS TO DATE

### Department Level Initiatives:

- Several departments have implemented initiatives to improve the learning climate. These include: restructuring clerkship orientation, weekly "Power Hour" sessions where students discuss learning environment difficulties with a neutral facilitator, pairing students with a nurse mentor, better defining the student role, ensuring integration of students into the clinical team, having residents attend "Resident as Teacher" sessions, public presentation by department leadership of the consequences for mistreatment behaviors at Grand Rounds, intern orientation and clerkship orientation, and the development and discussion of mistreatment scenario videos

### Student Mistreatment Coaches:

- The Team of Coaches was trained to deliver mistreatment feedback. These coaches are respected nonsupervisory, senior faculty who are selected from different departments. The training for coaches focuses on strategies for sharing anonymous, delayed, negative feedback based on perception, discouraging retaliatory and defensive thoughts, encouraging self-reflection and avoiding educator demoralization

### Outreach to Students and Educators:

- REMC members attended Resident Orientation to increase awareness about mistreatment
- The REMC Chair regularly presents about mistreatment to departments and affiliated sites
- The REMC Chair educates students about the issue of mistreatment throughout the curriculum (Orientation, Q6, RRAP)

## FOR MORE INFORMATION

Contact the Office of Medical Student Wellness at the Stanford University School of Medicine:

Staff: Rebecca Smith-Coggins, MD, Kerri Wakefield, PhD, Roxana Farias, MPH

Website: <http://med.stanford.edu/md/student-life/student-wellness.html>

Phone Number: (650) 497-5846

E-mail: [somwellness@stanford.edu](mailto:somwellness@stanford.edu)