

**Learning Environment Committee
Positive Learning Environment and Mistreatment Subcommittee
Terms of Reference**

Positive Learning Environment and Mistreatment Sub-Committee (PLEM) of the Postgraduate Medical Education Learner Environment Committee (which is a sub-committee of the Postgraduate Medical Education Committee)

Role:

The role of the Learning Environment Committee (LEC) is to ensure that programs have the education, support, information, infrastructure and resources they need to provide Learners with an optimal learning environment.

The role of the PLEM, reporting to the LEC, will be to ensure that situations of mistreatment involving postgraduate learners are identified and appropriately addressed and managed, and that situations in which residents and educators promote positive learning environments and/or prevent mistreatment of others are recognized and acknowledged.

The PLEM may have more than one phase; this document refers to Phase One (commenced March 2021).

Responsibilities:

Responsibilities of Phase One include to:

- I. Identify and understand current situations of, and concerns about, mistreatment directed toward postgraduate learners, including, but not limited to mistreatment originating from physician faculty, other clinicians, non-clinical staff, patients and other residents
- II. Identify and create tools, processes and policies to address all forms of mistreatment directed toward postgraduate learners. This includes ensuring a mechanism for safe and secure reporting across PG learning environments.
- III. Ensure Accreditation standards are met
- IV. Ensure that mistreatment processes and policies include and align with other university policies and the processes of other offices (e.g., Professionalism, EIO)
- V. Consult with members of other Resident Affairs offices on regional campuses (WRC, NRC) and other distributed PG stakeholders, to ensure developed processes and policies are suitable and translate to all PG training environments

Sub-Committee Composition:

- Chair and co-Chair: Assistant Dean, Resident Affairs and Program Director, Family Medicine
- Resident Affairs Office (Assistant Dean, Wellness Counsellor, Administrative Assistant)
- Associate Dean, Program Manager, Administrative Coordinator to the Associate Dean
- PGEC Committee Members (Educators)
- 1-2 PGEC Program Directors
- Regional Campus Member (NRC and/or WRC)
- Hospital Partners
- Professionalism Officer
- A minimum of 4 resident members, with representation from varied programs and settings, including at least 1 international medical graduate.
- Committee membership may be expanded to reflect the diversity of McMaster's resident body and PGME's growing expertise in Equity, Diversity, Inclusion, and Accessibility.

Meetings:

The PLEM meetings will occur be held every 4-6 weeks for 1-1.5 hours in the Michael DeGroote Centre for Learning or via an online meeting platform. Minutes and agenda will be sent to all members on the PLEM and will be posted on Teams under the Learner Environment Committee

Quorum consists of 50% of committee plus one member.

Appendix:

Current definition of mistreatment in Resident Affairs: Intentional or unintentional, disrespectful treatment of a Learner, trainee, or colleague (*or group*) that has or may have the effect of creating an intimidating, humiliating, hostile or offensive work or learning environment for Learners in that circumstance. It entails a behaviour that shows disrespect for the dignity of others and can take the form of physical or psychological punishment, harassment or discrimination.”

Current processes and policies which inform the work of this committee:

- Written Summary (website) <https://pgme.mcmaster.ca/traineeaffairs/learners-in-distress/learner-mistreatment/>
- Reporting Process (algorithm): <https://pgme.mcmaster.ca/app/uploads/2019/12/Resident-affairs-reporting-process.pdf>
- Recent Accreditation document (DRAFT) <https://docs.google.com/document/d/1edDeDgkOGiwfW9oQdD0aW9XjMIguPdt5Aw48-15fVc0/edit>

