

Establish centralized **Faculty of Medicine leadership** accountable to the Dean...

- In consultation with FoM education program and hospital education leads, and supported by an advisory council (see below), the FoM Lead is responsible for:
  - Policy development – Oversight of development, review and approval (via appropriate governing bodies and processes), maintenance, and evaluation of Faculty-wide learner mistreatment framework, including alignment and common language across the education continuum with respect to expectations, principles, wise practices and pathway clarity
  - Education and training – Oversight of development, maintenance and evaluation of a plan for provision of education/training/development opportunities and tools for FoM learners, faculty and staff
  - Evaluation – Oversight of development, maintenance and evaluation of processes and supports to manage the collection, analysis and reporting (both internal and external) of learner mistreatment data
  - Reporting/Accountability – Oversight of development and maintenance of plan for the production of annual report, taking into account other reporting activities (e.g. accreditation)
  - Faculty advocate recruitment and management – Oversight of the recruitment and management of faculty advocates (see below)
  - Consultation and advice – Provide procedural advice and guidance to faculty advocates/leadership, particularly with respect to complex cases and/or ‘informal’ resolution options

Establish a **Faculty-level advisory council**...

- Chaired by and advisory to the FoM Lead and, through the Lead, to FoM education leaders and learners with respect to:
  - Policy development as summarized above
  - Education and training as summarized above
  - Evaluation as summarized above
  - Reporting/Accountability as summarized above
  - Case-specific consultation and advice as summarized above

Provide learners with **multiple, dedicated, and trusted points of contact**...

- The mistreatment advisors/advocates are responsible for:
  - Developing subject matter expertise
  - Listening to and helping clarify issues and concerns most important to the learner
  - Helping learners make informed decisions regarding next steps, including with respect to ‘informal’ resolutions and ‘formal’ reporting pathways
  - Providing advice and guidance regarding reporting procedures and gathers (or supports gathering of) information pertinent to the case, as appropriate
  - Facilitating conversations among relevant parties
  - If desired by the student, serving as a neutral party to help address concerns, ‘informally’ through facilitated discussions with relevant parties and/or through ‘formal’ reporting/investigation/hearing procedures
  - Completing a templated ‘incident record’ in consultation with the learner
  - Directing learner to counselling or other supports, as appropriate

**Sources:**

- Faculty Advocates Against Mistreatment (Calgary)  
<https://mistreatment.ucalgary.ca/i-need-help/>
- Student Professionalism Committee (Calgary)  
<http://www.ucalgary.ca/mdprogram/files/mdprogram/student-physicians-student-professionalism-committee-terms-of-reference.pdf>
- Advisor, Professionalism and Faculty Lead (McMaster)  
[https://fhs.mcmaster.ca/pcbe/confidential\\_services.html](https://fhs.mcmaster.ca/pcbe/confidential_services.html)
- Professionalism Working Group (McMaster)  
<https://fhs.mcmaster.ca/pcbe/pwg.html>
- UGME Learning Environment Advisory Council (UBC)  
(<https://mednet.med.ubc.ca/AboutUs/AdminAndGoverningBodies/Committees/Pages/UGME-Learning-Environment-Advisory-Council.aspx>)