

## Key Findings

### MD Program Experience

The overall MD Program experience improved significantly compared to 2021, with 56% of respondents rating it as Excellent or Very Good compared to 32% in 2021. Similarly, ratings of educational/learning progress have also improved, with 60% of respondents rating it as Excellent or Very Good compared to 42% in 2021. The rating of culture of respect remained constant in 2023, with 49% of the respondents considering it Excellent or Very Good in 2023.

	2019	2021	2023
<b>Overall Experience</b> (Excellent/Very Good)	59%	32%	56%
<b>Eduaction/Learning Progress Made in Year</b> (Excellent/Very Good)	61%	42%	60%
<b>Program's Culture of Respect</b> (Excellent/Very Good)	53%	46%	49%

### Learner Environment

The experience of mistreatment among MD students continues to be a concern, consistent with other medical learners. 49% report experiencing discrimination and/or harassment in 2023, which is almost on par with 2021 (51%) and 2019 (47%). Sources of discrimination and/or harassment in 2023 are identified as Faculty (50%), Patients/Patient families (43%), and Fellow MD learners (21%). The increase in Patient/Patient families as a source of mistreatment is in line with the experiences of other medical learners. As a result of mistreatment, 25% of MD students indicated they had contacted someone in 2023; no comparable data from previous years is available.

	2019	2021	2023
<b>Experienced Discrimination/ Harassment</b> (At least once this past year)	47%	51%	49%
<b>Faculty Member</b> (As source of mistreatment)	45%	51%	50%
<b>Patient/Patient Family</b> (As source of mistreatment)	35%	31%	43%
<b>Fellow MD Student</b> (As source of mistreatment)	22%	21%	21%

## Well-Being

Health and Well-being ratings increased slightly from 2021 to 2023, with 51% stating their overall health was Excellent or Very Good compared to 43% in 2021. The worry about money ratings rose from 35% in 2021 to 48% in 2023; Residents and Clinical Fellows showed similar trends.

	2019	2021	2023
<b>Overall Health</b> (Excellent/Very Good)	56%	43%	51%
<b>Feel Overwhelmed</b> (Always/Often)	36%	49%	47%
<b>Worry About Money</b> (Always/Often)	40%	35%	48%

## Equity, Diversity, & Inclusion

MD students come from a variety of educational, ethnic, religious, sexual orientation, and socio-economic status (SES) backgrounds. Those from equity-seeking groups are more likely to experience challenges compared to other MD students. For example, 40% of MD students who identify as Male or Female are very comfortable expressing their sexual orientation in the clinical environment as compared to those who identify with Other Gender Identity (81% Female, 75% Male, 20% Other Gender Identity). Further, 50% of MD students from Upper-middle/Upper SES express Excellent/Very Good access to opportunities compared to 31% from Lower/Lower-middle SES (50% Upper-middle/Upper, 40% Middle, 31% Lower/Lower-middle).

	Female	Male	Other Gender Identity
<b>Expressing sexual orientation</b> in a clinical environment (Very Comfortable)	81%	75%	20%
	Upper SES	Middle SES	Lower SES
<b>Access to Opportunities</b> (Excellent/Very Good)	50%	40%	31%

## You Said, We Heard

Results from the Voice of the MD Student survey are instrumental in guiding future initiatives and measuring the impact of existing programs. To help drive action with these results, the results of the voice of the MD survey have been shared with the leadership at the MD program and with Academy Directors.

The [Office of Learner Affairs](#) is continually expanding its scope of services and resources under the leadership of Dr. Tony Pignatiello and offers a range of services, from personal and career counselling to support in reporting learner mistreatment (see [2022-2023 Annual Learner Experience Report](#)), as well as accommodations and accessibility. Dr. Heather Flett is leading a strategy to support learner wellness, and Dr. Lisa Richardson oversees a range of offerings throughout the Office of Inclusion and Diversity, including Temery Medicine Community Connects (TMCC) events to create safe spaces for the safe dissemination of data and shared experiences to drive action.

The Learning Environment Faculty Development Working group has developed a [primer for teachers](#) on how to navigate when they witness learner mistreatment or when the learners would like to discuss a mistreatment incident with them.

### Target Population

All MD students who were enrolled in a U of T residency in the 2022-23 academic year and active for one month or more in that program.

### Data Collection

March 22nd to May 19th

### Response Rate

75%