

POLICY NAME: Standards of Conduct for the Teacher-Learner Relationship

Responsible Party: Office of Medical Education

Applies To CMED: Faculty Students Residents Staff Administration

Approval Date: 7/26/2016 Curriculum Committee

Policy Procedure

POLICY:

The College of Medicine and all its clinical affiliates shall collaborate to assure that professional standards and professional conduct are maintained by all students, faculty and staff involved in the delivery of all aspects of the medical education program.

PURPOSE:

The College of Medicine is committed to creating an environment that promotes academic and professional success in students and teachers at all levels. This success is dependent on an environment free of behaviors that can undermine the important mission of our institution. An atmosphere of mutual respect, collegiality, fairness, and trust is essential. Although both teachers and students bear significant responsibility in creating and maintaining this atmosphere, teachers bear particular responsibility for modeling appropriate professional behaviors. Teachers must be mindful of this responsibility in their interactions with colleagues, their patients, and those whose education has been entrusted to them.

Expectations of faculty and student conduct are included in the faculty bylaws and the CMED Student Handbook, and include a requirement that all students and faculty abide by the policies set forth in the American Associate of Medical College (AAMC) Teacher-Learner Compact.

PROCEDURES:

Responsibilities in the Teacher-Learner Relationship

The College of Medicine will follow the guidelines of the AAMC Teacher-Learners Compact (<https://www.aamc.org/initiatives/residentcompact/>). The language has been adapted for use with both medical students and residents, who are designated as 'learners' and 'physicians-in-training'.

Commitments of Faculty – College of Medicine Faculty will:

1. Maintain the highest standards of care, respect the needs and expectations of patients, and embrace the contributions of all members of the health care team as role models for learners;
2. Use the utmost effort to ensure that all components of the educational program for physicians-in-training are of high quality, including individual faculty contributions as teachers;
3. Fulfill the responsibility to nurture both the intellectual and the personal development of learners, committing to foster academic excellence, exemplary professionalism, cultural sensitivity, and demonstrate a commitment to maintaining competence through life-long learning;
4. Demonstrate respect for all learners as individuals, without regard to gender, race, national origin, religion, disability or sexual orientation; and will cultivate a culture of tolerance among the entire staff;
5. Ensure physicians-in-training have opportunities to participate in patient-care activities of sufficient variety and with sufficient frequency to achieve the competencies required by their chosen discipline. College of Medicine faculty will ensure that learners are not assigned excessive clinical responsibilities and are not overburdened with services of little or no educational value;
6. Provide physicians-in-training with opportunities to exercise graded, progressive responsibility for the care of patients, so students learn how to practice their specialty and recognize when, and under what circumstances, to seek assistance from colleagues and prepare physicians-in-training to function effectively as members of health care teams;
7. Ensure learners receive appropriate supervision for all of the care they provide during their training;
8. Evaluate each learners performance on a regular basis, provide appropriate verbal and written feedback, and document achievement of the competencies required to meet all educational objectives;

9. Ensure learners have opportunities to partake in required conferences, seminars and other non-patient care learning experiences and that they have sufficient time to pursue the independent, self-directed learning essential for acquiring the knowledge, skills, attitudes, and behaviors required for practice; and
10. Nurture and support residents in their role as teachers of residents and medical students.

Commitments of Learners – College of Medicine Learners will:

1. Acknowledge our fundamental obligation as physicians - to place our patients' welfare uppermost; quality health care and patient safety will always be our prime objectives;
2. Pledge our utmost effort to acquire the knowledge, clinical skills, attitudes and behaviors required to fulfill all objectives of the educational program and to achieve the competencies deemed appropriate for our chosen discipline;
3. Embrace the professional values of honesty, compassion, integrity, and dependability;
4. Adhere to the highest standards of the medical profession and pledge to conduct ourselves accordingly in all interactions. We will demonstrate respect for all patients and members of the health care team without regard to gender, race, national origin, religion, economic status, disability or sexual orientation;
5. Understand the need for faculty to supervise all our interactions with patients and, as physicians-in-training, learn most from being involved in the direct care of patients and from the guidance of faculty and other members of the health care team;
6. Accept our obligation to secure direct assistance from faculty or appropriately experienced residents whenever we are confronted with high-risk situations or with clinical decisions that exceed our confidence or skill to handle alone;
7. Welcome candid and constructive feedback from faculty and all others who observe our performance, recognizing that objective assessments are indispensable guides to improving our skills as physicians;
8. Provide candid and constructive feedback on the performance of our fellow residents, of students, and of faculty, recognizing our life-long obligation as physicians to participate in peer evaluation and quality improvement;
9. Recognize the rapid pace of change in medical knowledge and the consequent need to prepare ourselves to maintain our expertise and competency throughout our professional lifetimes; and

10. Fulfill our own obligations as professionals. We pledge to assist both medical students and fellow residents in meeting their professional obligations by serving as their teachers and role models.

The above guidelines serves both as a pledge and as a reminder to students, resident physicians, and their teachers that their conduct in fulfilling their obligations to one another is the medium through which the profession perpetuates its standards and inculcates its ethical values.

The College of Medicine and CMU Partners reserve the right to make exceptions, modify or eliminate this policy and or its content. This document supersedes all previous policies, procedures or guidelines relative to this subject.

History	
11/18/2015	Initial approval by Curriculum Committee
7/26/2016	Reviewed and approved by Curriculum Committee