

NEW YORK MEDICAL COLLEGE

TITLE: Compact between the Teacher and Learner for the NYMC SOM		
EFFECTIVE DATE: July 1, 2015	REVIEWED DATE:	REVISED DATE:

At the New York Medical College School of Medicine, the following principles apply to the relationship between teachers and learners and that the following responsibilities should be upheld in all interactions:

Teachers should:

- Treat students fairly, respectfully and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin;
- Maintain high professional standards in all interactions with patients, students, colleagues and staff;
- Be prepared and on time;
- Provide relevant and timely information;
- Provide explicit learning and behavioral expectations early in a course
- Provide timely, focused, accurate and constructive feedback on a regular basis
- Display honesty, integrity and compassion;
- Practice insightful questioning, which stimulates learning and self-discovery and avoid overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive;
- Provide thoughtful and timely evaluations at the end of a course;
- Solicit feedback from students regarding their perception of their educational experiences and personal interactions;
- Disclose to students, during lectures, seminars and mentored research activities, the existence of any financial ties or conflicts of interest that are related to the material being taught;
- Be familiar with the responsibilities listed above and utilize appropriate mechanisms to encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately and to treat all such reports as confidential.

Learners should:

- Treat teachers and fellow students fairly, respectfully and without bias related to age, race, ethnicity, gender, sexual orientation, religion, spiritual or political beliefs, disability or country of origin;
- Be prepared and on time;
- Be active, enthusiastic, curious learners who work to enhance a positive learning environment;
- Demonstrate professional behavior in all settings;
- Recognize that not all learning stems from formal and structured activities;
- Develop personal learning goals and participate as active learners;
- Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine;

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- Recognize personal limitations and seek help whenever it is needed;
- Display honesty, integrity and compassion; these attributes include the responsibility for upholding the School of Medicine Code of Professional Conduct
- Recognize the privileges and responsibilities that derive from the opportunity to work with patients in clinical settings;
- Recognize the duty to place patient welfare above their own;
- Recognize and respect patients' rights to privacy;
- Provide teachers and the School of Medicine administration with constructive feedback that can be used to improve the educational experience;
- Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse;"
- Be familiar with the responsibilities listed above and utilize appropriate mechanisms to report exemplary professionalism and professionalism lapses as indicated in the procedures below.

REFERENCES:

- **LCME Standard 3.4: Anti-Discrimination Policy:** A medical school does not discriminate on the basis of age, creed, gender identity, national origin, race, sex, or sexual orientation.
- **LCME Standard 3.5 Learning Environment/Professionalism:** A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations and is one in which all individuals are treated with respect. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.
- **LCME Standard 3.6 Student Mistreatment:** A medical school defines and publicizes its code of professional conduct for faculty-student relationships in its medical education program, develops effective written policies that address violations of the code, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing inappropriate behavior. Mechanisms for reporting violations of the code of professional conduct (e.g., incidents of harassment or abuse) are well understood by students and ensure that any violations can be registered and investigated without fear of retaliation.

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Statement Authors:

- Ad Hoc Faculty-Student Committee on Professionalism (advisory to the Senior Associate Dean of Medical Education)

Approvals:

- Dean's Executive Committee

ACCEPTED AND AGREED TO:


D. Douglas Miller, M.D., C.M., M.B.A.

July 7, 2015
Date