

Undergraduate Medical Education (UME) Policy

Title: Standards of Conduct for Teacher-Learner Relationship and the Learning Environment			
<i>Origination Date: 10/07/2010</i>	<i>Last Amended Date: 12/20/2018</i>	<i>Next Scheduled Review Date: 12/20/2022</i>	<i>Policy Reaffirmed Date:</i>
Purpose:	To establish behavioral expectations for teachers and learners in the Doctor of Medicine (M.D.) degree program in order to foster an atmosphere of mutual respect, collegiality, fairness, and trust.		
Definitions:	<p>Teacher - used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses, and ancillary support staff as well as other from whom students learn.</p> <p>Learner – includes all students enrolled in the Doctor of Medicine (M.D.) degree program.</p> <p>LCME Element 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.</p> <p>LCME Element 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.</p> <p>LCME Element 3.6 Student Mistreatment - a medical education program defines and publicizes its code of professional conduct for the relationships between medical students, including visiting medical students, and those individuals with whom students interact during the medical education program. A medical school 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 are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation.</p>		
Policy:	<p>Learning Environment</p> <p>The Long SOM is committed to creating an environment that promotes academic and professional success in learners and teachers at all levels. The institution strives to create an environment free of behaviors that can adversely affect the Teacher-Learner relationship. An environment where students, residents, fellows, faculty and staff work together, train together and promote the highest level of patient care.</p> <p>All members of the Long SOM medical education community have a shared responsibility to protect the integrity of the learning environment, a right to work and learn free of unlawful discrimination, harassment and mistreatment, and to report any incident in which that positive learning environment has been compromised.</p>		

Undergraduate Medical Education (UME) Policy

	<p>Standards of Conduct for the Teacher-Learning Relationship</p> <p><u>Responsibilities of teachers:</u> Treat all learners with respect, fairness, and equality regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.</p> <p><u>Responsibilities of learners:</u> Treat all fellow learners and teachers with respect, fairness, and equality regardless of age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation.</p> <p><u>Behaviors Inappropriate to the Teacher-Learner Relationship:</u> Behaviors that demonstrate disrespect for others or lack of professionalism in interpersonal conduct are inappropriate and will not be tolerated by the institution. These include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • unwanted physical contact (e.g. hitting, slapping, kicking, pushing) or threat of the same; • unwanted verbal contact including loss of personal civility such as shouting, personal attacks, insults, or displays of temper (such as throwing objects); • sexual harassment (including romantic relationships between teachers and learners in which the teacher has authority over the learner's academic progress) or harassment based on age, gender, race, ethnicity, national origin, religion, disability or sexual orientation; • discrimination of any form including in teaching and assessment based upon age, gender, race, ethnicity, national origin, religion, disability, or sexual orientation; • requests for others to perform inappropriate personal errands unrelated to the didactic, investigational, or clinical situation at hand; • grading/evaluation on factors unrelated to performance, effort, or level of achievement; • providing health and/or psychiatric or psychological services to any student for which a teacher is involved in the academic assessment or in decisions about the promotion of that student, except in an emergency situation.
<p>Process:</p>	<p>Reporting Inappropriate Conduct</p> <p>General reporting processes and procedures for learners and teachers is outlined below. The underlying concern is for the comfort of the individual raising the concern. The Long SOM will not tolerate any form of retaliatory conduct by or toward teachers or learners who report inappropriate conduct in good faith. Individuals who believe that retaliatory action has been taken against them as a result of reporting or raising a concern regarding inappropriate conduct, may report such action through the procedures set forth herein.</p> <p><u>For Learners (Students):</u> Learners may report the inappropriate conduct of another through a variety of mechanisms. First and foremost, learners (only if comfortable doing so) may address the situation immediately and in a non-confrontational manner with the person engaging in such conduct. If the learner is not comfortable raising the matter with the person engaging in the conduct, or the conduct continues, the learner may discuss the issue with course/clerkship directors, representatives from the Office of Student Life, Student Counseling Center, the Chief Student Affairs Officer/Title IX Director, Student Ombudsperson, or the Associate Dean for Student Affairs.</p> <p>These school representatives are empowered to informally discuss a student's perceptions related to mistreatment, providing guidance. These school representatives should refer the</p>

Undergraduate Medical Education (UME) Policy

student immediately to the Associate Dean for Student Affairs for further instructions and to review applicable policies and procedures.

If the allegation is one of sexual harassment/assault, the Associate Dean for Student Affairs will engage UT Health San Antonio's Title IX Director for a separate processes and timeline for response. (Please see additional related policies "General Regulations and Requirements, Sexual Assault Policy" at <http://uthscsa.edu/eeo/harassment.asp>).

A grievance involving perceived mistreatment that is not one of sexual harassment or assault may be resolved through an informal or a formal process as outlined in the separate Office of Undergraduate Medical Education *Student Mistreatment* policy.

For Teachers:

Teachers who feel that a learner or teacher has engaged in or been subject to inappropriate behavior may address the situation immediately with the learner or teacher.

Additionally, for student concerns, the teacher may report the concern to representatives from the Office of Student Life, Student Counseling Center, the Chief Student Affairs Officer/Title IX Director, Student Ombudsperson, or the Associate Dean for Student Affairs.

For concerns regarding a resident who has engaged in or been subject to inappropriate behavior, the teacher can report to the program director or Vice Dean for Graduate Medical Education (GME) for investigation.

Compliance and Monitoring

The Curriculum Committee and the Office of Undergraduate Medical Education (OUME) facilitate the primary strategies for mitigating negative elements of the learning environment through regular reviews of internal surveys completed by learners, as well as course evaluations. One of several objectives in this process is to identify possible problems with regard to inappropriate conduct by or between teachers and learners, and if necessary, to take appropriate action with regard to such conduct.

The full Curriculum Committee and evaluation subcommittee consider these data as part of overall course/clerkship evaluations each year. The data are made available to and monitored by deans and directors within OUME, who prepare summary reports for the Curriculum Committee, course directors, and other medical education stakeholders. Should an issue with the learning environment be identified, the Curriculum Committee will require the module/clerkship director to develop an action plan to address the issue and will monitor achievement of the action plan goals.

Approval Body: Office of Undergraduate Medical Education, Executive Leadership

Undergraduate Medical Education (UME) Policy

CERTIFIED BY:

Policy Custodian(s)

Name: Joshua Hanson, MD

Title: Associate Dean for Student Affairs

Name: Deborah Conway, MD

Title: Associate Dean for Curriculum

ACCEPTED AND AGREED TO:

Responsible Officer

Name: Florence Eddins-Folensbee, MD

Title: Vice Dean for Undergraduate Medical Education

Responsible Executive

Name: Robert Hromas, MD, FACP

Title: Dean/Vice President for Medical Affairs, Long School of Medicine

References to regulations and/or other related policies:

- **LCME Elements:**
 - 3.4 Anti-Discrimination Policy
 - 3.5 Learning Environment/Professionalism
 - 3.6 Student Mistreatment

- **Other Relevant Policies/Guidelines/Procedures/Forms:**
 - OUME Student Mistreatment policy
 - Core Clerkship Performance Indicator policy
 - UTHSCSA Handbook of Operating Procedures, Policy 4.2.1 Nondiscrimination Policy and Complaint Procedure
 - UTHSCSA Handbook of Operating Procedures, Policy 4.2.2 Title IX Sexual Harassment/Sexual Misconduct Policy
 - Regents' Rules and Regulations, Rule 30105, Sexual Harassment, Sexual Misconduct, and Consensual Relationships
 - University of Texas System Administration System-wide Policy (UTS 184), Consensual Relationships