

## 2.A

### **Compact between Faculty and Undergraduate and Graduate Medical Trainees**

(Adopted from the AAMC guidelines)

Preparation for a career in Medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that embody the doctor/patient relationship and that sustain the profession of Medicine as a moral enterprise. This compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

The teacher-learner relationship between faculty and medical learners - students, residents, and fellows - should demonstrate the highest standards of ethical conduct in all educational settings and be conducted without abuse, humiliation, harassment or exploitation of relationships for personal gain or advantage.

#### **GUIDING PRINCIPLES:**

DUTY - Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession's contemporary standard of care, but also to instill the values and attitudes required for preserving the medical profession's social contract across generations.

INTEGRITY - The learning environments conducive to conveying professional values must be suffused with integrity. Medical learners gain enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

RESPECT - Fundamental to the ethic of Medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students are always treated respectfully.

COMMITMENTS OF FACULTY - As members of the faculty, we agree to do our utmost to ensure that all components of the educational program for medical learners are of high quality. As mentors for our learner colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff. We respect all learners as individuals without regard to gender, race, national origin, religion, or sexual orientation; we will not tolerate anyone who manifests disrespect or who expresses biased attitudes towards any medical learner. We recognize that personal wellness is important; therefore we support our learners' needs to have sufficient time to fulfill personal and family obligations, enjoy recreational activities, and obtain adequate rest. We will nurture both the intellectual and the personal development of our learners. We do not tolerate any abuse or exploitation of medical learners.

COMMITMENTS OF STUDENTS, RESIDENTS, & FELLOWS - We agree to do our best to acquire the knowledge, skills, attitudes, and behaviors required to fulfill all educational objectives established by the faculty. We cherish the professional virtues of honesty, compassion, integrity, fidelity, and dependability. We will respect all faculty members and all students as individuals without regard to gender, race, national origin, religion, or sexual orientation. As physicians in training, we embrace the highest

standards of the medical profession and will conduct ourselves accordingly in all of our interactions with patients, colleagues, and staff. In fulfilling our own obligations as professionals, we will assist our fellow students and residents in meeting their professional obligations.

COMMUNICATION BETWEEN FACULTY AND STUDENT - We encourage any medical learner or faculty member who experiences mistreatment or who witnesses unprofessional behavior to report the facts immediately to appropriate faculty or staff; we treat all such reports as confidential and do not tolerate reprisals or retaliations of any kind. Any documented unprofessional behavior will be referred to the appropriate Department Chair/Education Director for further action.

I agree to this Compact.

\_\_\_\_\_  
Name (print) and signature

\_\_\_\_\_  
Date

\_\_\_ Resident/Fellow

\_\_\_ Faculty/Attending Physician

\_\_\_\_\_  
Program/Department

Approved by Education Council: 2/12/06  
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