



UI COM Positive Learning Environment-- Teacher/Student Guidelines

The UI COM holds in high regard the professional behaviors and attitudes of altruism, integrity, commitment to excellence, and the absolute requirement of respect for other persons. Effective learning is best fostered in an environment of mutual respect between teachers and students. A respectful learning environment includes honest and constructive corrective feedback that is provided in a helpful, specific and accurate manner, is focused on behaviors, and, when negative, is given privately and respectfully.

Those providing feedback should be mindful of the goal of helping the student to improve. Those receiving feedback should do so graciously, with the assumption that it is given generously and in good faith.

Guidelines for establishing, maintaining and fostering a positive teacher/student relationship and environment include the following:

Teachers are expected to:	Students are expected to:
Establish and clearly communicate academic and behavioral expectations for students;	Attend, be prepared and on time for, and actively participate in academic and clinical activities and learning experiences;
In all interactions, model the level of professionalism and standards of behavior you expect of your students;	Complete tasks in a timely manner and in accordance with the expectations of the teacher;
Be prepared and on time;	Comply with all policies and procedures related to your academic and clinical activities;
Practice insightful questioning which stimulates learning and self-discovery, and avoid overly aggressive questioning which may become abusive, degrading or punitive;	Be courteous of teachers and fellow students;
Comply with all applicable college, campus and University policies/procedures related to unlawful discrimination, harassment and misconduct;	Be active, enthusiastic, curious learners;
Avoid unnecessary comments, even if made in jest, about a student's, patient's or peer's gender, race, ethnicity, age, sexual orientation, religion, etc...;	Perform assignments, exams, research and clinical activities etc., in an honest, professional, and ethical manner;
Avoid asking or expecting students to perform personal errands or tasks for you;	Acknowledge mistakes, reflect on them, learn from them and actively take steps to correct them;
Provide timely, constructive, honest, accurate and thoughtful feedback to students on a regular basis and in a respectful manner, and offer avenues for remediation (where possible);	Adhere to ethical, professional, and legal standards of conduct, including those established through college, campus and university policies, procedures and guidelines;
	Accept and learn from constructive criticism;
	Recognize that not all learning stems from formal and

<p>Complete evaluations of students in a timely, constructive, honest, accurate and thoughtful manner, following the end of a course or clerkship.</p> <p>Solicit feedback from students;</p> <p>Reflect on interactions with students and consider their perspectives;</p> <p>Become familiar with the policies and procedures on mistreatment so that you can respond appropriately if you witness an incident or an incident is reported to you.</p> <p>Monitor your own level of stress and seek assistance when necessary;</p> <p>Avoid any act of retaliation against a student who has reported an incident of mistreatment (whether or not you are implicated);</p> <p>Regularly assess your own clinical/academic environment for risks of mistreatment, and address any known patterns of mistreatment; and</p> <p>Seriously contemplate and reflect on any feedback you may receive about your own behavior or that of those within your department or site, and/or the effect of policies/practices within your department/site.</p>	<p>structured activities;</p> <p>Demonstrate a commitment to life-long learning;</p> <p>Recognize personal limitations and seek help as needed;</p> <p>Solicit feedback on performance and recognize that criticism is not synonymous with “abuse” or “mistreatment”;</p> <p>Be aware of and take steps to manage stress levels;</p> <p>Demonstrate considerate, respectful and professional behavior toward patients (and their families), teachers, fellow learners, and staff;</p> <p>Engage in thoughtful, respectful and professional communications with patients (and their families), teachers, fellow learners and administrative and other healthcare staff;</p> <p>Avoid inappropriate, repetitive, disrespectful or unprofessional demands on teachers, fellow students and administrative and other healthcare staff;</p> <p>Maintain patient confidentiality;</p> <p>Exercise appropriate judgment in seeking evaluation and assistance for your own injury, illness, impairment, mental/emotional health, and/or struggles with substance abuse in a manner that takes into account your own and your patients’ safety and well-being;</p> <p>Report any incident of mistreatment you experience or witness and understand that UI COM will not tolerate any acts of retaliation against you for good-faith reporting.</p>
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Teacher/Student Relationship boundaries: Students and teachers should recognize the special nature of their relationship and resulting potential for conflicts of interest and overstepping professional boundaries. Both teachers and students have the obligation to maintain and respect appropriate boundaries, and should, therefore avoid behaviors that violate those boundaries (e.g., engaging in a romantic or business relationship while in the teacher/student roles, expecting or performing personal services for one another, giving or receiving substantial gifts to/from one another, etc.). Conflicts of interest may also arise in the context of the teacher/student relationship. For example, a faculty member may be a current or past health-care provider to the student. Teachers should recognize the possible conflict and take steps to notify the students and/or others, as appropriate. Likewise, students that are aware of a possible conflict of interest involving a teacher should report it to the appropriate course or clerkship director.