



Teacher-Learner Agreement

The University of Illinois College of Medicine Rockford holds in high regard professional behaviors and attitudes and a commitment to excellence. Effective learning is best fostered in an environment of mutual respect between teachers and learners. “Teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty, clinical preceptors, nurses and ancillary support staff, as well as others from whom students learn.

This Agreement serves both as a pledge and a reminder to teachers and students that their conduct in fulfilling their mutual obligations is the medium through which the profession perpetuates its ethical values.

Guiding Principles

Duty: Medical educators have a duty not only to convey the knowledge and skills required for delivering the profession’s standard of care but also to model the values and attitudes required for preserving the medical profession’s social contract with its patients.

Integrity: Learning environments that are conducive to conveying professional values must be based on integrity. Students and residents learn professionalism by observing and emulating role models who epitomize authentic professional values, attitudes and, especially, behaviors.

Respect: Respect for every individual is fundamental to the ethic of medicine. Mutual respect between students, as novice members of the 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 and residents are always treated respectfully.

Relationships between Students and Teachers

Students and teachers should recognize the special nature of the teacher-learner relationship, which is, in part, defined by professional role modeling, mentorship and supervision. There is a power differential, as expressed by the fact that teachers often evaluate student performance and the results of their evaluations may affect the student’s future. Conversely, students evaluate the quality of their teachers and this can, to a lesser degree, affect the teacher’s career.

Because of the special nature of this relationship, students and teachers should strive to develop a relationship that is characterized by mutual trust, acceptance and confidence. They both have an obligation to respect and maintain appropriate boundaries. Students and teachers must avoid any and all behaviors that conceivably could lead to the perception of a boundaries violation; avoiding boundary violations is crucial to a proper teacher-student relationship. There are similar boundaries between doctors, (including student doctors and residents) and patients that exist because of the nature of this special and trusting relationship. Boundary violations or actions that may give the appearance of a boundary violation should routinely be avoided. A partial list includes:

- * Romantic involvements;
- * Business relationships, other than those that might emerge from joint educational projects;
- * Faculty or students accepting services or personal favors from each other (e.g. babysitting, house sitting, pet care, work in office);
- * Accepting substantial gifts;
- * Special treatment of a student, including gifts, meals, entertainment or social contacts, that differs substantially from the usual teacher-learner relationship with other students;

When students choose their healthcare providers from physicians who are on the faculty, they have the potential to be in a conflict-of-interest situation, where their provider is also evaluating their academic or clinical performance. Faculty members should understand that conflicts may arise between their role as the student’s physician and their role as a faculty member who will evaluate the student’s performance and should notify students as soon as they recognize the potential conflict. Students should also reciprocate in notifying a faculty member if they are assigned to a physician for evaluation who is providing or has provided medical care for them in the past. The student should notify the course director who will be expected to find an alternate clinical site or provide an alternative faculty member for evaluation. Students may consult the Office of Student Life for a list of physicians who do not teach students.

Responsibilities of Teachers and Students

TEACHERS SHOULD:	STUDENTS SHOULD:
<p>Duty</p> <ul style="list-style-type: none">• Maintain high professional standards in all interactions with patients, students, colleagues and staff;• 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;• Practice insightful (Socratic) questioning, which stimulates learning and self-discovery and avoids overly aggressive questioning which may be perceived as hurtful, humiliating, degrading or punitive;• Provide thoughtful and timely evaluations at the end of a course;• 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 of the Teacher-Learner Agreement and policies and procedures on mistreatment. www.medicine.uic.edu/education/educational_policies• Utilize appropriate mechanisms to encourage students who experience mistreatment or who witness unprofessional behavior to report the facts immediately (see Mistreatment Guidelines) and to treat all such reports as confidential. <p>Integrity</p> <ul style="list-style-type: none">• Display honesty, integrity and compassion;• Solicit feedback from students regarding their perception of their educational experiences and personal interactions; <p>Respect</p> <ul style="list-style-type: none">• Treat everyone 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;• In all educational, research and clinical care settings, welcome and respect patients and others who are poor, disadvantaged, uninsured or non-English speaking;• Recognize and respect patients' rights to privacy.	<p>Duty</p> <ul style="list-style-type: none">• 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;• Recognize their responsibility to develop personal learning goals and to participate as active learners;• Demonstrate a commitment to life-long learning, a practice that is essential to the profession of medicine;• 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 College of Medicine with constructive feedback that can be used to improve the educational experience;• Be familiar with the responsibilities of the Teacher-Learner Agreement and policies and procedures on mistreatment. www.medicine.uic.edu/education/educational_policies• Anyone who experiences mistreatment or who witnesses unprofessional behavior should report the facts immediately (see Mistreatment Guidelines) and to treat all such reports as confidential. <p>Integrity</p> <ul style="list-style-type: none">• Recognize personal limitations and seek help whenever it is needed;• Display honesty, integrity and compassion;• Solicit feedback on their performance and recognize that criticism is not synonymous with "abuse". <p>Respect</p> <ul style="list-style-type: none">• Treat everyone 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;• In all educational, research and clinical care settings, welcome and respect patients and others who are poor, disadvantaged, uninsured or non-English speaking;• Recognize and respect patients' rights to privacy.

This Agreement serves both as a pledge and a reminder to teachers and students that their conduct in fulfilling their mutual obligations is the medium through which the profession perpetuates its ethical values.

Signature: _____

Date: _____

Printed Name: _____

Ethics: <https://www.ethics.uillinois.edu>

Code of conduct: <https://www.ethics.uillinois.edu/cms/one.aspx?portalid+1216&pageID=9238>