



## eEDUCATE

An electronic brief for clinical faculty of The Commonwealth Medical College

Fall 2014

### AAMC COMPACT BETWEEN TEACHERS AND LEARNERS OF MEDICINE

#### COMMITMENTS OF FACULTY

- We pledge our utmost effort to ensure that all components of the educational program for students and residents are of high quality.
- As mentors for our student and resident colleagues, we maintain high professional standards in all of our interactions with patients, colleagues, and staff.
- We respect all students and residents 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 student or resident.
- We pledge that students and residents will have sufficient time to fulfill personal and family obligations, to enjoy recreational activities, and to obtain adequate rest; we monitor and, when necessary, reduce the time required to fulfill educational objectives, including time required for “call” on clinical rotations, to ensure students’ and residents’ well being.
- In nurturing both the intellectual and the personal development of students and residents, we celebrate expressions of professional attitudes and behaviors, as well as achievement of academic excellence.
- We do not tolerate any abuse or exploitation of students or residents.
- We encourage any student or resident 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.

#### Faculty Development Meetings

##### South

January 27, 6 PM, The Woodlands

##### West

January 14, 6 PM, DiSalvo’s Restaurant

##### North

November 20, 6 PM, TCMC



## Building A Positive Learning Environment

TCMC’s Mission statement and values strive to create and promote a safe and comfortable environment where students can learn and develop the professional attributes that embody patient centered clinicians and scientists.

Linda Berardi-Demo, EdD, Associate Dean for Student

Affairs and Admissions, reports that TCMC strives to make every learning environment, whether it’s a classroom, clinic, doctor’s office, or hospital, a safe and encouraging environment in which to learn. “Students need to feel empowered to learn and develop the skills and talents they need to become successful, patient-centered physicians,” she says.

As part of its commitment to promoting academic and professional success, TCMC has adopted the AAMC Compact between Teachers and Learners of Medicine. This compact serves as a pledge and reminder to teachers and learners that both must maintain respect for every individual involved in the learning process. Behavior that is abusive or mistreats students or others in the learning environment will not be tolerated.

Examples of unacceptable behavior may include public humiliation, threats, physical harm, unwanted sexual advances, sexual favors in exchange for grades and being denied opportunities because of gender, race, ethnicity or sexual orientation.

Students who suspect mistreatment can informally speak to the offending party; contact a confidential advisor; report the incidence on their course evaluations or learning environment survey; contact Dr. Berardi-Demo; use the learning environment portal, or the ethics hotline, 570-955-1318.

## The Center for Learning Excellence



The Center for Learning Excellence Staff, L to R, Amy Kline, MA; Jackie Ghormoz, MSW, CLSW; and Tanya Morgan, MS, assist students with academic support and advising, tutoring, disability services, supportive counseling, therapeutic counseling, and enrichment workshops on study skills and work/life balance.

# The Commonwealth Medical College

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TCMC is committed to non-discrimination in all employment and educational opportunities.

## The Academy of Clinical Educators



ACE invites all volunteer clinical faculty members to consider presenting an educational Grand Round lecture for TCMC students and faculty in 2015.

*For more information, contact:*  
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## MISTREAT GUIDE

	Description	Mistreatment is not	Mistreatment is
M	Malicious Intent	A student is yelled at to move out of the way during a code	A student is questioned during rounds until she gets a question wrong & then is yelled at
I	Intentional Intimidation	A student working with the chair of a department starts to feel like he doesn't know anything	A resident tells a student that she will make him cry before the rotation is over
S	Sexual Harassment or gender discrimination	A male student is not allowed to go into a room because a female patient only wants a woman to examine her	An attending tells his team, "How do you feel about all the money wasted spent educating women in medicine when they're just going to have babies and quit."
T	Threatening verbal or physical behavior	An OB attending shoves a student out of the way during a delivery after the attending sees a nuchal cord	An attending throws a retractor at a student, calling the student an idiot for not being able to answer a barrage of question
R	Racism or discrimination	A student who is underperforming receives feedback that he needs to read more	A resident tells a Hispanic student that her "people" (assuming illegal immigrants) are responsible for higher health costs
E	Excessive or Unrealistic Expectations	A student is asked to stay late to assist during a medical procedure on a patient she is following	A student is asked to perform rectal exams on all the patients admitted to the service
A	Abusive Favors	A student is given money to get coffee for the team before rounds. Team members take turns doing this.	A student is asked to pick up an attending's dry cleaning
T	Trading for Goods	A student is asked to review a topic and present to the team to enhance her grade	A student is told that if he helps a resident move, he will get honors

*Developed by Drs. Shalini Reddy and Vneet Arora*

## The 2014 Learning Environment Survey Results:

The Learning Environment Survey queried student satisfaction in areas such as learning environment, student mistreatment, student affairs, research, library, facilities, information technology, clinical skills and simulation center.

"With 81 percent of the students responding, overall, the results are very positive," reports Dr. Berardi-Demo. "But even one report of student mistreatment is too many," she says. The Office of Student Affairs has implemented a series of trainings and workshops to help equip all faculty, both at TCMC and in the clinical setting, with the tools needed to promote a positive learning environment where students have access to the resources, mentorships and support they need for academic success.

Other focus areas for 2014-15 include: increasing opportunities for cultural competencies, strengthening connections between regions, classes and programs, expanding student health services, creating more study space for students, providing off hour access to the simulation center, and greater diversity of standardized patients.

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