

Teaching Principles

Teaching is a skill that is typically learned by seeing, doing, and receiving feedback. As you teach students, reflect on the qualities and techniques used by the teachers you admired most. These teachers most likely made an impact on you because they took the time to learn about your needs as a student and then supportively challenged and encouraged you to do your best.

When examining what makes an outstanding educator, a number of common attitudes and behaviors appear to be predominant. These include:

- Providing clear objectives and expectations for the course, clerkship, or learning experience
- Viewing teaching as an opportunity rather than an added burden
- Looking for teaching moments
- Actively involving students by asking questions—think about using the Socratic method
- Catering instruction to the needs of the individual student or small group
- Reinforcing or praising the student with specific comments about specific actions or responses
- Providing appropriate feedback and timely evaluation

Students also seem to learn best in an environment that is not only challenging, but rich in opportunities for frequent, constructive, and useable feedback. So, when providing feedback to students, be:

- Fair
- Specific
- Consistent
- Timely
- Flexible
- Open
- Collaborative

Remember the Golden Rule—treat students as you would like to be treated

Confidentiality and Protection from Retaliation

The Office of Student Affairs or the Office of Graduate Medical Education will make all reasonable attempts to maintain confidentiality and to protect students from harm or retaliation; any form of retaliation following the reporting of mistreatment or abuse is forbidden, and complaints of retaliation will be dealt with by the Dean of the School of Medicine.

Malicious Accusations

Any complainant or witness found to have been dishonest or malicious in making the allegation of mistreatment will be subject to disciplinary action.



For questions, please contact:

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Standards of Conduct for the Teacher-Learner Relationship



**“...by instruction and example, we will impart
a knowledge of the art
to those who wish to learn it...”**

Oath of Hippocrates

**Creighton
UNIVERSITY
School of Medicine**

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Creighton University Policies Regarding the Teacher-Learner Relationship

Creighton University desires to foster relationships among its members and with others that are based on dignity and respect, and are free from discrimination.

By selecting and utilizing the educational programs of Creighton University, students have demonstrated confidence in the University. In their personal dealings with students, University faculty are representatives of the University and are expected to exemplify its Christian and educational values. It is incumbent upon all those who are in positions of authority over students not to abuse, or seem to abuse, the power with which they are entrusted.

Inappropriate personal relationships between faculty and students may have the effect of undermining the atmosphere of trust and mutual respect upon which the educational process depends. Particularly troublesome are romantic relationships. Even when both parties have consented to such a relationship, it is the teacher who holds a position of special responsibility within the University. It is the teacher, therefore, who will be held accountable for unprofessional behavior.

Faculty should be aware that a romantic relationship with a student may render them liable for disciplinary action if the relationship creates, reasonably has the potential to create, or reasonably *appears* to create a conflict between the instructor's personal interest and their obligations to the University and its students.

Because residents, fellows, tutors, and teaching assistants may be less accustomed than other faculty to thinking of themselves as possessing professional responsibilities, they should be particularly sensitive and exercise special care in their relationships with students whom they instruct or evaluate.

Student Mistreatment, Abuse and Sexual Harassment

The mission statement of Creighton University states: "Creighton exists for students and learning." Thus, it is vital to create a positive learning environment for students (learners) at all levels of education (including undergraduate students, graduate students, medical students, hospital residents, and fellows). Mistreatment, harassment, and abuse of students are not only unprofessional, but are also antithetical to the Creighton mission.

Unfortunately, it is known that nationally some educators abuse the powers of their position. Recent findings from the Association of American Medical Colleges indicate that over 38% of students report mistreatment while in medical school. This mistreatment ranges from the required performance of personal services such as picking up dry cleaning, to public belittling, to other forms of mistreatment and abuse.

A goal of Creighton University School of Medicine is to create a learning environment in which faculty, residents, students, and staff treat each other with dignity and respect. Any behaviors, actions, or expressions by faculty or staff that demean, degrade, harass, or threaten students are unacceptable and will be dealt with appropriately. Such unacceptable behaviors, actions, or expressions include (but are not limited to):

- Inappropriate physical contact, physical attacks, or acts of violence
- Physical or verbal threats
- Verbal harassment
- Sexual harassment or discrimination
- Ethnic, racial, or religious harassment or discrimination
- Slurs, or belittling or degrading comments or humor
- Written epithets, graffiti, or other similar expressions
- Public belittling or humiliation (indicating inadequate preparation of assignments is not mistreatment unless done in an inappropriate manner.)
- Mandated performance of personal services (e.g., baby sitting, shopping)

Any form of sexual harassment is a violation of human dignity, and the University strongly condemns any such harassment. Whether verbal or physical, conduct of this sort violates another person's rights and can create an intimidating, hostile, or offensive working or learning environment. Sexual harassment may include *quid pro quo* (one thing in exchange for another) and hostile environment. *Quid pro quo* harassment occurs when a faculty member, resident, or fellow student attempts to use his or her position or authority to obtain sexual favors from a student in expressed or implied exchange for the granting of job or academic benefits or other favorable treatment. "Hostile environment" sexual harassment occurs when a student is subjected to an intimidating, hostile, or offensive work or learning environment because of offensive sexually based or sexually oriented physical, verbal or other conduct. Such conduct shall be subject to prompt and effective action.

Harassment and discrimination, as defined in the Creighton University Student Handbook and in the University's Harassment, Discrimination, Sexual and Relationship Misconduct Policy 2.1.25, will not be tolerated. The University's policy provisions may be accessed at:

<http://www.creighton.edu/generalcounsel/cupolicies>

and are incorporated herein by this reference (the "University Policies").

What should be done if mistreatment, abuse or sexual harassment occurs?

Students/learners are encouraged to report mistreatment, abuse or sexual harassment as soon as possible following the incident. Observers are also encouraged to report witnessed incidents.

Reports of incidents should be made to either the Associate Dean for Student Affairs (402-280-2905), the Associate Dean for Graduate Medical Education (402-280-4677) or to the Assistant Dean for Student Affairs at the Phoenix Regional Campus (602-406-5056). Reports of sexual harassment or discrimination can also be made directly to the Office of Equity and Inclusion, (402-280-3189) or by utilizing the online reporting form found at www.creighton.edu/oei

Policy for Assuring a Positive Learning Environment may be found at:

https://medschool.creighton.edu/sites/medschool.creighton.edu/files/policy_for_assuring_positive_learning_environment_v2_20191022.pdf