



# TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER™

School of Medicine

## **Compact Between Teachers and Learners of Medicine**

Approved by the Educational Policy Committee on June 10, 2013

Preparation for a career in medicine demands the acquisition of special skills in diagnosis, clinical procedure, and communication. In addition, medical education should provide the skills necessary to update one's practice as new knowledge accrues. It also demands developing those virtues that undergird the doctor/patient relationship and that sustain the profession of medicine as an ethical and honorable enterprise. This Compact codifies the principles necessary for teachers and learners to achieve a self-sustaining system of knowledge, practice, and life-long professional growth.

### **GUIDING PRINCIPLES**

**KNOWLEDGE AND VALUES:** Medical educators have a duty, not only to convey the knowledge and skills required for delivering high-quality care, but also to teach the values and attitudes required for preserving the medical profession's social contract. Students have a comparable duty to recognize that medical education is an amalgam of learning and practice, and that patient care may take precedence over purely educational considerations.

**INTEGRITY AND EXCELLENCE:** In order to convey professional values, learning environments should be based on integrity. Teachers serve as role models by honest communication and attention to the needs of patients and learners. Teachers should also be committed to high standards of educational quality. Learners should embody integrity in their interactions with patients and with each other. Learners should strive for excellence in preparation and in attention to detail.

**RESPECT AND RESPONSIBILITY:** Fundamental to the ethic of medicine is respect for every individual. This is best learned when novice professionals are afforded the same respect that will be expected in the physician/patient relationship. Both learners and teachers must be guided by respect for patients and members of the health care team and by accountability for their actions.

### **COMMITMENTS OF TEACHERS**

- We pledge our utmost effort to ensure that the components of the educational program for students and residents are of high quality. Learning experiences should be designed to foster student achievement and to provide a role model for professionalism. We will provide timely and appropriate feedback to assess the learner's achievement of these goals.
- In order to maintain high professional standards in all of our interactions, we will show respect for all students, staff, residents, and patients as individuals, without regard to gender, race, national origin, religion, or sexual orientation.
- We will provide progressive responsibility in a variety of settings under appropriate supervision, so that students can learn in an atmosphere respectful of patient safety.
- We will assist any student or resident who experiences mistreatment or who witnesses unprofessional behavior confidentially to report the facts for appropriate adjudication.

### **COMMITMENTS OF LEARNERS**

- We seek to acquire the knowledge, skills, attitudes, and behaviors required for life-long competency and growth.
- We pledge to commit the time and energy necessary to attain the goals and objectives of the curriculum. We welcome and seek out feedback in achieving these goals.
- We value the professional virtues of honesty, empathy, reliability, and respect. We pledge to demonstrate respect for others as unique and valuable individuals in our words and deeds.
- We appreciate the fact that we learn from our patients. We value patient welfare and safety and will seek guidance and feedback when confronted by high-risk situations or by clinical decisions that exceed our skill to handle alone.
- In fulfilling our own obligations as professionals, we pledge to assist our fellow students and residents in meeting their professional obligations as well.