

**Expectations Related to Professionalism and the Learning Environment  
For the Medical Education Program**

Section: 4  
Policy number: 4.24  
Responsible Office: Office of Student Affairs  
Issued: 06.01.2021  
Latest Review: 07.01.2023

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**POLICY STATEMENT**

It is the expectation that a medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

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**REASON FOR POLICY**

The reason for the policy is to state the procedures and responsibilities for informing, reporting, evaluating and acting upon matters related to professional behaviors and the learning environment within the medical education program at University of North Dakota (UND) School of Medicine and Health Sciences (SMHS).

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**SCOPE of POLICY**

This policy applies to:

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|--|---|
| <input checked="" type="checkbox"/> Deans, Directors, and Department Heads | <input checked="" type="checkbox"/> Faculty |
| <input checked="" type="checkbox"/> Managers and supervisors               | <input checked="" type="checkbox"/> Staff   |
| <input checked="" type="checkbox"/> Students                               |   |
| Others: Residents/Fellows  |   |

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<b>DEFINITIONS</b>	
Unprofessional Behavior	Behavior below or contrary to the standards expected of the given profession of a UND SMHS medical community member
SADMR	Associate Dean for Medicine
ADEFA	Senior Associate Dean for Education, Medical Accreditation and Faculty Affairs

<b>RELATED INFORMATION</b>	
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<b>CONTACTS</b>			
General questions about this policy can be answered by your department’s administrative office. Specific questions should be directed to the following:			
Subject	Contact	Telephone/FAX	Email contact
Policy clarification	Dean’s Office	777.2514/777.3527	<a href="mailto:judy.solberg@UND.edu">judy.solberg@UND.edu</a>
Policy format	Dean’s Office	777.2514/777.3527	<a href="mailto:judy.solberg@UND.edu">judy.solberg@UND.edu</a>

## PROCEDURES

The Dean’s Office will inform UND SMHS faculty, medical students and staff in written communication annually of the standards of professional behaviors expected of the medical community and how matters related to unprofessional behavior can be reported without risk of retaliation. The associate dean for student affairs and admissions and the phase directors will remind students during orientation (at the time of matriculation and prior to starting Phase 2/3) how unprofessional behaviors within the learning environment may be reported. This information will be distributed to students by email and will be found on the Office of Student Affairs website.

Reporting concerns related to standards of professional behaviors in the learning environment at UND SMHS may be accomplished online, in-person or by end of course and clerkships evaluations. Students, faculty and staff may use the online “Learner Mistreatment, Safety and Professional Behaviors” link to report concerns related to professional behaviors. Reporting using this link may be done anonymously and these reports are received by the associate dean for student affairs and admissions. Students, faculty and staff may also report matters related to professional behaviors in-person or in-writing directly to the associate dean for student affairs and admissions, the assistant dean for medical curriculum, the senior associate dean for medicine and research, the associate dean for education and faculty affairs, the campus deans or the chief of staff. Medical students may also report matters related to professional behaviors using the end of course and clerkship evaluation forms. End of course reports in Phase 1 will be reviewed by the assistant dean for the medical curriculum, and the clerkship and course reports in Phase 2/3 will be reviewed by the phase 2/3 director. Whichever method of reporting is utilized; it is to be made clear that the reporter is not at risk of retaliation.

It is the judgment of the recipient of the report to determine when matters related to standards of professional behavior require immediate attention in order to identify and promptly act to correct behavior to meet the professional standards. When the matter requires immediate attention or when then matter is uncertain, the recipient is expected to consult with the senior associate dean for medicine and research (SADMR) or the associate dean for education and faculty affairs (ADEFA). It is the responsibility of the SADRM or ADEFA to ensure corrective actions for matters related to professional behaviors requiring immediate

attention have been taken. Such actions may require involvement and action of the dean. This may be especially true when breeches of professional behavior occur at affiliated institutions.

When in the judgment of the recipient of the report, a matter does not require immediate attention in order to identify and promptly correct violations of professional standards, such reports will be made known to the senior associate dean for medicine and research or the associate dean for education and faculty affairs at least annually. The SADMR and the ADEFA will report annually to Under Graduate Medical Education Committee (UMEC) de-identified data related to standards of professional behavior in the learning environment.

The assistant dean for the medical curriculum will report at least annually to Biomedical Sciences Curriculum Committee (BSCC) matters related to professional behaviors as identified from the phase 1 end of course evaluations. The director of phase 2/3 will report at least annually to the Clinical Sciences Curriculum Committee (CSCC) matters related to professional behaviors as identified from phase 2/3 end of clerkship and course evaluations. BSCC and CSCC will report annually to UMEC findings and recommendations related to standards of professional behavior in the learning environment.

UMEC will review and evaluate de-identified data reports from BSCC, CSCC, SADMR and ADEFA annually in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences. UMEC may request the dean to communicate with the leadership of affiliated institutions when problems related to breeches of professional behaviors are identified at those sites.

### Procedure Outline

- I. Informing
  - A. Dean's office annually to faculty, medical students and staff by email
    - a. Expectations related to professional behavior
    - b. Methods of reporting
  - B. ADSAA, and Phase Directors inform/remind students at orientation, written document, website
  - C. Information will include that all processes ensure no risk of retaliation for the reporter
- II. Reporting
  - A. Methods
    - a. Online
      - i. Students, faculty, staff may use online reporting process (aka *learner mistreatment and safety* reporting. Add and "*matters related to professional behaviors*"). Online reporting be done anonymously.
    - b. In-Person
      - i. Students, faculty, and staff may report in person or in writing matters related to professional behavior to: ADSAA, ADMC, SADMR, ADEFA, Campus Deans or Chief of Staff.
    - c. End of course/clerkship
      - i. End of course and clerkship reports will provide opportunities for students to evaluate observed professional behaviors

- B. Receiving and acting upon reports requiring immediate attention in order to identify and promptly correct violations of professional standards.
  - a. Online
    - i. The ASDAA will receive all online reports and present to either the SADMR or ADEFA for further deliberation.
  - b. In-Person
    - i. The ASDAA will receive all online reports and present to either the SADMR or ADEFA for further deliberation.
  - c. End of course/clerkship
    - i. The ADMC is responsible for reviewing end of course evaluations in Phase 1 and reporting matters related to professional behaviors to SADRM or ADEFA, as well as reporting de-identified data to BSCC annually.
    - ii. The Phase 2/3 curriculum director is responsible for reviewing end of course and clerkship evaluations and reporting matters related to professional behaviors to SADRM or ADEFA.
  - d. Responsibilities
    - i. It is the responsibility of the SADRM or ADEFA to ensure corrective actions for matters related to professional behaviors requiring immediate attention have been taken. This may on occasion require assistance from the dean.
  
- C. Receiving and acting upon other reports
  - a. Online
    - i. The ASDAA will receive all online reports and when not requiring immediate attention will report to SADMR or ADEFA annually.
  - b. In-person
    - i. All in-person reports not requiring immediate attention will be reported to SADRM or ADEFA annually.
  - c. End of course/clerkship
    - i. All reports identified in end of course and clerkship evaluations not requiring immediate attention shall be reported to BSCC and the ADEFA by the ASMC, or to CSCC and SADMR by the phase 2/3 curriculum director. BSCC and CSCC will report findings to UMEC.
  - d. Annually SADMR and ADEFA will report to UMEC all reports they have received related to matters of professional behavior. Data will be de-identified prior to reporting to UMEC.
  
- III. Evaluating data and implementing improvement
  - A. UMEC will review and evaluate de-identified data reports from BSCC, CSCC, SADMR and ADEFA annually in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences.

RESPONSIBILITIES	
Dean's Office/Chief of Staff	<p>Informed SMHS faculty members, medical students, and staff in written communication annually of the standards of professional behaviors expected of the medical community and how matters related to unprofessional behavior can be reported without risk of retaliation.</p> <p>Take student reports related to professional behaviors in -person or in-writing.</p>
Associate Dean for Student Affairs and Admissions	<p>Remind students during orientation how unprofessional behaviors within the learning environment may be reported.</p> <p>Take student reports related to professional behaviors in -person or in-writing.</p> <p>Along with the SADMR ensure corrective actions for matters related to professional behaviors requiring immediate attention have been taken.</p>
Phase Directors	<p>Remind students during orientation how unprofessional behaviors within the learning environment may be reported.</p>
Assistant Dean for Medical Curriculum	<p>Take student reports related to professional behaviors in -person or in-writing.</p> <p>Report at least annually to BSCC matters related to professional behaviors as identified from the phase 1 end of course evaluations</p>
Senior Associate Dean for Medicine and Research	<p>Take student reports related to professional behaviors in -person or in-writing.</p> <p>Ensure corrective actions for matters related to professional behaviors requiring immediate attention have been taken.</p> <p>Report annually to UMEC de-identified data related to standards of professional behavior in the learning environment.</p>
Senior Associate Dean for Education and Faculty Affairs	<p>Take student reports related to professional behaviors in -person or in-writing.</p> <p>Ensure corrective actions for matters related to professional behaviors requiring immediate attention have been taken.</p>

	Report annually to UMEC de-identified data related to standards of professional behavior in the learning environment.
UMEC	Review and evaluate de-identified data reports.
Dean	Collaborates with affiliated institution leaders to ensure that appropriate strategies are in place to enhance positive and mitigate negative influences on the learning environment, and to identify and promptly correct violations of professional standards.

<b>FORMS</b>	
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<b>Revision Record</b>
N/A