

SECTION FOUR – INSTITUTIONAL RESPONSIBILITIES
POLICY NO: 4. 8
SUBJECT: STANDARDS OF CONDUCT

I. PREAMBLE

SPUH and its faculty shall adhere to the highest standards of behavior with respect to the teacher/student relationship, and shall provide a teaching and learning environment of mutual respect between and among house officers and SPUH faculty. SPUH is committed to preventing student abuse through education, by providing support for victims, and responding with decisive corrective action. This policy addresses the standard of conduct required by members of the Teaching Staff and for other members of the SPUH faculty. It is intended to ensure an educational environment in which all parties may raise and resolve issues without fear of intimidation or retaliation.

II. ADDITIONAL DEFINITIONS

A. Student: In the context of this policy, the term “student” shall refer to a house officer or student participating in a Postgraduate Program at SPUH.

III. STANDARDS

Any student mistreatment, abuse, or harassment will not be tolerated in the course of the teacher-learner relationship. Examples of inappropriate behavior or situations that would be unacceptable, include, but are not limited to:

- A. unwelcome physical contact including any physical mistreatment or assaults such as hitting, slapping, kicking, or threats of the same nature;
- B. verbal abuse (an attack in words or to speak insultingly, harshly or unjustly);
- C. inappropriate or unprofessional criticism intended to belittle, embarrass, or humiliate a student;
- D. requiring a student to perform menial tasks intended to humiliate, control, or intimidate the student;
- E. unreasonable requests for a student to perform personal services;
- F. grading or assigning tasks used to punish a student rather than to evaluate or improve performance;
- G. sexual assault or harassment (see “Sexual Harassment” policy); and
- H. discrimination based on race, religion, ethnicity, sex, age, sexual orientation, and physical disabilities.

While criticism is appropriate in certain circumstances in the teacher learning process, it should be handled in such a way as to promote learning, and avoiding purposeful student humiliation. Negative feedback is generally more useful when delivered in a private setting that fosters discussion and behavior modification. Feedback should focus on behavior rather than personal characteristics, and should avoid pejorative labeling.

IV. PROCEDURES TO ADDRESS INFRACTION OF THE STANDARDS

Students who believe that a violation of this policy has occurred, should immediately contact the Program Director or Department Chair of the student’s respective Postgraduate Program. If a complaint is reported to either the Program Director or Department Chair, the following options may be pursued:

A. With complainant consent, the Program Director or Department Chair to whom the incident is reported may discuss the allegation(s) with all involved parties and attempt to reach an amicable solution to the problem.

B. The Program Director or Department Chair may advise the complainant to file a formal grievance, following the process outlined in the “Grievance and Appeals” policy.

If the complainant wishes to remain anonymous, no formal action will be taken. However, both the Program Director and Department Chair will review the anonymous complaint in order to monitor for patterns of abuse.

Reviewed & Approved: 7/2007, 10/2010