AAMC Compact Between Teachers and Learners of Medicine

Preparation for a career in medicine demands the acquisition of a large fund of knowledge and a host of special skills. It also demands the strengthening of those virtues that undergird the doctor/patient relationship and that sustain the profession of medicine as a moral enterprise. This Compact serves both as a pledge and as a reminder to teachers and learners that their conduct in fulfilling their mutual obligations is the medium through which the profession inculcates its ethical values.

GUIDING PRINCIPLES

DUTY - Medical educators have a duty, not only to convey the knowledge and skills required for delivering the profession’s contemporary standard of care, but also to inculcate the values and attitudes required for preserving the medical profession’s social contract across generations.

INTEGRITY - The learning environments conducive to conveying professional values must be suffused with integrity. Students learn enduring lessons of professionalism by observing and emulating role models who epitomize authentic professional values and attitudes.

RESPECT - Fundamental to the ethic of medicine is respect for every individual. Mutual respect between learners, as novice members of the medical profession, and their teachers, as experienced and esteemed professionals, is essential for nurturing that ethic. Given the inherently hierarchical nature of the teacher/learner relationship, teachers have a special obligation to ensure that students and residents are always treated respectfully.

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.

*note: All information is provided by Office of Curriculum, Evaluation, and Accreditation
Medical Knowledge
• Describe the normal structure and function of the human body (MK-1)
• Compare and contrast normal variation and pathological states in the structure and function of the human body (MK-2)
• Describe analytic methods (laboratory, quantitative methods, Evidence-Based medicine principles) and apply them in patient care (MK-3)
• Apply the scientific method to the acquisition of new knowledge, to the critical appraisal of published knowledge, and to problem solving in the laboratory and patient care (MK-4)

Patient Care
• Categorize, describe, and use various therapeutic methods in the treatment of illness and disease (PC-1)
• Identify life-threatening conditions that require immediate and specific interventions (PC-2)
• Provide precise, timely and comprehensive patient care that is documented appropriately (PC-3)
• Perform and accurately record findings and observations derived from physical examinations (PC-4)
• Choose appropriate laboratory tests and/or diagnostic procedures and accurately interpret results (PC-5)
• Generate a comprehensive list of diagnostic considerations based on the integration of historical, physical, and laboratory findings (PC-6)

Interpersonal Communication Skills
• Communicate clearly, respectfully and compassionately with patients, families, colleagues, and members of the health care team (ICS-1)
• Collect and record pertinent elements of the clinical history in a concise and accurate manner (ICS-2)
• Communicate knowledge, interpretations, and recommendations orally and/or in writing to a wide range of professional or lay audiences in culturally appropriate ways (ICS-3)

Professionalism
• Describe fundamental ethical principles and how they apply in patient care and medical practice (Prof-1)
• Recognize and avoid the conflicts of interest that can arise in medical practice (Prof-2)
• Display compassion in interactions with all patients regardless of race, gender, ethnicity, sexual orientation, socioeconomic status and disability (Prof-3)
• Apply the highest ethical standards in all professional activities (Prof-4)
• Demonstrate respect for the beliefs, opinions and privacy of patients, families, and members of the health care team (Prof-5)
• Demonstrate scrupulous honesty in all professional matters (Prof-6)
• Provide compassionate and culturally appropriate care in all stages of the life cycle (Prof-7)
• Preserve patient’s dignity in all interactions (Prof-8)
• Demonstrate advocacy for the interests and needs of patients (Prof-9)

Practice-Based Learning
• Use inductive and deductive reasoning as appropriate in the diagnosis and management of disease (PBL-1)
• Use epidemiological and bio-statistical methods to analyze and solve clinical problems (PBL-2)
• Identify the need to employ self-initiated learning strategies (problem definition, resource identification, critical appraisal) when approaching new challenges, problems, or unfamiliar situations (PBL-3)
• Demonstrate sophistication in the use of digital resources for patient care, self-education, and the education of patients and their families (PBL-5)
• Demonstrate the application of a scheme inductive approach to arrive at a focused differential diagnosis (PBL-6)
• Demonstrate self-awareness and the skills necessary for life-long learning (PBL-7)

Systems-Based Practice
• Describe the components of social structure (e.g., family, neighborhood, community) and the role each plays in health behavior, disease prevention, and the treatment of illness (SBP-1)
• Describe the components of the national health system and its funding and how this system affects individual and community health (SBP-2)

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