



NYU Langone Health

POLICY ON POSITIVE LEARNING ENVIRONMENT		
EFFECTIVE DATE: September 2018	REVIEWED DATE:	REVISED DATE:

I. POLICY

- A. The following 10 Professional Attributes have been identified by the NYULISOM as essential for medical professionals and providers who participate in the learning environment:
1. Commitment to providing **compassionate treatment** of patients, with respect for their dignity, privacy, and rights, regardless of the patient's disease, prognosis, age, gender, race, sexual orientation, ethnicity, socioeconomic status, citizenship status, ability to pay for care, or religious, cultural, or health-related beliefs.
 2. Knowledge of the **ethical principles** that govern the doctor-patient relationship.
 3. **Respect** in all interactions for the patient's privacy, confidentiality, dignity, beliefs, rights, family, and cultural or religious values, even when such values or beliefs conflict with one's own.
 4. Expression of a **professional demeanor** in one's work and as a role model for society, including the consistent demonstration of honesty, integrity, and reliability in all interactions with patients, their families, colleagues, and co-workers.
 5. Awareness of the threats to medical professionalism posed by **conflicts of interest** inherent in various financial and organizational arrangements in the practice of medicine.
 6. Awareness of one's **vulnerability** to stress and the influence stress has on one's ability to care for patients.
 7. Commitment to placing the **patients' interests** over one's own
 8. The ability to recognize and effectively address unethical or unlawful **behavior of other members of the health care team** and to understand when and how such behavior must be reported.



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- 9. The ability to identify and address both **self-impairment** and impairment of the professional behavior of others
- 10. The capacity to recognize one's **personal reactions** to patients and manage these reactions in the patient's interest.

B. These attributes are applicable to all students enrolled in, all faculty, residents, staff and administrators employed by, and all other teachers holding appointments with the NYULISOM.

C. Medical Students and trainees of the NYULISOM are expected to attain the above stated professional attributes during the course of their medical education. Their progress will be monitored systematically throughout the course of their training.

D. The faculty and all components of the learning environment will be monitored for adherence to the same above stated professional attributes. Monitoring will assess whether the environment continues to facilitate resilience, excellence, compassion, and integrity across patient care, research and learning environments.

E. The office of the dean of students will be responsible for the monitoring of the learning environment and students' progress in the acquisition of professional attributes.

F. The NYULISOM is committed to ensuring a safe, respectful and supportive learning environment. Further details on mistreatment is covered under the school's "Student Mistreatment Policy."

II. PURPOSE: This policy addresses the positive learning environment policies at NYU Long Island School of Medicine (NYULISOM). In accordance with the Association of American Medical College (AAMC) statement on learning environment, NYULISOM is committed to maintaining a learning environment which ultimately leads to a better patient experience, where patients witness, experience, and expect a pervasive sense of respect, collegiality, kindness, and cooperation among health care team members. This includes all professionals, administrators, staff, and beginning and advanced learners from all health professions. This includes research as well as patient care environments. NYULISOM is committed to creating, supporting, and facilitating a learning environment that fosters resilience in all participants. The learning environment at



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NYULISOM encourages learners and teachers to engage with learning processes that can be inherently uncomfortable and challenging. NYULISOM is committed to shaping a culture of teaching and learning that is rooted in respect for all. The overall goal, in line with the AAMC statement, is to foster resilience, excellence, compassion, and integrity allowing us to create patient care, research, and learning environments that are built upon constructive collaboration, mutual respect, and human dignity.

III. SCOPE: This policy applies to all NYU Long Island School of Medicine’s students.

IV. DEFINITIONS: N/A

V. POLICY AUTHOR(S)

- Office of Students and Diversity

VI. RELATED POLICIES

Please review NYULISOM’s policy on Affirmative Action/Equal Opportunity, Student Mistreatment, and New York University’s Anti-Discrimination policy.

VII. PROCEDURE(S): N/A

VIII. REFERENCES (LCME references, Functions and Structures of a Medical School March 2020)

3.5 Learning Environment/Professionalism

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.

IX. TYPE OF POLICY: Curricular



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X. APPROVALS: EPEC

XI. POLICY MANAGEMENT

Responsible Executive: Dean of the School of Medicine

Responsible Officer: Associate Dean of Students and Diversity

Responsible Office: Office of Students and Diversity