	California University of Science and Medicine		Policy Number
	Institutional Policy		EID - 001
	Policy Title: Ethics, Equity, Professionalism, and Mistreatment		Number of pages
			7
Policy Owner: Senior Associate Dean for Equity, Inclusion, Diversity, & Partnership		Date Written February 23, 2021	
Date current Rev Approved April 8, 2021		Date for next review TBD	

PURPOSE OBJECTIVE:

To establish a policy and procedure for handling situations of ethics, equity, professionalism and mistreatment.

DEFINITIONS:

Ethics – moral principles that govern behavior or the conducting of an activity

Equity – the quality of being fair and impartial, the absence of oppression

Professionalism – the competencies and skills expected of colleagues with a common context

Mistreatment – ill-treatment, the action or fact of being treated poorly, unjustly, or unfairly

SCOPE:

Faculty, staff, and students


POLICY:

CUSM is an institution committed to antiracism, equity practice, and dismantling oppression to advance equity, inclusion, and diversity. Individuals joining our community are expected to continually engage in individual and collective efforts to achieve our mission, a large part of which is health equity. To that end, CUSM has policies, processes, and growth opportunities for which all community members are responsible to know, engage, and steward in order to cultivate and safeguard a culture of inclusive excellence. Our university culture of equity and inclusive excellence is one of our most valuable assets that allows us to maximize our individual and collective potential to reach our goals. At CUSM we recognize that racism and other forms of oppression are often inherited by way of tradition, structurally reinforced through dominant cultural norms, unconsciously validated, and unintentional. As a community, we affirm that we all benefit from learning and engagement, even when uncomfortable, in order to advance equity. We also recognize that only through intention, commitment, resources, and accountability will we be able to continually foster equity and inclusive excellence.

Lifelong Colleague Principle

The Lifelong Colleague Principle encourages all students, faculty, and staff to endeavor to make every interaction reflect a sincere desire to develop each other as lifelong colleagues, during interactions in the CUSM community and throughout their careers.

The Lifelong Colleague Principle and the CUSM-SOM Code of Ethics guide decisions and behaviors of students, faculty and staff. The Lifelong Colleague Principle and Code of Ethics allows everyone to flourish within an environment of trust, integrity, inclusion, and mutual respect.

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CUSM Code of Ethics & Professionalism

Professional values and behaviors are critical to the education and work environment at CUSM, and to the practice of medicine. All students, faculty, and staff at CUSM are expected to demonstrate high standards and values of professionalism through their behavior in all academic and educational settings at all times, including classrooms and laboratories, professional and clinical sites, community partnership sites, and also in non-educational settings. The behaviors and guidelines outlined in the code of ethics apply both on- and off-campus.

CUSM has established the following core areas for behavior:

Honesty and Integrity

Act with honesty and truthfulness. Demonstrate integrity and firm adherence to moral principles and academic values in all matters and in all professional relations. The following examples include, but are not limited to, acts that violate the honesty and integrity principle of the Code of Ethics 1) cheating; 2) plagiarism; 3) falsely claiming authorship of written material; 4) falsely claiming credit for research not performed; 5) falsely claiming participation on a team project; 6) any form of academic dishonesty; 7) personal dishonesty in dealings with colleagues; 8) stealing property, including intellectual property; 9) copyright infringement.

Trustworthiness


Demonstrate dependability to carry out responsibilities. Follow through on commitments and agreements. Maintain confidentiality and exercise discretion before sharing information.

Professional Behavior

Behave in accordance with CUSM's values toward faculty, staff, students, community partners, patients, and other health professionals in all settings, including but not limited to the classroom, laboratory, online (social media, virtual settings, etc.), clinical settings, social settings, and community spaces. Demonstrate regard for persons in authority in the classroom, laboratory, community, and clinical settings. Exhibit appropriate behavior and decorum when representing CUSM in extracurricular activities and professional meetings. Relate to colleagues, patients, families, and community partners in a caring and compassionate manner.

Empathy, Understanding, and Cultural Humility

Demonstrate conscientious interpersonal interaction and foster inclusion with respect to culture, race, religion, ethnic identity, biological sex, gender identity, gender expression, ability, immigration status, language ability, socioeconomic status, sexual identity, age, and health status. Demonstrate regard for differing values and abilities among colleagues, healthcare team members, patients, families, and

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community partners. Demonstrate an ability to listen and respect someone else’s feelings or experiences by imagining what it would be like to be in their situation. Report, disrupt, address, and correct behavior that threatens CUSM’s culture and climate of empathy, belonging, inclusion, and equity. Commit to antiracism and equity practice through continuous learning, engagement, action, and personal growth.

Communication

Communicate effectively with faculty, staff, students, patients, families, healthcare team members, and community partners. Demonstrate due diligence for constructive, respectful communication and conflict resolution. Formulate written communications with professional content and tone. Ensure the confidentiality of communications that contain personal information.

Punctuality & Time Management

Demonstrate punctuality in academic and professional environments. Adhere to established times for classes, laboratories, professional experiences, and meetings. Comply with established oral and written deadlines. Respond to requests (written, oral, email, and telephone) in a timely fashion. Demonstrate accountability for decisions and responsibility for completing tasks and assignments on time.


Conflict and Compliance

Demonstrate and continually develop effective skills for crucial conversations and conflict resolution. Formulate constructive, respectful feedback when asked to evaluate a course, performance, colleague, or program. Be open to receiving constructive criticism. Compromise when possible and be open to new ideas. Recognize instances when values and motivation are in conflict with others and proceed in a manner that is consistent with the Lifelong Colleague Principle. Recognize and seek guidance from a colleague or supervisor if you perceive a conflict of values or motivations that may involve illegal, unethical, or unprofessional behavior. Identify and communicate to proper authorities any activity that is dangerous to the welfare of a patient, colleague, or the institution. Comply with federal, state, university, school, and institutional laws and policies. Abide by conflict-of-interest guidelines set forth by CUSM. Avoid relationships or activities that might impair, or even appear to impair the ability to make objective and equitable decisions. Do not use university property, information, resources, or associations for personal gain.

Guidelines for Dress and Appearance

Abide by CUSM’s dress and appearance guidelines. Demonstrate respect to self and others through grooming and appearance.

Equity

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Diversity at CUSM refers to the backgrounds, identities, experiences, and skills that distinguish community members from each other. Differences enrich our institution and are to be respected and valued in an environment of mutual respect, joy, and empathy. Valuing diversity means: continuous learning about identities and communities outside your own, abiding in discomfort or ambiguity to engage in conversations about racism, privilege, oppression, sexism, homophobia, xenophobia, transphobia, ableism, ageism, and other forms of discrimination. Address and intervene in instances of behavior that does not actively demonstrate respect for diversity.

Equity at CUSM refers to every member of the community’s right to thrive by representing their whole self in education, work, and community spaces. In contrast to equality, which means everyone receives the same thing, equity means that each person receives what they need to be fully supported in professional performance and growth.

Equity Impact Audits & Policy Review


Policies, procedures, and outcomes at CUSM will be reviewed regularly and systematically through a process of 1) community-wide engagement and review, 2) community comments/hearing, 3) and equity impact audits. Faculty, staff, and students shall be privy to policies that govern rules and regulations at CUSM. Whenever possible, data will be shared to facilitate transparency and the evaluation of outcomes in pursuit of equity. Faculty, staff, and students are expected to facilitate, cooperate, engage, and support the equity impact audits and policy reviews.

Mistreatment

A climate of mutual respect in the teaching, working and learning environment is a core attribute of CUSM’s professionalism requirements. Patient safety and excellence in healthcare outcomes are best achieved in a climate free of mistreatment and abuse. CUSM is committed to fostering the development of professional and collegial attitudes by all members of the medical school community, including medical students, resident physicians, faculty, staff, volunteers and community partners who participate in teaching, education, research, service, and patient care.

Teaching, learning, and working should take place in an environment of mutual respect based upon transparent deliverables, learning objectives and milestones, professionalism, and performance. This includes a shared commitment among all members of the CUSM community to respect each person’s worth and dignity, and to contribute to a positive environment where all are enabled and encouraged to achieve their full potential.

Mistreatment may be defined as “treatment of a person that is either emotionally or physically damaging; or is from someone with power over the recipient or target; or is not required or not desirable for education or employment; or could be reasonably expected to cause damage or distress.”


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This includes verbal (swearing, humiliation, name calling), emotional (neglect, exclusion, hostile gestures or affect), sexual (physical or verbal advances, inappropriate language or humor), and physical harassment or assault (threats, harm, shoving, intimidating or threatening physical posturing). To determine if something is mistreatment, faculty, staff, and students should consider if the activity or action is damaging, unnecessary, undesirable, ongoing, or could reasonably be expected to cause damage or distress.

Examples of mistreatment and unacceptable behavior or situations under this policy include but are not limited to:

- Physical contact, including any physical mistreatment or assaults such as hitting, slapping, kicking, shoving, throwing objects or threats of the same nature
- Verbal abuse (insults, harsh language, threats, swearing, yelling, berating, name calling)
- Comments, gestures, social media posts, and jokes that threaten inclusion and/or belonging
- Acts or expressions of racism, sexism, homophobia, xenophobia, transphobia, religious intolerance, ableism, ageism, or other forms of discrimination
- Visual harassment (display of derogatory, vulgar, offensive, or inappropriate cartoons, drawings, posters, social media posts, etc.)
- Inappropriate or unprofessional conduct that is unwarranted and reasonably interpreted to be demeaning or offensive
- Being required to perform tasks intended to humiliate, demean, control, or intimidate
- Unreasonable requests to perform personal services outside the scope of education or work duties
- Assigning tasks intended to punish and demean rather than to evaluate or improve performance
- Purposeful neglect or exclusion from learning or professional opportunities as means of punishment or retaliation
- Sexual assault, sexual harassment, stalking or other acts of sexual violence
- Disregard for safety
- Retaliation for reporting of behavior(s) outlined in the EEPM policy

CUSM also fully ascribes to the [AMA: Teacher-Learner Relationship In Medical Education](#) policy.

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CUSM is an antiracist institution that actively dismantles oppression in all forms. As such, we have dedicated sufficient resources and infrastructure to ensure a process for this policy. CUSM will cultivate an environment where everyone can raise and resolve issues in the spirit of care and keeping for self and community, and without fear of intimidation or retaliation. CUSM is committed to responding to EEPM concerns in a prompt, sensitive, confidential, and objective manner with a focus on skill-building, learning, and improvement. The EEPM process ensures fairness and due process for all parties. We further require all faculty, staff, and students to engage in ongoing education, training, enrichment, and growth opportunities on an annual basis.

RELATED POLICIES: *Guidelines for Dress and Appearance*

DOCUMENT REVISION TRACK: *please track authorized revisions*

DATE of REVISION	AUTHOR	DOCUMENT CHANGES	DATE APPROVED

APPROVALS: *Approvals should include signature and date*

Compliance Committee – Louise Borda on behalf of the Compliance Committee 
Additional Authority Signatures – I.E. Chief Information Officer, HR Officer, or Finance Officer



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CUSM President

Handwritten signature of Paul Lyons in cursive.