Tools for Educators to Create a Respectful Workplace*
Distributed October, 2015

1. Model respectful relationships with peers, trainees and nurses. Remember what it was like as a medical student and think about how you would have liked to be treated.
2. Communicate clear expectations for students to reduce misunderstandings.
3. Do not make jokes about students' or patients' gender, race ethnicity, age, sexual orientation or size. Do not belittle students.
4. Be sensitive to the possibility that students or those close to them may have the diseases about which you are teaching and may take offense if you imply a judgmental attitude.
5. Do not ask students to run errands/pick up food, coffee, etc.
6. Learn and pronounce students' names correctly.
7. Value your students and thank them for their hard work.
8. Reflect on interactions with students to appreciate how they may have perceived something.
9. If a student reports that he/she is being mistreated by a nurse or patient, listen and ask questions to better understand the issues, and try to help the student respond appropriately
10. Address issues of mistreatment that arise (with nurses, patients, other trainees and faculty) in real-time in order to support our students.
11. Develop increased self-awareness of the level of stress in a situation. When stress levels increase, actively work to reduce them.
12. Scripts that may be useful to avoid mistreatment:
    a. "Please stand to the side for the time being as I am concerned that this patient is very unstable. We can talk about the teaching points after the patient has been stabilized."
    b. "Please hold your questions until we have sufficient time to give them the attention that they deserve."
    c. "We assess your knowledge base by asking you questions. You may not know the answers, but that helps us know how best to teach you."
    d. "I am sorry about this misunderstanding. I may not have communicated clearly."
    e. "I am sorry if what I said was offensive to you. I didn't intend for it to be so harsh."
13. Review P&S' Standards, Procedures, and Policies regarding the learning environment, which can be found here: http://ps.columbia.edu/education/curriculum/learning-environment/learning-environment-standards-procedures-and-policy
14. Assess the clinical environment for hot spots. Work with others in your department to proactively avoid these.

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