

Tools for Educators to Create a Respectful Workplace

1. Do not make jokes about students' or patients' gender, race ethnicity, age or sexual orientation.
2. Remember to value your students/residents and thank them for their hard work.
3. Model respectful relationships with peers, trainees and nurses.
4. Do not ask students to run errands/pick up food, coffee, etc.
5. Reflect on interactions with students/residents to appreciate how they may have perceived something.
6. If a student or resident reports that they are being mistreated by a nurse or patient, listen and ask questions to better understand the issues, and try to help the student/resident respond appropriately.
7. 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. "I understand that you may not know the answers to my questions. Don't feel badly about that. I ask them to better understand your knowledge base so that I can teach at a level that will best serve 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, but once I said it, I realized that it would have been better to say the same thing this way..."
8. Generally, students and residents would like to learn how to respond to these situations themselves, rather than have faculty "rescue" them from the situation.
9. We encourage you to address issues of mistreatment that arise (with nurses, patients, other trainees and faculty) in real-time in order to support our students and trainees. However, SOM leadership would then like to hear about issues of mistreatment as well.
10. Please be aware that we do have a SoM mistreatment policy which can be found here: <http://med.stanford.edu/md/mdhandbook/section-3-13-respectful-educatorand-mistreatment-policy.html>
11. Remember what it was like as a medical student and think about how you would have liked to be treated.
12. Communicate clear expectations for students to reduce misunderstandings.
13. Develop increased self-awareness of educator's stress level. When stress level increases, take measures to actively reduce it.
14. Assess the clinical environment for hot spots. Work with others in your department to proactively avoid these.
15. Create real-life educational scenarios from your department/specialty to be helpful to others.