

Johns Hopkins University School of Medicine Learner Mistreatment, Harassment, and Discrimination

Your Role as an Influencer, Teacher, and Role Model Impacts Learners Every Day and Every Moment

Be conscious of how your actions, attitude, position, and comments may affect learners. Model respectful, collegial, professional, and civil relationships with others.

- We are in a learning environment where mistakes will happen and failures will occur. **Johns Hopkins University School of Medicine expects that you avoid engaging in any behavior that would publicly embarrass or humiliate a learner.** While public correction is often necessary to ensure that all learners understand the correct answers and expectations, respectful interactions are always the expectation to preserve dignity and a supportive learning environment.
- **Learners perform at their best when they experience safe and fair learning environments.** Asking or requiring learners to perform personal services, threatening learners with physical harm, physically harming learners, subjecting learners to unwanted sexual advances, or asking or requiring learners to exchange sexual favors for grades or other rewards, are all behaviors that are not only unwarranted but considered bullying and discriminatory treatment, and may result in Johns Hopkins and other disciplinary measures.
- The history of academic medicine culture unfortunately includes intimidation and rites of passage. Some learners may feel that these methods are expected or typical, and some educators view these as effective educational tools. However, intimidation contributes to burnout and stress, and to feelings of embarrassment and humiliation. **Trainees may not remember what you taught them, but they will always remember how you made them feel.**
- **Evaluating or grading learners must be based on performance, effort, professional behavior, integrity, achievement and progress toward achieving the educational objectives of the curriculum and training program.** Evaluating or grading a trainee based on any criteria other than objective performance/merit, for example a student's demographic characteristics or identity (i.e. gender, race, ethnicity, religion, language, sexual orientation, etc.) may rise to the level of discrimination prohibited by University policy and result in disciplinary measures.
- Similarly, differential treatment of students (e.g., denial of a training opportunity) based on a student's demographic or identity (i.e., gender, race, ethnicity, language, religion, sexual orientation, etc.) may rise to the level of discrimination prohibited by University policy and result in disciplinary measures.

As a Johns Hopkins educator, you are responsible for creating an **inclusive environment** where every learner can bring their whole selves to Hopkins. Learners who feel included and confident to share their full and dynamic identities with their faculty and peers are also more engaged in their learning environment and with their academic and scholarly pursuits.

- **Johns Hopkins University School of Medicine expects that no learner will be subject to sexist, racially or ethnically offensive remarks or names, or to offensive remarks or names related to**

sexual orientation or any other protected status. Such conduct may rise to the level of discriminatory harassment prohibited by University policy and subject to disciplinary measures.

- **Take every opportunity to praise those around you when praise is due, as it often is.** Even seemingly trivial, positive comments or actions have the ability to make others feel better about their work and themselves. Mary Rowe at MIT defines **micro-affirmations** as “*apparently small acts, which are often ephemeral and hard-to-see, events that are public and private, often unconscious but very effective, which occur wherever people wish to help others to succeed.*” She notes that “Micro-affirmations are tiny acts of opening doors to opportunity, gestures of inclusion and caring, and graceful acts of listening. Micro-affirmations lie in the practice of generosity, in consistently giving credit to others—in providing comfort and support when others are in distress, when there has been a failure at the bench, or an idea that did not work out, or a public attack.

All faculty members of the Johns Hopkins School of Medicine are expected to fulfill their roles as “responsible employees”. Responsible employees who receive or become aware of a complaint of discrimination, harassment, sexual misconduct, relationship violence, or stalking are required to and must bring the matter to the immediate attention of the Vice Provost or Assistant Vice Provost, Title IX Coordinator in the Office of Institutional Equity (titleixcoordinator@jhu.edu; 410-516-8075; www.oie.jhu.edu or www.sexualassault.jhu.edu). Training on the responsibilities of such individuals is available on MyLearning.

Below are resources to be aware of:

- **JHUSOM Guidelines for Conduct in Teacher/Learner Relationships:** <https://www.hopkinsmedicine.org/som/students/policies/relationships.html>
- **JHU Sexual Misconduct Policy and Procedures:** <http://sexualassault.jhu.edu/policies-laws/>
- **Disruptive behavior, bullying, workplace violence, and other forms of mistreatment may be reported to Safe at Hopkins:** <http://www.safeathopkins.org/>
- **Harassment and/or discrimination may be reported to the JHU Offices of Institutional Equity and Workforce Diversity at:** <http://www.safeathopkins.org/resources/johns-hopkins/offices-of-institutional-equity-and-workforce-diversity/> or <http://oie.jhu.edu> or at (410) 516-8075.
- **Sexual Assault may be reported at** <http://sexualassault.jhu.edu> or through the Title IX Coordinator/Office of Institutional Equity via the contact information above. The primary confidential resource for students at the University is the **JHU Sexual Assault Help Line** at (410) 516-7333. Emotional support and counseling are available through the following additional confidential resources: University Health Services – Mental Health at (410) 955-1892, the Johns Hopkins Student Assistance Program (JHSAP) at (443) 287-7000 or (866) 764-2317, or the Faculty & Staff Assistance Program (FASAP) at (443) 997-7000 or (866)-764-2317.
- If you are unsure about where to report acts of mistreatment, do so to the relevant assistant, associate or vice dean.