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Guidelines for good clinical education and training of medical students of the Faculty of Health Sciences (FHS) at Stellenbosch University.

Preamble:

Relationships between colleagues based on mutual respect in the training environment are foundational to good medical education. This guideline, written by the students and with the input of the faculty, serves to promote such a mutually beneficial training relationship while acknowledging the essential role of patients in the training process.

1. The goal of these guidelines is:
 - 1.1 to provide a code of conduct to both students and doctors based on mutual respect, good communication and justice.
 - 1.2 to create an atmosphere of open communication (mutual respect) and understanding between doctors and students
 - 1.3 to ensure good clinical education and training of students
 - 1.4 to create an environment of maximum learning for students
 - 1.5 to ultimately offer the best possible care to patients.
2. Medical students at Stellenbosch University have the right to:
 - 2.1 Receive high quality training and education with adequate time to meet their academic obligations and commitments. This includes reasonable time for leave to study.
 - 2.2 Learn in a safe and caring environment where education is the primary goal, without compromising patient care. This implies that students should not be seen as the primary labour force in the clinical setting and they should therefore not be repeatedly assigned tasks that do not contribute to their training as medical professionals. This also implies that the ultimate responsibility for good patient management and clinical practice lies with the attending doctor.

Included in this is the right to reasonable on call duty obligations ("Spoed diens"). The FHS recognises the value of on call duties as part of training and that requirements for such duties are discipline specific. However, these duties should be balanced with student obligations to meet academic requirements including preparation for tests and examinations. In addition, the risk of needle stick injuries is increased by long working hours and clinical departments must ensure that student on-call duties are structured in such a way, that the risk of such injuries are minimal, e.g. students could be allowed to divide 24 hour calls into shifts of 8-12 hours at a time.

- 2.3 Be treated with dignity and fairness by all personnel. This includes the opportunity to take tea and lunch breaks.
- 2.4 Voice their concerns without fear of discrimination or victimisation.
3. Medical students at Stellenbosch University have the responsibility to:
 - 3.1 Commit themselves to the conscientious, respectful and considerate service of their patients. They should participate and assist in the management of patients under supervision. They should ensure that special investigations are done timeously and the results followed up meticulously to assist the attending doctor to offer the best possible care to patients. They should also respond to reasonable requests from the doctor in charge where patient care is in concerned (e.g. moving the lunch hour in order to finish something urgently).
 - 3.2 Be on time for ward rounds and all other clinical activities.
 - 3.3 Treat their superiors, colleagues in the health care team, and patients with respect.
 - 3.4 Conduct themselves in a professional and ethical manner. This includes maintenance of confidentiality regarding discussions and teaching of private patient information.
 - 3.5 Assist with informed consent as a training experience bearing in mind that ultimate responsibility for informed consent rests with the treating doctor.

This guideline aims to promote a healthy mutually beneficial relationship between the students and the doctors in the clinical setting. The students are eager to learn the art of medicine and become good doctors to serve their community. This however also means that they should be granted the opportunity to fulfil their obligations to meet academic requirements and be able to maintain their physical and psychological integrity.