



Code of Conduct for Medical Students

TASMANIAN SCHOOL OF MEDICINE

UNIVERSITY of
TASMANIA 



Studying medicine and becoming a doctor is a privilege which comes with responsibilities and expectations.

This Code of Conduct for Medical Students outlines the professional behaviour expected of all medical students across Years 1 to 5 at the Tasmanian School of Medicine, as you progress upon the path to becoming a doctor who is respectful, ethical, reliable, and collaborative, as well as personally and socially accountable. Some of your responsibilities as a medical student will change as you progress through the course, particularly as your involvement with patients increases, but they all relate to the development of your medical professionalism.

The Code is also a statement of our shared aims as students, teachers, and staff to support the development of medical professionalism; a guide to encourage respect, compassion, and kindness towards each other, as well as patients and members of the community; and an aspirational document to remind us of what we can achieve in cooperation and collaboration.

Teachers and staff associated with the Medicine Program will support you to uphold this Code by modelling relevant behaviours, providing guidance about the Code's application in particular circumstances, giving feedback about your professionalism, and responding to lapses in student professionalism. Unprofessional behaviour is a concern as it may constitute immediate or future risk to patients, staff, other students, yourself, or the relationship between the University and the community, including placement providers.

This Code operates in conjunction with the [University of Tasmania Behaviour Policy](#), as well as [Good medical practice: A code of conduct for doctors in Australia](#), as well as relevant policies with respect to clinical placements, and other State and Federal Acts, Regulations and Codes of Practice that you will need to become familiar with during your training.

As a medical student and future doctor, I will be:

RESPECTFUL

- Recognising the value of small, frequent gestures including apologising, seeking, and being granted permission, and investing an effort to maintain the appropriate manner in routine communication and behaviour with peers and educators;
- Appreciating and welcoming all forms of diversity, with attention to culturally safe practice and supporting culturally safe health and learning environments;
- Being aware of my own cultural values, beliefs, practices, and possible biases and not acting in a judgmental or discriminatory way; and
- Treating peers, educators, colleagues, patients and their families and carers politely and considerately, with particular attention to verbal and non-verbal communication, and appropriate standards of professional attire and presentation.

ETHICAL

- Treating peers, educators, colleagues and especially patients and their families and carers, with fairness, honesty, and compassion;
- Acting with integrity when undertaking learning, assessment, and research activities;
- Developing and maintaining personal and professional boundaries, and never exploiting or deliberately harming patients and their families and carers, as well as peers, colleagues, and educators;
- Acting within the limits of the knowledge, skills, and expectations of my stage of training;
- Respecting patient privacy and maintaining confidentiality;
- Always obtaining informed consent for my interactions with patients; and
- Upholding the value of transparency by disclosing any potential conflicts of interest and errors, and offering explanation and apologies where appropriate.

RELIABLE

- Adhering to all safety in practice and other compliance requirements;
- Being punctual and meeting expected attendance requirements;
- Completing assigned learning tasks and assessment activities in a timely manner; and
- Promptly communicating changes in personal circumstances where they impact upon engagement in learning.

COLLABORATIVE

- Participating fairly and respectfully in group learning and tasks, as well as clinical and community-based learning;
- Acknowledging that patients have a unique and expert understanding of their own health;
- Contributing to safe and supportive learning and working environments; and
- Being an active, engaged member of the University of Tasmania and Tasmanian medical community.



PERSONALLY ACCOUNTABLE

- Showing commitment to my personal and professional development by taking responsibility for my learning, as well as seeking, reflecting on, and using feedback;
- Developing strategies to support health and wellbeing, accessing support when needed; and
- Communicating needs for accessibility and special consideration and developing a plan to manage any impact on study.

SOCIALLY ACCOUNTABLE

- Reporting matters of serious concern, particularly those which could impact upon peer and patient safety and care, to teachers, supervisors, or other appropriate persons;
- Considering wider responsibilities to the profession and the public when engaging on social media and in other public settings;
- Using teaching and healthcare resources responsibly and sustainably, recognising the importance of a professional commitment to caring for present and future generations; and
- Seeking to direct educational opportunities, and research and service activities, towards addressing the priority health needs of the Tasmanian and wider community.