



Professionalism, the Learning Environment and Policies

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Objectives



- ❖ Faculty will understand the LCME expectations of faculty and students regarding professionalism and learning environment
- ❖ Faculty will know how to locate policies addressing these issues
- ❖ Faculty will become familiar with the curricular components on professionalism.
- ❖ Faculty will espouse an understanding of the expectations for learners and teachers.
- ❖ Faculty will be able to discuss the importance of modeling.



- ❖ Located on Student Affairs Website
- ❖ [Http://www.ttuhsch.edu/fostersom/studentaffairs/](http://www.ttuhsch.edu/fostersom/studentaffairs/)
- ❖ AAMC Compact Between Teachers and Learners of Medicine
- ❖ Medical Student Honor Code
- ❖ Dress Code
- ❖ Student –Faculty Dispute Resolution Policy



MS-31-A. Medical schools must ensure that the learning environment for medical students promotes the development of explicit and appropriate professional attributes (attitudes, behaviors, and identity) in their medical students.

MEDICAL STUDENT CODE OF PROFESSIONAL AND ACADEMIC CONDUCT



Medical professionals are expected, not only by patients but also by society as a whole, to possess certain attributes, which include, but are not limited to:

- Altruism, whereby they subordinate their own interests to take care of their patients
- High ethical and moral standards
- Honesty, integrity, trustworthiness, caring, compassion and respect in their interactions with patients, colleagues and others.
- Accountability, not only for their own actions, but also for those of their colleagues, which is the basis for the autonomy of the profession.
- Maintaining confidentiality concerning the patient and the patient's records.

(Quoted from the Student Handbook: Code of Professional and Academic Conduct from TTUHSC – covers all schools)



Medical Student Honor Code

In my capacity as a Paul L. Foster School of Medicine medical student, I will uphold the dignity of the medical profession.

I will, to the best of my ability, avoid actions which might result in harm to my patients.

I will protect the dignity of my patients and the deceased, and will protect their confidential information in accordance with the prevailing standards of medical practice.

I will not lie, cheat, or steal.

I will enter into professional relationships with my colleagues, teachers, and other health care professionals in a manner that is respectful and reflective of the high standards and expectations of my profession.

I will not tolerate violations of this code by others and will report such violations to the appropriate authorities.

Declaration of Faculty Professional Responsibility



1. To foster a learning environment that promotes human dignity.
2. To respect each person as an inherently and uniquely valuable member of the human community.
3. To embrace a holistic view of human beings in their physical, mental, social, cultural, and spiritual dimensions.
4. To provide systems, structures, and procedures which are attuned to the basic human values of altruism, honor, fairness, and respect for others.



5. To dedicate ourselves to improving the health of society through the teaching and mentoring of physicians, educators, scientists, and other members of the healthcare team to be competent, ethical, and compassionate.
6. To embrace responsible and ethical stewardship of resources that promotes just and equitable health delivery with a commitment to the needs of the vulnerable and the disadvantaged.
7. To work as partners with individuals, organizations, and healthcare team members in the community to accomplish these goals.
8. To continually learn and improve our service as the community's needs change.

In the education of all learners we commit:



1. To model, maintain, and mentor professional behavior at all levels of training.
2. To continuously evaluate academic offerings and address professional responsibilities throughout the curriculum.



What are we doing to teach professionalism?

- ❖ Master's Colloquium
- ❖ Small group learning in SCI & WCE
- ❖ Formative feedback from small groups & clinics
- ❖ Professionalism stories



“The Goal of the Masters Colloquium is to promote critical thinking and reflective mindfulness in discourse and decision making, respectfulness, empathy, and integrity in relations with others, and engaged, responsible citizenship in the community. “



- ❖ Year 1
 - ❖ Communication, Culture and Empathy - 10 weeks
 - ❖ Ethics and Medical Jurisprudence - 13 weeks
- ❖ Year 2
 - ❖ Professionalism – 3 weeks



Small Group Activities

- ❖ Groups of 10 with a faculty member
- ❖ Discuss cases
- ❖ Faculty observes and evaluates for interactions:
 - ❖ respectful of other's opinions
 - ❖ shares the time w/ classmates
 - ❖ prepared and timely



- ❖ Monthly clinic experience
- ❖ Observation of health care team's interaction
- ❖ Role modeling
- ❖ “Parables”

COMMUNITY CLINIC EXPERIENCE



| Criterion | | | | |
|---|--|----------------------|---|---|
| Timeliness | On time | | Arrived late Left early | |
| Dress | Appropriate | | Inappropriate | |
| Respectful conduct | Respects beliefs, rights, roles, abilities, and values of Patients, Staff, Preceptor | | Disrespectful of Patients, Staff, Preceptor | |
| Spanish | Excellent | Practiced while here | Did not use any Spanish | Not applicable |
| Communication with you, staff & patients | Courteous Respectful Appropriate Vocabulary | | Discourteous Disrespectful Uses Jargon with Pts | Insulting Patronizing Does not answer pt questions |
| Professionalism | Maintains Confidentiality Maintains professional boundaries Honest Behaves with equity to all pts | | Discloses information where might be overheard Minor boundary violations Stretches truth Does not treat all patients equally | Discloses information in public setting Egregious boundary violations Lies outright Publically discriminates |

Preceptor comments (student's strengths & weaknesses)

STUDENT COMMENTS: Based on the preceptor's feedback, reflect and briefly list and describe strategies for improvement.



❖ Clerkship professionalism forms

❖ Professionalism stories

Professionalism Story



- My name
(Your name will not be disclosed unless otherwise discussed with you)
- Today I want to share an example of
 - *exemplary professionalism
 - *poor professionalism
- When did it happen: Date:
Approximate Time:
- Where did it happen:
- Who exhibited this professional/unprofessional behavior?
- What happened? (Please tell the complete story so it is clear what made this either a behavior to emulate or avoid.)



MS-32. Each medical school must define and publicize the standards of conduct for the teacher-learner relationship, and develop written policies for addressing violations of those standards.

AAMC Compact Between Teachers and Learners of Medicine

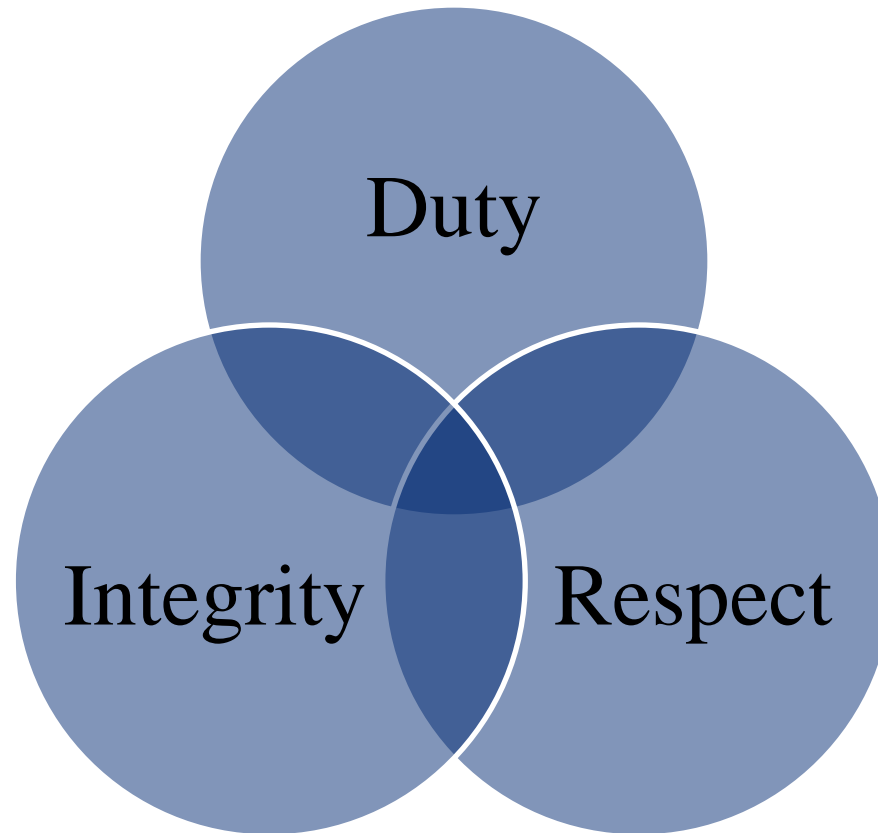


Guiding Principles

Commitments of
Faculty

Commitments of
Students and Residents

Guiding Principles



Commitments of Faculty



- High quality educational program
- High professional standards ourselves
- Respect for all students without regard to gender, race, national origin, religion, sexual orientation
- Commitment to allow students sufficient time to fulfill personal and family obligations
- Celebrate expressions of professional attitudes and behaviors
- No tolerance for any abuse or exploitation of students
- Encourage students to report unprofessional behavior or mistreatment

Commitments of Students and Residents



- Best effort to acquire needed knowledge, skills, attitudes and behaviors
- Cherish professional virtues of honesty, compassion, integrity, fidelity and dependability
- Respect faculty, residents and fellow students without regard to gender, race, national origin, religion, sexual orientation
- Embrace the high standard of professional conduct and pledge to act accordingly in ALL actions with patients, colleagues and staff
- Assist our fellow students and residents in meeting their professional obligations



Learning Environment

The Paul L. Foster School of Medicine is committed to providing our students with a learning environment that is conducive to the acquisition of skills, knowledge and behaviors that will enhance development of an excellent physician. As stated in the Student Handbook, students are held to a code of conduct that promotes altruism, honesty, accountability and the maintenance of confidentiality.

Faculty, residents and staff also are expected to display the highest ethical standards that promote duty, integrity and respect as stated in the AAMC Compact between Teachers and Learners of Medicine.

Each learning site agrees to uphold these high standards. If a student violates this code of conduct, the hospital or clinic will notify the clerkship or course director responsible for the student in that clinical experience. If a student notes a violation of this code of conduct by faculty, residents or staff of the respective institutions, they will report this violation to their clerkship/course director or to the Associate Dean for Student Affairs at the PLF SOM.



MS-33. The medical school must publicize to all faculty and students its standards and procedures for the evaluation, advancement, and graduation of its students and for disciplinary action.



PAUL L. HUNTER
HOSPITAL OF MEDICINE

