

# Professionalism For All at the College of Medicine

Professionalism is one of the core competencies for the community at the College of Medicine.

## Policies

There are numerous policies that define and outline best practices of professionalism. The College of Medicine has established a comprehensive policy for the community, entitled “Policy Regarding Professionalism and Reporting Misconduct for Faculty and Learners at the University of Arizona College of Medicine”.

The comprehensive document provides information regarding the definition of professionalism and related policies. The first section includes the University of Arizona policies that apply for all faculty, learners, staff, as well as policies that apply only for medical students. The second section provides a means for reporting exemplary professional behavior or violations of professionalism. This is followed by policies for definitions of the violations and for reporting procedures.

## Policy Regarding Professionalism and Reporting Misconduct for Faculty and Learners at the University of Arizona College of Medicine

SECTION 1		SECTION 2
<i>Policies for all faculty, learners, staff</i>	<i>Policies related exclusively to medical students</i>	<i>Professionalism Report and policies for reporting what and to whom</i>
<i>Attributes of Professional Behavior</i> <ul style="list-style-type: none"> <li>• Conflict of Interest</li> <li>• Student Code of Conduct</li> <li>• Nondiscrimination and Anti-Harassment</li> <li>• Workplace Violence</li> <li>• Disruptive Behavior in</li> </ul>	<i>Student Progress &amp; Appeals</i> <ul style="list-style-type: none"> <li>• Program Objectives</li> <li>• Code of Conduct &amp; Procedures for Honor Code Committee</li> <li>• Code of Academic Integrity</li> </ul>	<i>Submit Report</i> <ul style="list-style-type: none"> <li>• Nondiscrimination and Anti-harassment Policies</li> <li>• Definitions</li> <li>• Professional Misconduct Prohibited</li> <li>• Policies for Reporting Misconduct</li> </ul>

<p>Institutional Setting</p> <ul style="list-style-type: none"> <li>Disruptive and Threatening Student Guidelines</li> <li>Protection of Employees from Reprisal for Whistle Blowing</li> </ul>		<ul style="list-style-type: none"> <li>Confidentiality</li> <li>Remedies</li> <li>Records Retention</li> </ul>
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## Community for the Practice and Teaching of Professionalism

Professionalism is taught and practiced in the College of Medicine community. The table below describes in general terms; (1) the formats for which teaching professionalism to medical students occurs in the community, (2) the ways in which student performance of professionalism is assessed, and (3) the ways in which the teaching of professionalism is evaluated. Not included in the table are the ways in which the community (hospitals, university departments) train and evaluate professionalism of its faculty and staff.

### 1. Description of the formats in which professionalism is taught to medical students in the College of Medicine community

<i>Direct Teaching</i>	<i>Indirect Teaching</i>	
<ul style="list-style-type: none"> <li>Lectures/Didactics on Professionalism topics</li> <li>Large and small group exercises</li> <li>Interprofessional Activities</li> <li>Honor Code Committee and Appeals Committee</li> <li>Orientation to expected standards of behavior at the start of the program, start of Year 3, start of individual clerkships, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Modeling in explicit teacher-learner settings</li> <li>Pre-clinical classroom settings</li> <li>Physician mentor/shadowing</li> <li>Research/Scholarly Project Advisor</li> </ul>	<ul style="list-style-type: none"> <li><b>Day-to-day Interactions</b></li> <li>Basic science and clinical teachers with learners in pre-clinical classroom settings</li> <li>Interns with Residents-Attendings-Faculty in hospital setting</li> <li>University Clubs, regional and national Professional Associations</li> </ul>

## 2. Description of the ways that professionalism of medical students is assessed in the College of Medicine community

<i>Courses in Years 1-4</i>	<i>Objective Structured Clinical Examination (OSCE)</i>	<i>Portfolio</i>	<i>Professionalism Report</i>
<p>One of the institutional objectives is Professionalism, and a student must perform satisfactorily in the Professionalism competency in every course.</p> <p>Ways in which Professionalism is measured in the courses:</p> <ul style="list-style-type: none"> <li>Quantitative ratings on surveys (Basic science and clinical faculty, student peers)</li> <li>Narrative on surveys (Basic science and clinical faculty, student peers)</li> <li>Narrative by course director (pre-clinical and clinical years)</li> </ul>	<p>A checklist is completed by standardized patients that includes items related to professional behavior</p>	<p>Narrative of faculty observations of behavior during history and physical examination with patients</p>	<p>The Professionalism Report Form provides a process for faculty students, residents, fellows and staff to anonymously and/or confidentially report exemplary professional behavior OR lapses in professional behavior.</p> <p>(This report may be submitted to reflect teachers' observations of medical students or may also be submitted by medical students based on their observation of teachers.)</p>

## 3. Description of the ways that the professionalism curriculum is evaluated in the College of Medicine

<i>Evaluation of individual sessions, courses, curricular components</i>	<i>MC Graduation Questionnaire</i>	<i>ISTEP Learning Environment Study</i>
<ul style="list-style-type: none"> <li>Evaluation of individual session in which professionalism is directly taught</li> <li>Evaluation of surveys and methods used to assess performance in Professionalism</li> </ul>	<p>The questionnaire is administered nationally and includes items regarding learning environment, harassment, mistreatment.</p>	<p>The study is a collaboration of 29 medical schools sponsored by the AMA to investigate the learning environment and its relationship to characteristics of students and medical schools, including the professionalism curriculum.</p>