

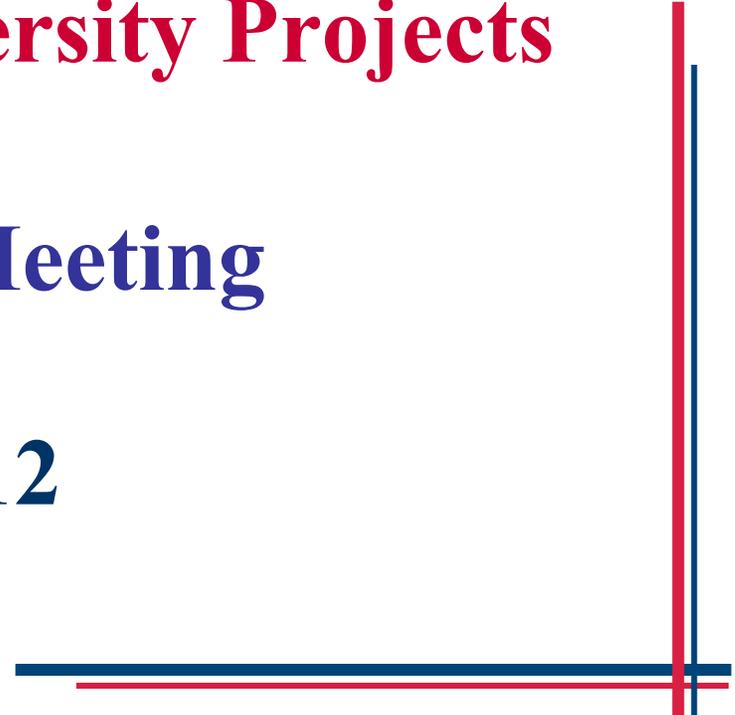


College of Medicine

Professionalism and Diversity Projects

General Faculty Meeting

May 16, 2012





College of Medicine

LCME Requirements

Nancy Koff, Ph.D.

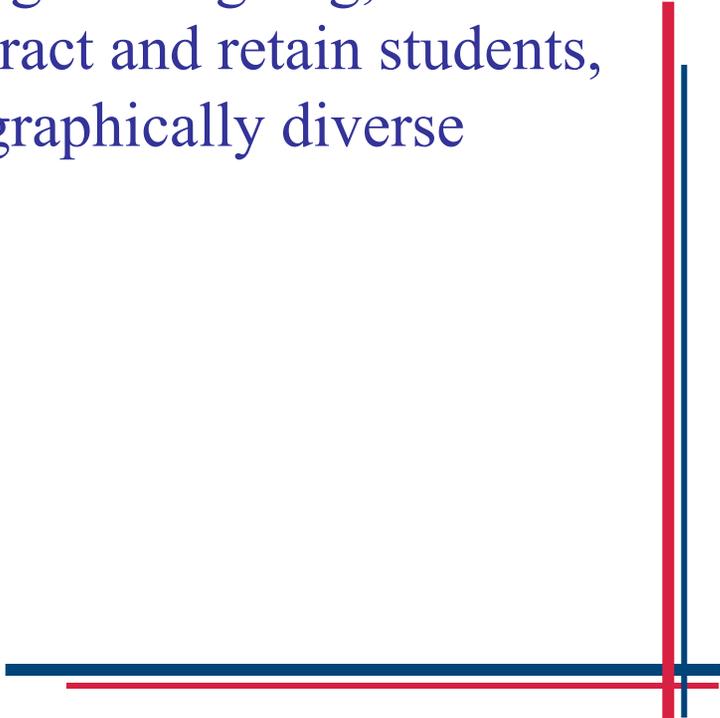
Senior Associate Dean for Evaluation





IS-16 Diversity Characteristics

An institution that offers a medical education program must have policies and practices to achieve appropriate diversity among its students, faculty, staff, and other members of its academic community, and must engage in ongoing, systematic, and focused efforts to attract and retain students, faculty, staff, and others from demographically diverse backgrounds.





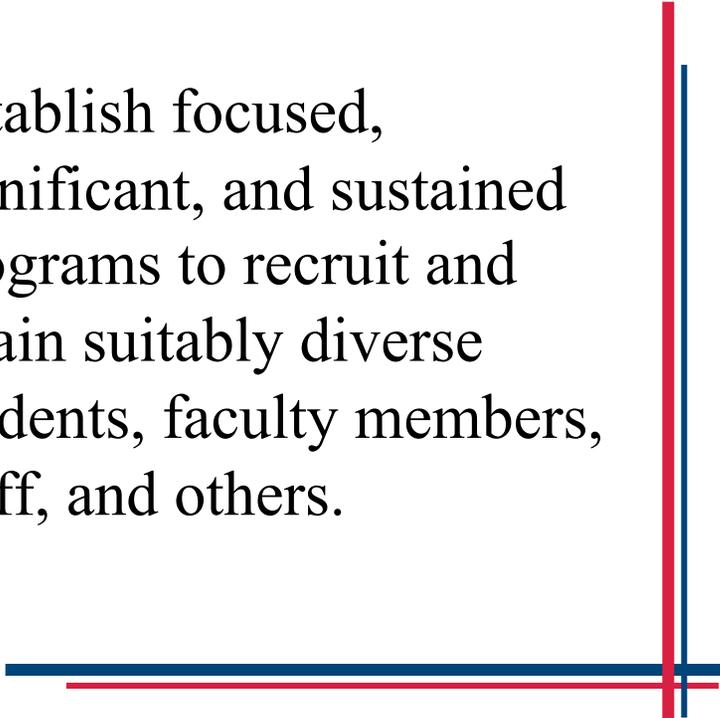
The institution should:

❧ **Articulate its expectations regarding diversity** across its academic community in the context of local and national responsibilities

❧ Regularly assess how well such expectations are being achieved

❧ Consider in its planning elements of diversity including, but not limited to, gender, racial, cultural, and economic factors

❧ Establish focused, significant, and sustained programs to recruit and retain suitably diverse students, faculty members, staff, and others.

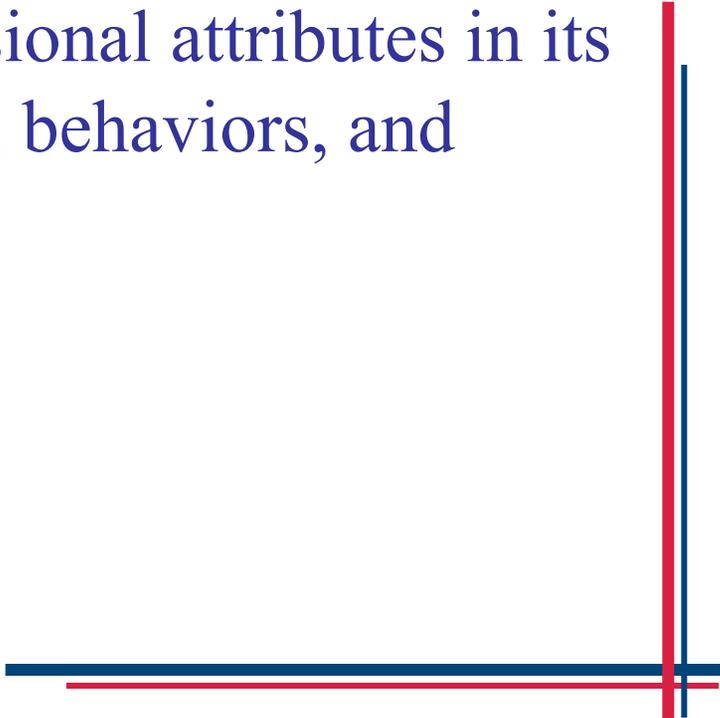




MS-31-A

Learning Environment (Professionalism)

A medical education program must ensure that its learning environment promotes the development of explicit and appropriate professional attributes in its medical students (i.e., attitudes, behaviors, and identity).



MS-31-A

- ❧ The college, including its faculty, staff, medical students, residents, and affiliated instructional sites, shares responsibility for creating an appropriate learning environment.
- ❧ The learning environment includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the medical student.
- ❧ These mutual obligations should be reflected in agreements (e.g., affiliation agreements) at the institutional and/or departmental levels.

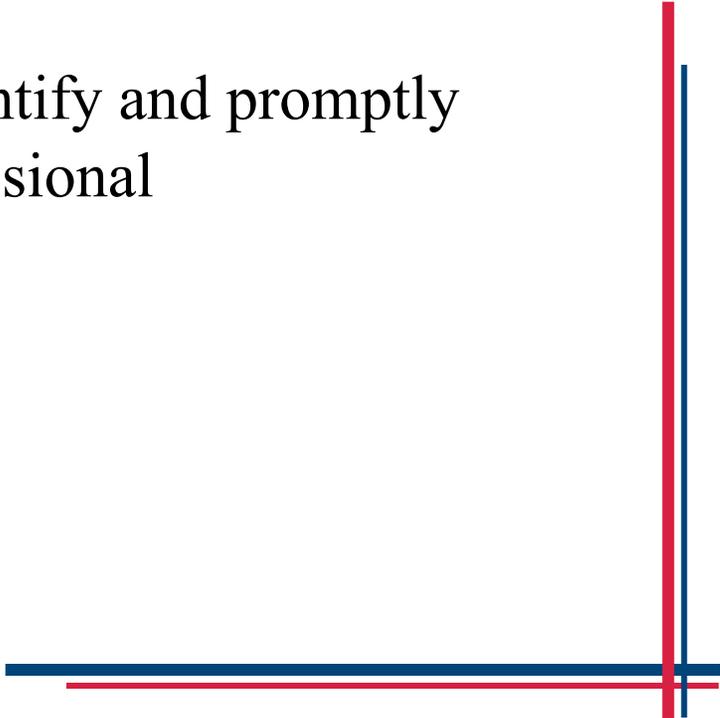
MS-31-A

It is expected that:

- ☞ The college will **define the professional attributes it wishes its medical students to develop** in the context of the college's mission and the community in which it operates.
- ☞ Promulgate these attributes to the college's faculty and staff
- ☞ As part of their curriculum include training on the importance of demonstrating the attributes of a professional and understanding the balance of privileges and obligations that the public and the profession expect of a physician.



MS-31-A

- ❧ The College's faculty, staff, medical students, and residents will regularly evaluate the learning environment to identify positive and negative influences on the maintenance of professional standards.
 - ❧ Mechanisms will be available to identify and promptly correct recurring violations of professional standards.
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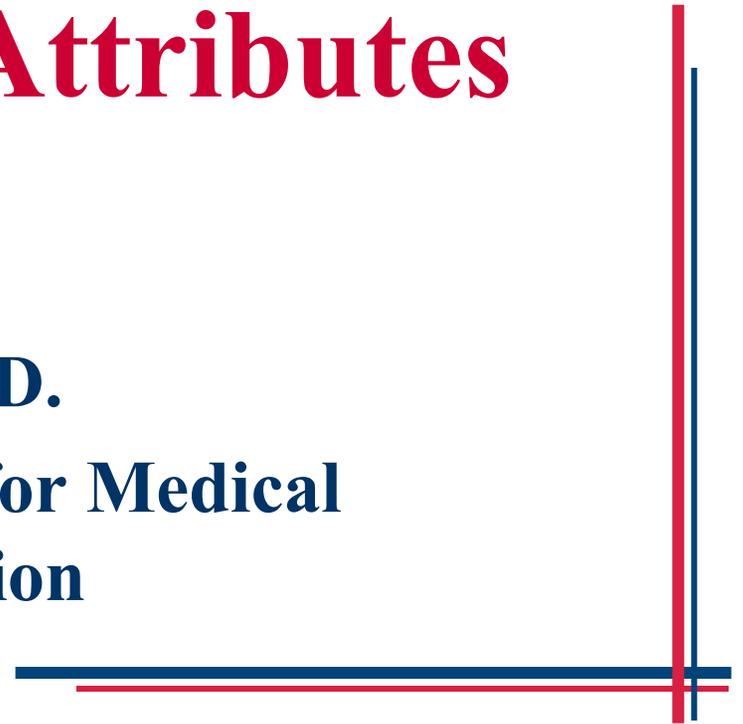


College of Medicine

Professionalism Attributes

Amy Waer, M.D.

**Interim Assistant Dean for Medical
Student Education**



Professionalism Working Group

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Jacque Chadwick

Cheryl Pagel

Christine Savi

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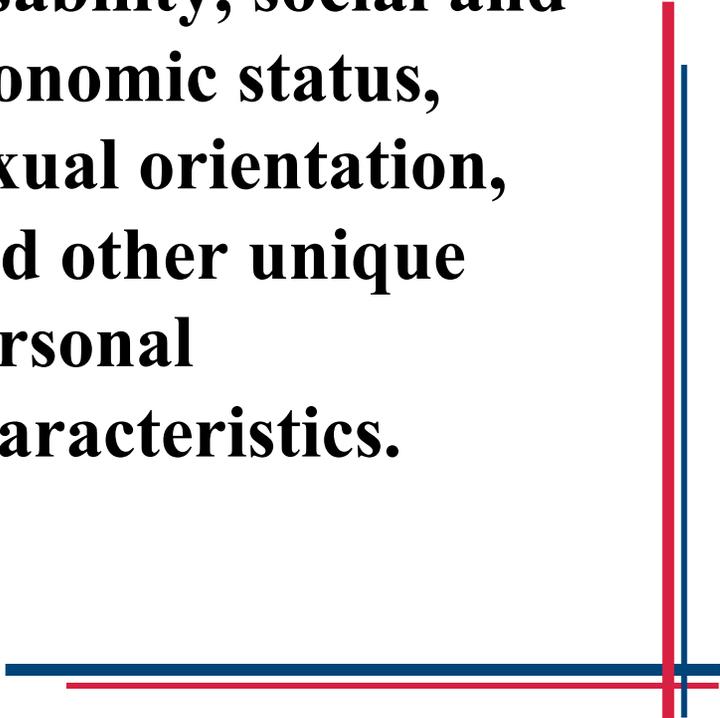


Ten Professionalism Attributes

❧ **Communicate in a manner that is effective and promotes understanding.**

❧ **Adhere to ethical principles as accepted to be the standards for scholarship, research, and patient care, including advances in medicine.**

❧ **Demonstrate sensitivity and respect to diversity in age, culture, gender, disability, social and economic status, sexual orientation, and other unique personal characteristics.**

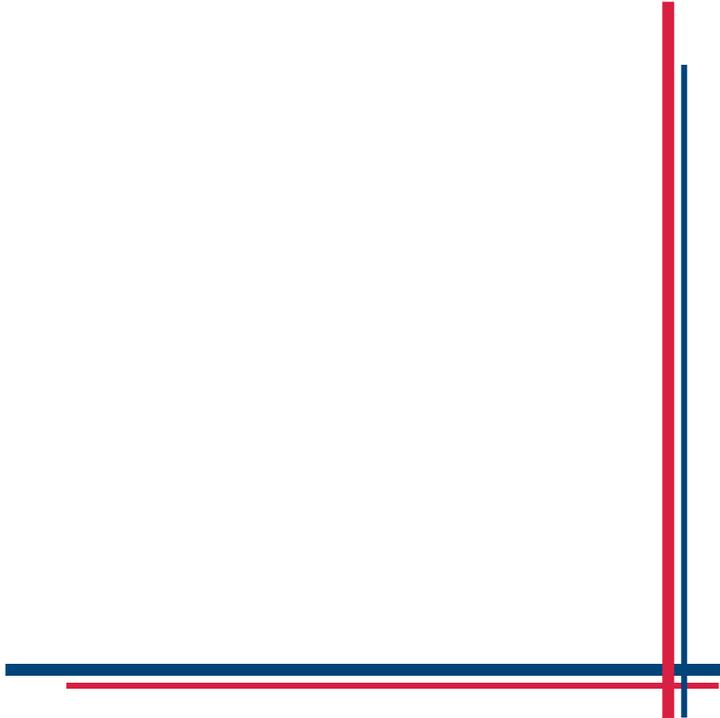




Ten Professionalism Attributes

❧ **Strive for excellence and quality of care in all activities while recognizing your own limitations and continuously seeking to improve your knowledge and skills through life-long learning.**

❧ **Uphold and be respectful of the privacy of others.**

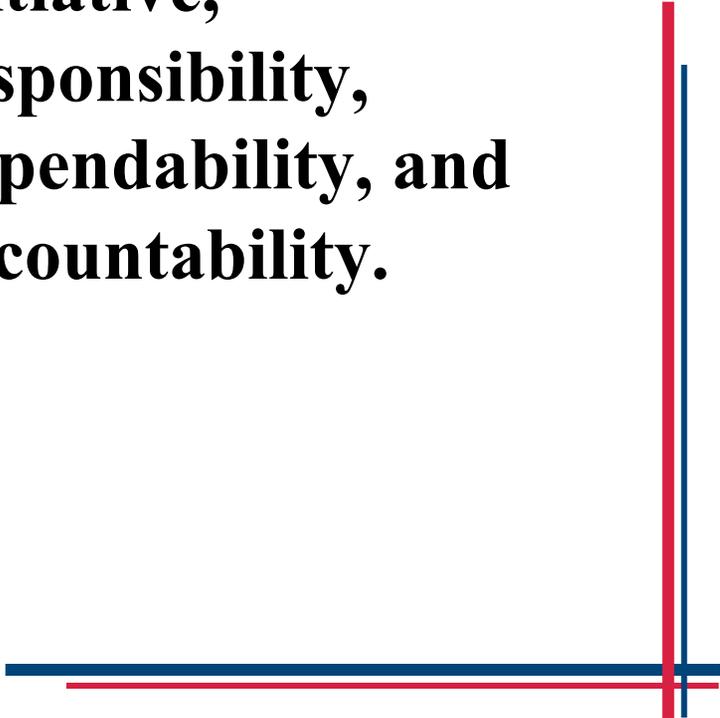




Ten Professionalism Attributes

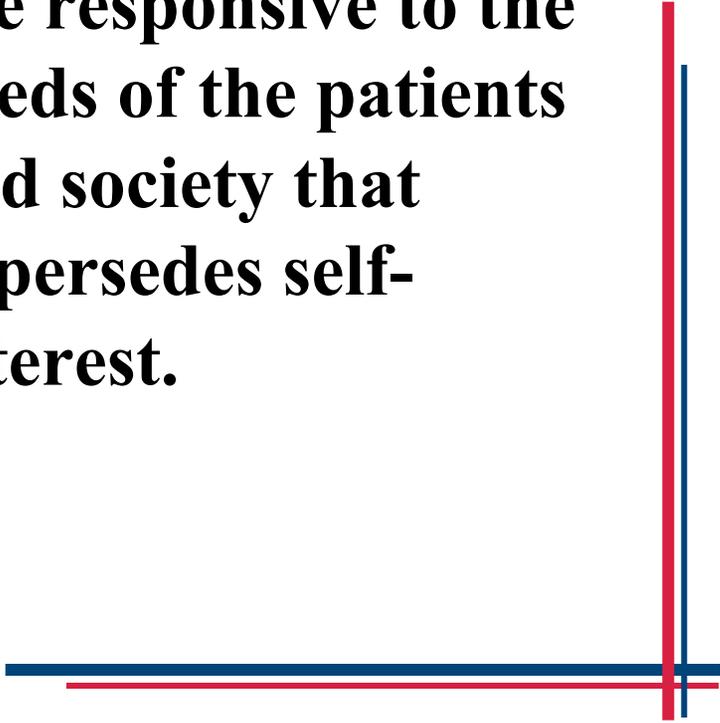
☞ **Consistently display compassion, humility, integrity, and honesty as a role model to others.**

☞ **Work collaboratively to support the overall mission in a manner that demonstrates initiative, responsibility, dependability, and accountability.**





Ten Professionalism Attributes

- ❧ **Maintain a professional appearance, bearing, demeanor, and appropriate boundaries in all settings that reflect on the College of Medicine.**
 - ❧ **Promote wellbeing and self-care for patients, colleagues, and self.**
 - ❧ **Be responsive to the needs of the patients and society that supersedes self-interest.**
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Professionalism Pillars



Model adapted from Arnold I & Stern DT, (2005) Chapter 2, What is Medical Professionalism? , In *Measuring Medical Professionalism*, Stern, DT (ed), Oxford University Press.

- The **blocks at the base** of the model represent knowledge and skills that serve as foundations for developing professionalism.
- The **pillars** represent the behavioral application and practice of professionalism, which rely on the foundations underneath the pillars.



College of Medicine

Diversity Characteristics

Ana Maria Lopez, MD, MPH
Associate Dean for Outreach and
Multicultural Affairs



Diversity Working Group

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Ana Maria Lopez

Anne Wright

Pam Jones

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Kevin Moynahan

Vicki Gotkin Jeff Milem

Nancy Koff Susan Ellis

Phoenix

Jacque Chadwick

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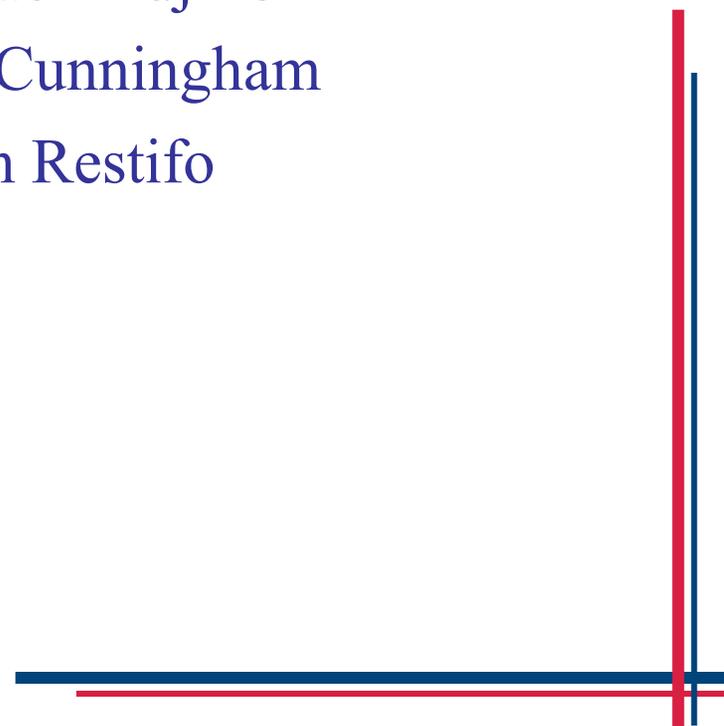
Jeanet Renaldi

Cheryl Pagel

Michael Trujillo

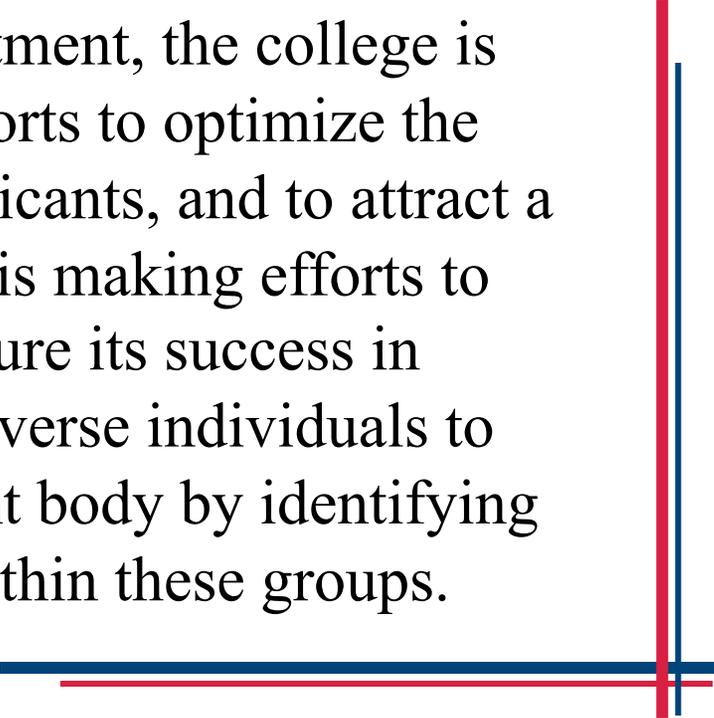
Tara Cunningham

Karen Restifo



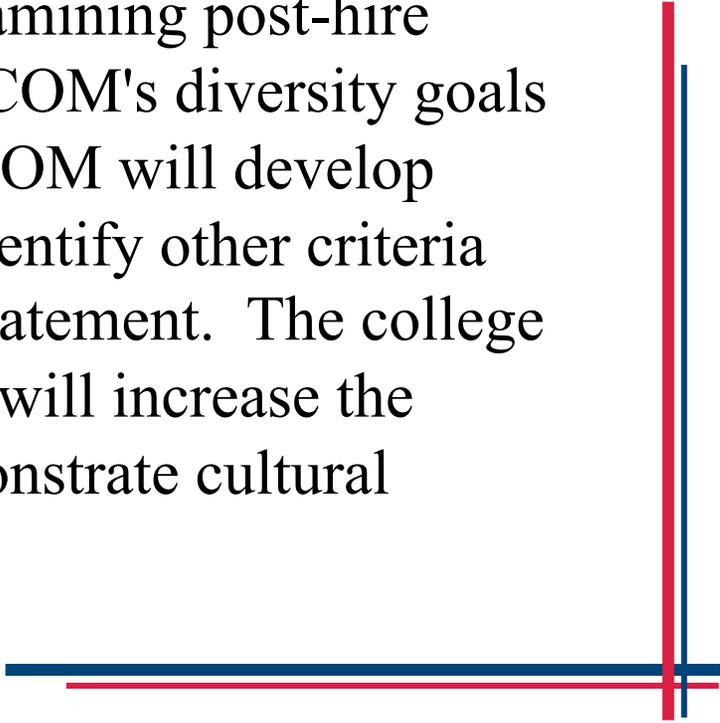


In order to enhance the diversity of our academic community, to ensure inclusiveness in hiring and retaining qualified faculty and staff, and to admit qualified and culturally competent students, the University of Arizona College of Medicine (UA COM) has collaboratively developed and adopted a Diversity Statement, which demonstrates its commitment to a broad definition of diversity. To implement that commitment, the college is engaging in meaningful outreach efforts to optimize the pool of diverse faculty and staff applicants, and to attract a diverse student body. The UA COM is making efforts to develop specific approaches to measure its success in recruiting, retaining and attracting diverse individuals to the college's faculty, staff and student body by identifying certain measurable characteristics within these groups.





For **admitted students**, the specific criteria on which the UA COM is measuring its success in increasing diversity are **socioeconomically disadvantaged status, first generation college attendees, rural origin, and membership in federally recognized American Indian tribes**. For **faculty and staff**, the specific criteria on which the UA COM is measuring its success in increasing diversity are **gender, race and ethnicity**. These criteria can be identified by examining post-hire documents to determine whether the COM's diversity goals are being met. Additionally, the UA COM will develop surveys so that individuals can self-identify other criteria that fall within the COM's diversity statement. The college also aspires to develop programs that will increase the number of faculty and staff who demonstrate cultural competency and bilingual abilities.





Criteria to Measure Success in Increasing Diversity

Admitted students

- *Socioeconomically disadvantaged status
- *First generation college attendees
- *Rural origin
- *Membership in federally recognized American Indian tribes

Faculty and staff

- *Gender
 - *Race and ethnicity
- 