ORTHOPEDICS

PEDIATRICS

STUFF THEY NEVER TAUGHT YOU IN MEDICAL SCHOOL
A Central Tenet

- Central to all relationships
  - Patient-physician
  - Physician-team
  - Teacher-learner
  - Student-school
  - Physician-community (& Medicine-community)
Professional Behavior

Honor & Integrity

Ethics

Licensing, Legal, & Judicial

Community Expectations

Academic Pursuits

Professional Relationships
Three Overarching Elements

Student Professionalism

Obligations of students
as set out in teacher-learner agreement and school policy

Honor Code

Inter-student obligations
around academic fairness and conduct as set out by the Medical Student Honor Code

Faculty Professionalism

Obligations of faculty and staff
as set out in teacher-learner agreement and school policy
The Honor Code

• First United States medical school to have an honor code - In existence since 1908
• Student-imposed and student-run
• Assumption of an intrinsic understanding of dishonorable behavior
  • Cannot be an exhaustive description of dishonorable behaviors
The Honor Code

“Students must not lie, cheat, steal, gain unfair advantage over another student nor tolerate students who engage in these behaviors”
Oath and Honor Statements

- Oath at White Coat Ceremony
- Each class will write additional honor statement
  - Exemplifies the class commitment to the Honor Code
- Sign both at ceremony
Class Honor Statement

• Written on bus this afternoon
• If interested, meet after small group wrap-up discussion for more information
Honor Council

• Student-driven, student-run
• Prevent and deter violations, rather than impose penalties after violations have occurred
  • Education about honor and integrity issues
  • Investigation of alleged violations

• One student representative from each class + MS-4 Chair, faculty advisor
  • You will elect your representative this fall
  • 4-year position
Honor Code Violations

- Lying, cheating, stealing, giving oneself an unfair advantage over another student

- Witnessing an Honor Code violation and not reporting it
  - Disservice to student and their future patients to let problems go unrecognized
If you suspect a violation…

• **First**: Clarify the situation with the student
  • Often a misunderstanding or out-of-context
    • Example: Student signs into small group but does not attend
    • Reality: Received call about family emergency between signing-in and group starting

• **If not satisfied**, then, discuss with a member of the Honor Council (and nobody else)
  • Rep will confer with HC Chair
  • Does not necessarily trigger a hearing
HC Chair coordinates investigation

Decide whether hearing is necessary

Honor Council Hearing

- Accused student & Honor Council ± faculty advisor & student advocate
- Determine whether violation occurred and appropriate action plan

Forward findings of guilt to Dean of Student Life

- Faculty review of disciplinary recommendations and remediation
- Appeals process if necessary
Honor Code: Key Points

• Covers:
  • Lying
  • Cheating
  • Stealing
  • Unfair Advantage
  • Tolerating the above
• Student-run, confidential process
• **First**, talk to the person to clarify
• Don’t talk to anybody except the HC reps
Three Overarching Elements

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**Faculty Professionalism**
- **Obligations of faculty and staff** as set out in teacher-learner agreement and school policy
Professionalism

“Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served.”

Why does it Matter?

- 2005 New England Journal of Medicine study
  - Strongly correlated unprofessional behavior during medical school to future discipline by state licensing boards
CU’s Professionalism Policy

“Professional behavior includes, but is not limited to, responsibility to patients, to peers, to faculty members, to staff, and to oneself. It also includes responsibility for self-education, timeliness, participation in Block activities, and attendance.”

• SOM Curriculum and Academic Policies
Teacher-Learner Agreement

• “In the context of medical education the term “teacher” is used broadly to include peers, resident physicians, full-time and volunteer faculty members, clinical preceptors, nurses and ancillary support staff, as well as others from whom students learn…This Agreement serves both as a pledge and a reminder to teachers and students that their conduct in fulfilling their mutual obligations is the medium through which the profession perpetuates its ethical values.”

• –SOM Policies and Procedures January 2012, Teacher-Learner Agreement
Teacher-Learner Agreement

• Centered on three principles
  • **Duty**: educators convey knowledge and skills; instill values and attitudes
  • **Integrity**: observe and emulate role models of professional values, attitudes, behaviors
  • **Respect**: fundamental to education

• Specific responsibilities given for:
  • Teachers
  • Students
  • Teacher-Student relationships
Professionalism as Resilience

- Self-awareness, self-management
- Developed, encouraged, supported
Professionalism Committee

- Faculty-driven, with important student input from representatives
- Clinical, basic science, and Center for Bioethics faculty plus one student representative from each class and HC Chair (ex-officio)
  - You will elect your representative this fall (4 yr position)
- Reports to Promotions Committee
  - Composed of faculty, deals with student issues like leaves of absences, board exam failure, etc.
  - Enforces Honor Council sanctions and Professionalism Committee remediation if necessary
1) Unprofessional behavior reported by faculty/staff/peers

2) Faculty (or Professionalism Chair) meets with student and fills out Student Professionalism Feedback Form

3) Student submits written reply to the Chair

4) If behavior is egregious or repeated Chair refers matter to the full Professionalism Committee (PC)

5) Student meets with PC and PC recommends remediation. If recidivism, student referred to Promotions Committee.
Honor Code vs. Professionalism

• Honor Code Violations
  • Lying
  • Cheating
  • Stealing
  • Giving oneself an advantage over other students
  • Witnessing a violation and not reporting it

• Professionalism Feedback
  • Attendance
  • Fulfillment of responsibilities
  • Dress
  • Attitude
  • Interactions
Examples:
Honor Code Violations

• Cheating on exams or assignments
• Lying about attendance at PBL groups or preceptor office
• Stealing test answers or questions
• Studying old copies of tests if forbidden
• Getting information about a test from students who have already taken it
Examples:
Professionalism Concerns

• Not attending small groups sessions
• Being critical, defensive, irresponsible or arrogant
• Acting inappropriately or insensitively towards classmates, patients, or families
• Not dressing in a professional manner when interacting with patients
• Not fulfilling student duties during classroom or clinical training
Whom to Contact

Honor Code
- **Violation?:** Clarify First
- **Questions/Report:** HC Rep
- **Reference:** HC Procedures on [Student Resources](#) webpage of Student Life Website

Professionalism
- **Questions:** Professionalism Rep
- **Documentation:** Feedback Forms
- **Reference:** Forms, Process and Teacher-Learner Agreement on [Student Resources](#) webpage of Student Life Website
Forms and information can be found by following these links

UCD Medical Student Professionalism Committee

Professional behavior is expected of School of Medicine students throughout the medical school curriculum. Professional behavior includes, but is not limited to, responsibility to patients, to peers, to faculty members, to staff, and to oneself. It also includes responsibility for self-education and self-improvement, timeliness, attendance, and active participation in block activities. Professional behavior may be considered when grades are assigned by Block Directors in all basic science and clinical blocks. Students may be disciplined (including probation or dismissal) for unprofessional behavior, even if such unprofessional behavior did not affect the student's grade. Expectations for professional behavior increase as a medical student moves into the clinical blocks and assumes responsibility for patient care.

The Medical Student Professionalism Committee was formed in 2002. Its purpose is to enhance and encourage science faculty, clinical faculty, faculty from the Center for Biodesign and Humanities, faculty from other UCD health care professional programs or schools, and beginning in 2008, student representatives (Phases I, II, III & IV).
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Faculty Professionalism

- Exemplary behavior (positive)
- Lapses in professional behavior (negative)
- Faculty and Residents

- Anonymous reporting system
  www.ucdenver.edu/professionalismfirst
- ProfessionalismFirst@UCDenver.edu
1) Exemplary or lapse in professional behavior by either a faculty or resident is anonymously reported through system.

2) Faculty or GME Professionalism Committees commend exemplary behaviors and investigate lapses.

3) Confidential feedback is given to the faculty member or resident.

4) If behavior is egregious or repeated, professional development or remediation may be required.

5) Anonymous ‘loop closure’ will be provided to the student.
Professionalism First

Professionalism is a cornerstone of medicine. It requires an ongoing commitment to honesty, integrity, respect, altruism, accountability, compassion, empathy and self-improvement. The University of Colorado School of Medicine reaffirms this commitment to students, residents, faculty and society.

Professionalism First is a bold new campaign to heighten awareness of the importance of professionalism across the Anschutz Medical Campus as it relates to medical education. It is intended to promote learner and faculty development on professionalism and to highlight the school’s new process for students and residents to anonymously and/or confidentially report lapses in or exemplary professional behavior by faculty and residents.

With the assistance of EthicsPoint, a secure and confidential third-party reporting system, a newly formed CU School of Medicine Faculty Professionalism Committee is able investigate and respond to reports in order to foster an environment of continuous exemplary professional behavior.
Professionalism Form for Reporting on Faculty, Residents and Fellows

If your report deals with criminal behavior or serious allegations of sexual harassment that pose a threat to your personal safety, please contact the UCD police at 911; the non-emergency number is 303-724-4444.

This form allows you to provide the Faculty Professionalism Committee with a report on professionalism of a faculty member, resident or fellow. Professionalism is a cornerstone of medicine. It requires an ongoing commitment to honesty, integrity, respect, altruism, accountability, compassion, empathy and self-improvement. The University of Colorado School of Medicine affirms this commitment to students, residents and fellows, faculty and society.

Through EthicsPoint, the Faculty and GME Professionalism Committees, students, residents and fellows have a process to anonymously and/or confidently report **exemplary professional behavior** OR **lapses in professional behavior** by faculty and residents. Reports will be reviewed and investigated in order to foster an environment of continuous exemplary professional behavior. For more information, please visit [www.UCDenver.edu/professionalismfirst](http://www.UCDenver.edu/professionalismfirst).

Items marked with a red diamond ◆ are required fields and must be completed before submitting the report.

◆ I witnessed:

− Select −

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When you submit this report, you will be issued a Report Key. **You will need this Report Key and the Password you choose below to provide additional information to upload attachments, or to review, read or reply to the status of this disclosure.** Please write the Report Key and Password down and keep it in a secure place. Thank you.

**Note:** You may provide additional information or upload attachments at any time after submitting this report.

◆ Password

◆ Re-Enter Password

*(Passwords must be at least four(4) characters in length)*
QUESTIONS?

Next:
Small Group Cases