

ABSTRACT: 2013 ELAM Institutional Action Project Poster Symposium

Professionalism development: Collaborating to enhance the professionalism skill set across the trajectory of medical careers

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Collaborators: Jon Meddings, MD, Dean; Glenda Macqueen, MD, Vice Dean; Jocelyn Lockyer, PhD, Senior Associate Dean – Education

Background and Challenge: In the five years since it was established in response to LCME accreditation standard MS 32, the UCFM's office of Equity and Professionalism (E & P) (formerly Equity and Teacher-Learner Relations) has received increasing numbers of intimidation and harassment complaints from students, staff and clinical and academic faculty. Even though increasing complaint intake demonstrates trust, it has required the office to focus on addressing alleged professionalism lapses. However, when it comes to the positive face of professionalism and scholarship, there are opportunities to provide leadership and develop collaborations.

Opportunities: 1) Local: Review E & P's role in relation to existing professionalism programs and metrics within UCFM. 2) Provincial: Engage with provincial health and regulatory health authorities that address professionalism and its lapses. 3) North American: a) Identify other institutional approaches that enhance professionalism and address its lapses; b) Consultation with professionalism experts contributing to scholarship in professionalism.

Purpose/Objectives: Contribute to UCFM's risk management and leadership planning through a focus on professionalism's contribution to a medical culture that promotes integrity, satisfaction and team work among faculty, students and staff.

Methods/Approach: Environmental scan through appreciative inquiry that included: 1) stakeholder consultation with Dean's Executive and the Council of Associate Deans of Education, 2) identification of current metrics of medical culture, 3) analysis of a survey of activities of UCFM's E&P office and similar offices across Canada; 4) interviews with North American medical professionalism experts; 5) literature review of current perspectives on professionalism.

Outcomes and Evaluation: An integrative document on professionalism and its metrics at UCFM has been drafted. It reflects a new professionalism paradigm which views professionalism as a skill set acquired and honed through a developmental trajectory from medical school through to roles in clinical practice, research and administration. The skills include self-awareness, critical appraisal and intentional respectful behaviours. 1. Metrics: The Canadian Medical Graduate Questionnaire and the Canadian Graduate and Professional School Survey provide evaluations of satisfaction and of mistreatment among undergraduate medical students and graduate science trainees respectively. Metrics are required for the postgraduate learning environment and faculty members. 2. Policy: UCFM's Professional Standards will benefit from including specifics of what constitutes unprofessional behaviours, and procedures to address professionalism lapses in relation to other health authorities. 3. Education: Various courses and role-modeling nurture the development of professionalism skills and may be enhanced by re-establishing a Professionalism Committee to ensure greater bridging across educational programs, including faculty development and leadership programs and remediation planning. 4. Scholarship: Contributed to programming and research of professionalism education and remediation programs, including specialty specific professional training and links between wellness and professionalism.

Collaborating to enhance professionalism skill sets

Janet de Groot, MD Collaborators: Jon Meddings, MD, Glenda MacQueen, MD, Jocelyn Lockyer, PhD

Purpose: Contribute to reputation management of medical profession and institution, and a healthy Faculty culture.

Approach: Collaboration to enhance professionalism education, plus mechanism to address professionalism lapses.

GUIDING PRINCIPLES

- 1. Professionalism:** *“Holding a specific knowledge set, applied in the service of others using moral characteristics and rules that transcend normal citizenship. Self-regulation is needed to do it.”* Lucey, 2012
- 2. Importance:** Better patient outcomes, higher productivity and staff satisfaction associated with more professionalism.
- 3. Education:** Professionalism is a skill set, not a trait. Includes self-awareness, communication strategies, critical appraisal and intentional behaviours.

Methods

Environmental Scan

- Stakeholder interviews: Associate Deans Education, administrators with overlapping regulatory bodies
- Literature review
- Telephone interviews with professionalism experts

EDUCATION AND METRICS

Undergraduate Medicine

Canadian Graduate Questionnaire

- High awareness of Professional Standards
- Professionalism and Ethics education – right amount
- Very high satisfaction with responsiveness to concerns by Student Affairs and UME Deans
- Med students: are clinical supervisors aware of Professional Standards?

Postgraduate Medicine

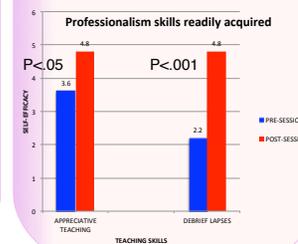
- Centralized ½ day Ethics workshops mandatory
- Program-specific Professionalism seminars
- Conflict management seminars given by legal experts
- Professionalism remediation not widely available
- Family Medicine – 2009-11 PHEEM for learning environment

Graduate Sciences

- Supervisor – Grad Student contracts
- Research Integrity seminars mandatory
- Professional Skills course and seminars centralized for graduate students
- Canadian Graduate and Professional Student Survey
- MA, PhD students generally as satisfied as other UC grad students
- Main campus Dean addresses programs with concerns

Faculty Development

- OFD – ad hoc Professionalism seminars
- Internal Med: 2014 pilot Master Clinicians course



Complementary professionalism approach: address lapses

- Guidelines for administrators to address concerns about conduct: progressive problem solving, natural justice
- Associate Deans, Department Heads decide outcomes
- Associate Dean, Equity and Professionalism available as consultant to other leaders

Literature: Lucey. Debriefing lapses. Beyond he said, she said. 2012
Lucey, Souba. The problem of the problem of professionalism, Acad Med, 2010.
Hickson et al. A complementary approach to promoting professionalism: Identifying, measuring and addressing unprofessional behaviors. Acad Med, 2007

Next Steps:

Awareness: celebration, update Professional Standards.

Build capacity through:

- Education Council
- Skills to address lapses
- Remediation resources
- Updated policies e.g. personal relationships

Professionalism lapses:

- Clear, fair procedures
- Consultation group complex professionalism lapses