



Fostering Professionalism

A Program to Monitor and Mentor
Students in Professional Behavior

Upstate Medical University
College of Medicine

Background

- ▶ Widespread recognition of the importance of professional behavior in the training of medical students and physicians
 - Papadakis' work correlating professional misconduct sanctions by state medical boards to unprofessional medical school behavior
 - UCSF prototype of professionalism assessment programs duplicated in schools across the country



Background

- ▶ Desire on the part of Upstate faculty (and students) to put a process in place to monitor and mentor students in this area
 - Proposal refined by Professionalism Working Group (Drs. Brown, Buchan*, Cleary, Grassl, Haldipur*, Loftus, Maimone, Poole, Shanley*)
 - Input from Student Affairs (Dr. White)
 - Focus group with medical students

*Developed initial proposal



Components of “Fostering Professionalism” Program

- ▶ Defining professional behavior
- ▶ Communicating expectations and engaging students in dialogue
- ▶ Assessing professional behavior
- ▶ Identifying professional behaviors
 - Exemplary as well as concerning behavior
- ▶ Mentorship and follow-up



Defining professional behavior

- ▶ A pattern of behavior over time
- ▶ Includes:
 - Academic integrity and honesty
 - Sincere commitment to mastery of curriculum (knowledge, skills, attitude)
 - Compliance with course expectations (e.g., dress and hygiene, respectful handling of cadavers, use of cellphones in class, etc.)

Defining professional behavior

- ▶ A pattern of behavior over time
- ▶ Includes:
 - Effective communication, relationships with patients, families, peers, faculty, other health professionals
 - Working well in a team
 - Responsibility regarding attendance, punctuality, confidentiality, ethical behavior
 - Ability to reflect, self-assess, ask for and receive feedback with grace, incorporate it into improvement

Communicating expectations

- ▶ Orientation to medical school and at the beginning of each academic year
- ▶ Reinforcement in Advisory Dean groups
- ▶ Course and clerkship directors define expectations
- ▶ Formal, informal or ad hoc discussions
 - At Orientations
 - In POM, Bioethics, Anatomy, courses/clerkships
 - With advisory deans

Assessing professional behavior

- ▶ Informal feedback from faculty, peers, residents, advisory deans, etc.
- ▶ Course and clerkship assessments
 - 4 of the 10 clerkship competencies are aspects of professionalism
- ▶ Formal recognition and awards
 - Gold Humanism Society, others
- ▶ The Fostering Professionalism Program

Fostering Professionalism Program: Tracking Professional Behavior over Time

- ▶ Faculty identify incident or pattern of behavior (of concern, or exemplary), discuss with course director
- ▶ Course or clerkship director completes/ submits report to Faculty Coordinator (Dr. Frechette)
- ▶ Mentor talks with course/clerkship director, meets with student, provides advice, recommendations or referrals, identifies follow-up, keeps documentation
- ▶ Advisory deans informed, involved in follow-up plan

Who is Vinny Frechette?



- ▶ Valedictorian, Class of 1991, College of Medicine, Upstate Medical University, Member of AOA
- ▶ Residency, Chief Residency, Dept. of Medicine
- ▶ Received Clinical Faculty Teaching Award from Class of 1995 , his 1st year as faculty member
- ▶ Previous Director of Internal Medicine Residency
- ▶ Currently Division Chief, General Internal Medicine
- ▶ Widely respected active general internist who takes care of many Upstate faculty and staff; a faculty exemplar for professionalism

Report Form for Exemplary Behavior

**Report of Exemplary Professional Behavior
SUNY Upstate Medical University
College of Medicine**

Name of Student: _____

Course/Clerkship: _____

Name of Faculty submitting the report: _____

Phone number of person submitting report: _____

Date of report: _____

Please describe your observations about this student's exemplary professional behavior:

Discussed with student (circle one): Yes or No

In general, the student will be informed that you submitted this report. If there is a reason you would prefer not to have the student informed, please explain.

Please submit this report (preferably by email to Dr. Vincent Frechette, Faculty Coordinator, Fostering Professionalism Program (frechetv@upstate.edu))

For Office Use Only:

The student was informed of this report (Circle one: email, letter, phone, other).

Vincent Frechette, M.D.
Faculty Coordinator

Date

Copy sent to _____
Name of Advisory Dean

Date

Report Form for Concerns

Report of Unprofessional Behavior SUNY Upstate Medical University College of Medicine

Name of Student:

Course/Clerkship:

Name of Faculty submitting the report:

Phone number at which you can be reached:

Date of report:

The following standards from the SUNY Upstate Student Code of Conduct provide context for common concerns about unprofessional behavior. Please check applicable concerns regarding this student.

The student **did not/does not** (check one or more):

- ☐ Treat a peer, faculty person, or staff member with respect (without regard to race, age, gender, disability, national origin, religion, or sexual orientation).
- ☐ Treat a patient or family member with respect (without regard to issues above).
- ☐ Maintain patient confidentiality and the accuracy of patient records.
- ☐ Treat Upstate property of SUNY Upstate Medical University, both intellectual and physical, with respect. Property includes cadavers and other school property.
- ☐ Comply with guidelines regarding plagiarism of intellectual property.
- ☐ Maintain personal honor, integrity, and dignity.
- ☐ Conduct him/herself in a proper manner, both academically and professionally. This includes maintaining a professional demeanor in the classroom so as to foster a positive learning environment.
- ☐ Other (please specify)

Please describe the incident or pattern in detail:

Discussed with student (circle one): Yes or No

In general, the student will be informed that you submitted this report. If there is a reason you would prefer not to have the student informed, please explain.

Please submit this report by email to Dr. Vincent Frechette, Faculty Coordinator, Fostering Professionalism Program (frechetv@upstate.edu).

For Office Use Only:

This report was discussed with student.

Vincent Frechette, M.D.
Faculty Coordinator

_____ Date

Student _____

_____ Date

Copy sent to _____

Name of Advisory Dean

_____ Date

Fostering Professionalism: When Concerns Continue

- ▶ Threshold moves action to Committee on Academic Promotion or Judicial Committee and mention on MSPE (Dean's letter)
 - 3 reports in years 1 and 2, or
 - 3 cumulative reports, or
 - 2 reports in years 3 and 4, or
 - A single report of significant concern
- ▶ CAP/Judicial Committee response includes:
 - Probation, suspension, or dismissal

Exemplars

- ▶ Communicated to student
- ▶ Included in student file
- ▶ Could be cited in MSPE or otherwise recognized (letter, certificate at Student Clinicians Ceremony, etc.)

How to submit a report

- ▶ Templates will be emailed to all course and clerkship directors, and will be available through the Curriculum Office website
- ▶ Reports can be submitted (preferably by email) directly to Dr. Frechette, or to him via Dr. White, or Dr. Cleary

What does Faculty Coordinator do?

- ▶ May talk with course/clerkship director and/or others about the concern
- ▶ Meets with student to discuss concern
- ▶ Identifies means to correct behavior with student (may involve other consultants; advisory dean will be informed)
- ▶ Maintains record of discussion and outcome
- ▶ If threshold met, moves concern to CAP

Tracking program

- ▶ Faculty coordinator meets with curriculum and student affairs deans at regular intervals to review patterns of concerns
- ▶ Patterns of reports may initiate other efforts at prevention
- ▶ Annual summary will be provided to EPC and course directors



Fostering Professionalism

Questions?
Comments?
Suggestions?