

<b>Policy Name:</b>	Statement on Professionalism
<b>Original Approval Date:</b>	July 16, 2021
<b>Approving Officer/Committee:</b>	Medical Curriculum Committee
<b>Revision Dates and Notes:</b>	
<b>Related LCME Element(s) (if any):</b>	3.5

- A. Statement** – Professionalism is the basis of medicine’s contract with society. It demands placing the interests of patients above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health. [ABIM Foundation, Medical Professionalism in the New Millennium: A The Physician Charter, 2005, <https://abimfoundation.org/what-we-do/physician-charter>]

Professionalism is a core value of the Louisiana State University Health Sciences Center at Shreveport (LSUHSC-S) and is instilled in all institutional activities. It is a principal competency in medical education, validated by the Liaison Committee on Medical Education (LCME) and the Accreditation Council for Graduate Medical Education (ACGME). The LSUHSC-S School of Medicine’s Education Program Objectives are aligned with LCME Standards and ACGME Competencies and integrate various aspects of professionalism accordingly.

Professionalism involves relationships and interactions between all those involved in medical education and the delivery of patient care including learners, faculty, and staff at all locations. It also pertains to research endeavors and collaborations with for-profit companies, not-for-profit organizations, governmental agencies, and other outside entities. Professional behavior is transferable to all facets of an individual’s life, including behavior during curricular and extracurricular activities.

Medical students are expected to develop and exhibit the following humanistic qualities that are essential to the practice of medicine:

**Accountability:** Demonstrate personal responsibility and self-awareness (e.g., accepting a commitment to service; accepting consequences of one’s behavior; admitting mistakes and learning from them)

**Compassion:** Display empathy; listen attentively and respond humanely to the needs of patients

**Conscientiousness.** Demonstrate a high degree of dependability by taking initiative, meeting commitments, approaching work carefully, completing tasks thoroughly, asking for help when needed, and accepting responsibility for mistakes

**Duty:** Complete assigned duties; set and achieve realistic goals; follow policies; respond promptly when called; accept inconvenience in meeting the needs of patients; advocate

the best possible care regardless of ability to pay; volunteer one's skills and expertise for the welfare of the community; seek active roles in teaching and professional organizations

**Excellence:** Aspire to exceed expectations by setting high standards, establishing goals for personal improvement, and striving to continuously learn and share products of that learning with others

**Integrity:** Demonstrate the highest standards of integrity, ethical behavior, and exemplary moral character (e.g., trustworthiness, academic honesty, discretion/confidentiality, personal conduct, appropriate dress, and organizational citizenship)

**Life-long Learning:** Commit to providing the highest quality of health care through lifelong learning, education, and reflection

**Respect:** Treat patients, their families, and other professional colleagues with dignity; show respect for patient privacy and autonomy; value diverse perspectives and talents; display sensitivity and responsiveness to a diverse society

**Social Responsibility:** Demonstrate an unselfish regard for others (altruism); advocate for quality in the care of patients; recognize and address the social determinants of health as applies to patients and communities; advocate for reducing disparities in health care

**Teamwork:** Collaborate with others to achieve a common goal; show concern for and provide assistance and support to others; interact dutifully; respect authority

- B. **Purpose** – The purpose of this statement is to define explicit and appropriate professional behaviors.
- C. **Scope** – This statement applies to medical students, faculty, resident/fellows, and staff at all locations.
- D. **Implementation** –

#### Admissions

Teaching students about important attributes of professional behavior begins with the admissions process. In the technical standards for admission to the School of Medicine (which all students must acknowledge receipt before matriculation), expectations for professional behavior are declared as follows:

“Candidates must possess the emotional health required for full use of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities

attendant to the diagnosis and care of patients, and the development of mature, sensitive and effective relationships with patients. [...] Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are all personal qualities that shall be assessed during the admissions and education processes.”

### Orientation

Orientation includes multiple events that reinforce professionalism. A session on the School of Medicine’s Student Code of Conduct outlines the standards of conduct expected of students; students acknowledge receipt of the Student Code of Conduct, which is placed in their permanent file. Additionally, the Office of Student Affairs gives talks on professionalism, the learning environment, and reporting concerns or violations of professionalism.

### White Coat Ceremony

During the White Coat Ceremony, students take an oath to uphold professional standards founded on highest standards of integrity, ethical behavior, and exemplary moral character as they advance toward full participation in the profession of medicine.

### Coursework

The School of Medicine provides formal instruction on and assesses expected aspects of professional behavior as students progress through the entire curriculum.

### Gold Humanism Honor Society

LSUHSC-S School of Medicine has a chapter of the Gold Humanism Honor Society for which students are nominated by their peers for exemplary professionalism. This recognition occurs in a ceremony, is announced in a school-wide communication, and appears in the graduation program.

**E. Assessment** – Assessment of professional behaviors in students occurs regularly throughout the four-year curriculum. The pre-clerkship curriculum provides many opportunities to observe and evaluate professional behavior (e.g., classroom, OSCEs, laboratories, small group, exams, etc.). In all the clerkships, objectives for professional behavior are explicitly expressed, and a significant element in each clerkship evaluation form addresses professionalism.

### **F. Related Policies/Forms**

1. Student Code of Conduct
2. Compact between Teachers and Learners of Medicine
3. Policy of Teacher-Student Consensual Relations

4. Student Rights and Responsibilities (Chancellor Memorandum 21)
5. Medical Student Professionalism Complaint Reporting Form
6. Professional Appearance Guidelines
7. Student Mistreatment and Learning Environment Policy