

Professionalism Objectives

Define professionalism in the Clerkship years

Identify opportunities to teach and assess professionalism

Develop a plan for incorporating professionalism teaching and assessment into your service

Related Resident Evaluation Items

- Was a positive role model for professional practice and behaviors.
- Conveyed an understanding of total patient care (e.g. provided guidance in appreciating social, environmental and ethical issues; showed sensitivity to all the needs of patients).

Professionalism Reflection

What are the attributes, behaviors or outward signs of professionalism?

Are there different levels of professionalism for a student v. a resident or attending?

How could you help learners advance in professionalism by managing the listed personal factors?

Student evaluation item related to professionalism

Professionalism

12.* Professionalism: Professional attitude & demeanor, and team work

Not Observed ●	UNACCEPTABLE ●	NEEDS IMPROVEMENT ●	SATISFACTORY ●	OUTSTANDING ●
	Unexplained absences. Unreliable. Does not accept responsibility. Denies issues or attempts to blame others. No effort at improvement. Disrespectful of others. Rude, antagonistic or disruptive. Disrespectful to team members. Disrupts team dynamic.	Repeatedly late/inconsistently present. Inconsistent motivation for learning; needs prompting. Not consistently reliable. May forget to complete task(s) or follow-up on task(s) assigned by team. Lapses in consideration for others (staff, team members). Does not communicate effectively with team.	Consistently reliable, on time and enthusiastic. Genuine empathic care; clear respect, integrity, compassion and honesty. Cooperative, productive member of care team. Consistently responsible and helpful. Fulfills responsibilities. Communicates effectively with team.	Engaged and enthusiastic. Strong initiative for learning. Remarkable empathic care. Utmost respect, integrity, compassion and honesty. Goes "above and beyond"; seeks responsibility. Well-integrated with team. Communicates with team members in timely fashion.

Professionalism Definition

ACGME (1999): Professionalism is a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

UCF COM Program Objectives:

- Demonstrate knowledge of the theories and principles that govern ethical decision making, and of the major ethical dilemmas in medicine, particularly those that arise at the beginning and end of life and those that arise from the rapid expansion of knowledge of genetics.
- Provide compassionate treatment of patients and respect for their privacy and dignity.
- Demonstrate honesty and integrity in all interactions with patients' families, colleagues, and others with whom physicians must interact in their professional lives.
- Advocate at all times the interests of one's patients over one's own interests.
- Demonstrate an understanding of, and respect for, the roles of other health care professionals, and of the need to collaborate with others in caring for individual patients and in promoting the health of defined populations.
- Demonstrate the capacity to recognize and accept limitations in one's knowledge and clinical skills, to use self-evaluation, constructive feedback as part of the peer community, moral reflection and ethical reasoning to form the basis for a self-directed, lifelong engagement in the responsible, committed, compassionate practice of medicine, and a commitment to continuously improve one's knowledge and ability.

Clerkship Specific Objectives:

Specific Clerkship Objectives located in Module

Professionalism attributes from the literature:

Accountability
Altruism
Commitment
Compassion
Competence
Courteous

Dedication
Empathy
Excellence
Good communicator
Integrity / Honesty
Maintains confidentiality

Morality / ethics
Respect
Responsibility
Self-improvement
Teamwork
Trustworthy

Teaching and Assessing Professionalism Action Plan

Identify the settings or scenarios learners observe you and list the associated attributes / skills:
(Identify at least 3)

Setting/Scenario	Associated Attributes / Skills

What setting/scenario or attributes/skills are under-represented? (Identify at least 1)

Setting/Scenario	Associated Attributes / Skills

****Remember every identified opportunity for role modeling is also an opportunity for learners to practice in professional attributes/skills.****

Facilitating reflection:

Evolution phase:	Questions for reflection discussion
Assembly	What professional attributes or skills did you observe during that encounter? Why do you believe those skills are needed in this encounter?
Emulation	Do you feel comfortable or ready to practice this skill in a similar setting? Which skills did you try to incorporate during this encounter? Did you feel successful in the skills you utilized?
Experimentation	Are there other skills that would have been helpful in this encounter? Is there a different setting or patient population that you think will be more challenging for you to practice in?
Adaptation	How did you adapt your approach during this encounter given the specific patient and setting? What additional skills were needed? What signs do you look for to determine the best approach?
Assimilation	What is your comfort level with incorporating professional skills into practice? Are there any areas you would like more practice?

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