

Pre-Clinical Assessments of Professionalism

The pre-clinical assessments were administered throughout years 1 and 2 of the curriculum. The peer nominations, ratings of attributes and faculty ratings were completed in conjunction with small group instruction. All three measures were completed at the end of each of three blocks in year 1 and three blocks in year 2. The peer ratings and nominations were administered with interactive computer forms at the study school. The collaborating schools had student complete the nominations and ratings with paper form without any problems. All faculty ratings were completed on paper forms.

The study school had structured time for students to spend up to eight weeks in a community physician practice in the summer between years 1 and 2. The community preceptor and nursing and office staff forms were completed at the end of the student's community experience in conjunction with other evaluation forms and procedures.

MEASURES

| | |
|---|-----------|
| PEER ASSESSMENT - NOMINATIONS | 1 |
| PEER ASSESSMENT - RATINGS OF ATTRIBUTES OF PROFESSIONALISM | 3 |
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Peer Assessment - Nominations

Select up to 3 students from your class, not just your BCSP small group, whom you believe to be the most professional for each of the following attributes. Base your decision on your observation of their behaviors. You can list the same student for as many attributes as you consider appropriate.

| | |
|---|---|
| Subordinate Self-interests | - |
| | - |
| | - |
| Exercise Accountability | - |
| | - |
| | - |
| Incorporate Self-Reflection | - |
| | - |
| | - |
| Evince Core Humanistic Values | - |
| | - |
| | - |
| Maintain Ethical and Moral Standards | - |
| | - |
| | - |
| Deal with complexity and uncertainty | - |
| | - |
| | - |

Submit

Reset

Peer Assessment - Ratings of attributes of professionalism

PROFESSIONALISM IN MEDICINE

You are requested to assist in a study to develop a model and the assessment of professionalism. There are several attributes of professionalism that will be addressed in the study, but one attribute is Accountability.

Accountability for oneself and for others is central to professionalism in medicine. Implicit in the relative autonomy granted to a profession is that its members will set and enforce standards of practice. Demonstrating true accountability is key to maintaining the privilege of autonomy which medicine has long enjoyed. Meaningful peer evaluation becomes one mechanism to enforce standards of practice and hence to exercise accountability.

You are asked to assess the development, or lack thereof, of several attributes of your fellow students in your small group. For each student, assign a value for each attribute that best represents your impression of that student based on your knowledge and experience in small group and from contact in general. Your assessment should be based on observations and behaviors you have personally experienced with that student.

Use the scale below to record your impressions. Your assessments will be kept strictly confidential and anonymous. They will have absolutely no bearing on the grade in Basic and Clinical Science Problems course or any other grading or promotions decisions.

| | |
|---|--|
| 7 | Extremely professional. Fully developed, demonstrated all the time |
| 6 | -- |
| 5 | Above what is expected of typical medical student Often seen positive behaviors |
| 4 | -- |
| 3 | Slightly below what is expected of typical medical student Few positive behaviors, some negative behaviors |
| 2 | -- |
| 1 | Extremely unprofessional Very problematic, often demonstrated antithetical behaviors |

..and yes, because your picture is also with the group, you are asked to rate yourself on the attributes.

| Click on the Attribute to bring up an explanation. | | | | | | |
|--|-----------------------------------|--------------------------------|------------------------------------|--------------------------------------|---|---|
| Student | <u>Subordinate Self-interests</u> | <u>Exercise Accountability</u> | <u>Incorporate Self-Reflection</u> | <u>Evince Core Humanistic Values</u> | <u>Maintain Ethical and Moral Standards</u> | <u>Deal with complexity and uncertainty</u> |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |
| | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ | - ▾ |

Professionalism Behaviors - Faculty ratings in small group setting

Class of 200x

Professionalism Development Behaviors

Student Name: _____ Date: __
 Faculty Tutors: _____

The student behaviors presented below are based on the attributes of professionalism that medical students will exhibit during small group interactions. You are asked to rate the student on each of the 9 scales, using the N/A only if you absolutely cannot rate the student on that scale.

Note: The gold standard on which the ratings are based is ‘What would be expected of a graduating medical student if he/she had an appropriate level of professional development.’ This standard projects the student behaviors beyond those observed during the small group sessions.

| A. How active and involved was this student in the small group discussions? (circle) | Very quiet | Some participation | Average | Quite active | Very involved | |
|---|-------------------------|---------------------------------|-------------------------------|-----------------------|------------------------|---------------------------------|
| 1. If this student makes an error, s/he ___ admits to it. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Rarely | Usually | Always | <input type="checkbox"/> N/A |
| 2. In dealing with the values and beliefs of others in the group, this student is _____ | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Inconsiderate, disrespectful, | Indifferent | Considerate respectful | <input type="checkbox"/> N/A |
| 3. In assessing her/his own knowledge and skills, this student generally _____ estimates them. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Under | Accurately | Overly | <input type="checkbox"/> N/A |
| 4. This student _____ resolves group or interpersonal conflicts even if the resolution goes against her/his best interests. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Never | Sometimes | Always | <input type="checkbox"/> N/A |
| 5. S/he _____ tries to provide comfort/aid/assistance to others in the group who are struggling or in distress. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Rarely | Usually | Always | <input type="checkbox"/> N/A |
| 6. When working with others in the group to achieve common group goals, s/he is generally _____ | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Uncooperative | Usually | Cooperative | <input type="checkbox"/> N/A |
| 7. When faced with a situation in which this student is “over their head” and needs assistance, s/he generally _____. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Doesn’t realize help is need | Knows but doesn’t ask | Asks for help | <input type="checkbox"/> N/A |
| 8. This student _____ demonstrates appropriate ethical and moral judgment, even when it was not popular to do so. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Never | Sometimes | Always | <input type="checkbox"/> N/A |
| 9. The personal/professional qualities of this student _____ my expectations of a student at this level of training. | 1 _____ 2 _____ 3 _____ | 4 _____ 5 _____ 6 _____ 7 _____ | Fail to meet | Indifferent | Exceed | <input type="checkbox"/> N/A |

B. Below are six of the components of medical professionalism that are appropriate to expect of medical students. For each component, please rate the student on the scale of 1=very unprofessional to 7=very professional

| | Very Unprofessional | | | | | | Very Professional | |
|------------------------------|------------------------|---|---|---|---|---|----------------------|------------------------------|
| Subordinate Self-Interests* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Ethical and Moral Standards* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Humanistic Values* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Self-reflection* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Accountability* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Complexity and Uncertainty* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |

* See reverse side for a brief description of the component.

Attributes of Medical Professionalism

| | |
|--|---|
| <p>Subordinate one's self-interest to the interest of others</p> | <p>Medical professionalism reflects the physician's [student's] open willingness to subordinate his or her interests to best meet the needs of patients [fellow students]. It manifests the physician's fiduciary relationship with patients and duty to serve as the patient's advocate. This is the sine qua non of professionalism. Because physicians have responsibilities to many others as well, they will not infrequently confront conflicts of interest, such as those arising between the health system that employs them and the individual patient seeking care.</p> |
| <p>Adhere to high ethical and moral standards</p> | <p>The concept that professional work has a moral value compels the physician [student] to behave ethically in his or her personal and professional life. Long embedded in the ethos of medicine are principles of beneficence and nonmaleficence. Physicians [students] have a duty to do right and to avoid doing wrong.</p> |
| <p>Evince core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, respect for others, and trustworthiness</p> | <p>Some might argue that humanistic values are not requisite to professional behavior, that a physician [student] can exemplify professionalism without at the same time exhibiting humanism. Yet values such as compassion, altruism, integrity and trustworthiness are so central to the nature of the physician's work, no matter what form that work takes, that no physician can truly be effective without holding deeply such values. The practice of medicine is a human endeavor.</p> |
| <p>Incorporate self-reflection about one's actions and decisions</p> | <p>Professionals [students] must be able to reflect dispassionately upon decisions made and actions taken, not only to improve their knowledge and skills, but also to bring balance to their professional and personal lives. The ability to think reflectively is important to deductive reasoning, and physicians [students] must demonstrate the ability to reason deductively in solving clinical problems. Reflection and deductive reasoning are central to outcomes research and is critical to evidence-based medicine</p> |
| <p>Exercise accountability for oneself and for others</p> | <p>Implicit in the relative autonomy granted to a profession is that its members will set and enforce standards of practice. Demonstrating true accountability is key to maintaining the privilege of autonomy which medicine has long enjoyed but which many now feel has been eroded. That erosion is due, in part, to a perception that physicians [students] have not always been willing to exercise accountability for themselves or their colleagues. Professional work has always been, at its best, a collegial endeavor rather than an entrepreneurial enterprise. Collegial interactions have traditionally typified a profession, but such collegiality should be used neither to mask ineffective or inappropriate practice nor to protect incompetent physicians. Meaningful peer evaluation becomes one mechanism to enforce standards of practice and hence to exercise accountability;</p> |
| <p>Deal with high levels of complexity and uncertainty</p> | <p>Uncertainty and ambiguity have long characterized the practice of medicine, and they will continue to do so despite advances in technology and in biomedical knowledge. Work that is simple and repetitive, or that does not involve a great deal of judgment, does not require the independent decision-making that is a hallmark of professions. The physician [student] must be able to exercise independent judgment in order to make appropriate decisions in the face of complex, often unstable circumstances, and usually with incomplete information.</p> |

Professionalism Behaviors - Community preceptors

Student Name: «First» «Last»

Date: _____

Office: «Practice»

CPE preceptor: «Md»

Professionalism Development Behaviors

The student behaviors presented below are based on the attributes of professionalism that medical students will exhibit during their CPE experience. You are asked to rate the student on each of the 11 scales for which you have had sufficient observation of that behavior, using the N/A when you are unsure of that aspect of the student.

Note: The gold standard on which the ratings are based is ‘What would be expected of a graduating medical student if he/she had an appropriate level of professional development.’

This standard projects the student behaviors beyond those observed during their specific CPE experiences.

| How active and involved was this student in their clinical responsibilities? (circle) | Very quiet | Some participation | Average | Quite active | Very involved | | |
|---|---------------|--------------------|---------|-------------------------------|-----------------------|------------------------|---------------------------------|
| If this student makes an error, s/he ___ admits to it. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Rarely | Usually | Always | <input type="checkbox"/> N/A |
| In dealing with the values and beliefs of others (e.g. patients, staff), this student is _____ | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Inconsiderate, disrespectful, | Indifferent | Considerate respectful | <input type="checkbox"/> N/A |
| In assessing her/his own knowledge and skills, this student generally _____ estimates them. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Under | Accurately | Overly | <input type="checkbox"/> N/A |
| This student _____ resolves group or interpersonal conflicts even if the resolution goes against her/his best interests. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Never | Sometimes | Always | <input type="checkbox"/> N/A |
| He/she understands the ethical aspects of patient care and responds appropriately. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Disagree | Uncertain | Agree | <input type="checkbox"/> N/A |
| S/he _____ tries to provide comfort/aid/assistance to others (e.g. patients, other students) who are struggling or in distress. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Rarely | Usually | Always | <input type="checkbox"/> N/A |
| When working with others in a clinical area to achieve common group goals, s/he is generally _____ | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Uncooperative | Usually | Cooperative | <input type="checkbox"/> N/A |
| When faced with a clinical situation in which this student is “over their head” and needs assistance, s/he generally _____. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Doesn’t realize help is need | Knows but doesn’t ask | Asks for help | <input type="checkbox"/> N/A |
| This student _____ demonstrates appropriate ethical and moral judgment, even when it was not popular to do so. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Never | Sometimes | Always | <input type="checkbox"/> N/A |
| This student _____ works for personal growth and develops plans to improve him/herself. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Never | Sometimes | Always | <input type="checkbox"/> N/A |
| The personal/professional qualities of this student _____ my expectations of a student at this level of training. | 1 ___ 2 ___ 3 | 4 ___ 5 | 6 ___ 7 | Fail to meet | Indifferent | Exceed | <input type="checkbox"/> N/A |

Below are six of the components of medical professionalism that are appropriate to expect of medical students. For each component, please rate the student on the scale of 1=very unprofessional to 7=very professional

| | Very Unprofessional | | | | | | Very Professional | |
|------------------------------|------------------------|---|---|---|---|---|----------------------|------------------------------|
| Subordinate Self-Interests* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Ethical and Moral Standards* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Humanistic Values* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Self-reflection* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Accountability* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Complexity and Uncertainty* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |

* See reverse side for a brief description of the component.

Attributes of Medical Professionalism

| | |
|--|---|
| <p>Subordinate one's self-interest to the interest of others</p> | <p>Medical professionalism reflects the physician's [student's] open willingness to subordinate his or her interests to best meet the needs of patients [fellow students]. It manifests the physician's fiduciary relationship with patients and duty to serve as the patient's advocate. This is the sine qua non of professionalism. Because physicians have responsibilities to many others as well, they will not infrequently confront conflicts of interest, such as those arising between the health system that employs them and the individual patient seeking care.</p> |
| <p>Adhere to high ethical and moral standards</p> | <p>The concept that professional work has a moral value compels the physician [student] to behave ethically in his or her personal and professional life. Long embedded in the ethos of medicine are principles of beneficence and nonmaleficence. Physicians [students] have a duty to do right and to avoid doing wrong.</p> |
| <p>Evince core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, respect for others, and trustworthiness</p> | <p>Some might argue that humanistic values are not requisite to professional behavior, that a physician [student] can exemplify professionalism without at the same time exhibiting humanism. Yet values such as compassion, altruism, integrity and trustworthiness are so central to the nature of the physician's work, no matter what form that work takes, that no physician can truly be effective without holding deeply such values. The practice of medicine is a human endeavor.</p> |
| <p>Incorporate self-reflection about one's actions and decisions</p> | <p>Professionals [students] must be able to reflect dispassionately upon decisions made and actions taken, not only to improve their knowledge and skills, but also to bring balance to their professional and personal lives. The ability to think reflectively is important to deductive reasoning, and physicians [students] must demonstrate the ability to reason deductively in solving clinical problems. Reflection and deductive reasoning are central to outcomes research and is critical to evidence-based medicine</p> |
| <p>Exercise accountability for oneself and for others</p> | <p>Implicit in the relative autonomy granted to a profession is that its members will set and enforce standards of practice. Demonstrating true accountability is key to maintaining the privilege of autonomy which medicine has long enjoyed but which many now feel has been eroded. That erosion is due, in part, to a perception that physicians [students] have not always been willing to exercise accountability for themselves or their colleagues. Professional work has always been, at its best, a collegial endeavor rather than an entrepreneurial enterprise. Collegial interactions have traditionally typified a profession, but such collegiality should be used neither to mask ineffective or inappropriate practice nor to protect incompetent physicians. Meaningful peer evaluation becomes one mechanism to enforce standards of practice and hence to exercise accountability;</p> |
| <p>Deal with high levels of complexity and uncertainty</p> | <p>Uncertainty and ambiguity have long characterized the practice of medicine, and they will continue to do so despite advances in technology and in biomedical knowledge. Work that is simple and repetitive, or that does not involve a great deal of judgment, does not require the independent decision-making that is a hallmark of professions. The physician [student] must be able to exercise independent judgment in order to make appropriate decisions in the face of complex, often unstable circumstances, and usually with incomplete information.</p> |

Professionalism Behaviors - Community nursing and office staff

Student Name: «First» «Last»

Date:

Office: «Practice»

Name:

Health Care Professional

Office Staff

Professionalism Development Behaviors

The student behaviors presented below are based on the attributes of professionalism that medical students will exhibit during their CPE time in the office. You are asked to rate the student on each of the scales below for which you have had sufficient observation of that behavior, using the N/A when you are unsure of that aspect of the student.

Note: The gold standard on which the ratings are based is ‘What would be expected of a graduating medical student if he/she had an appropriate level of professional development.’ This standard projects the student behaviors beyond those observed during their specific CPE experiences.

| How active and involved was this student in the office activities and patient care? (circle) | Very quiet | Some participation | Average | Quite active | Very involved | |
|---|-------------------------------|--------------------|-----------------------|--------------|------------------------|---------------------------------|
| If this student makes an error, s/he ___ admits to it. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Rarely | | Usually | | Always | |
| In dealing with the values and beliefs of others (e.g. patients, staff), this student is _____ | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Inconsiderate, disrespectful, | | Indifferent | | Considerate respectful | |
| In assessing her/his own knowledge and skills, this student generally _____ estimates them. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Under | | Accurately | | Overly | |
| S/he _____ tries to provide comfort/aid/assistance to others (e.g. patients, other students) who are struggling or in distress. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Rarely | | Usually | | Always | |
| When working with others in a clinical area to achieve common group goals, s/he is generally _____ | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Uncooperative | | Usually | | Cooperative | |
| When faced with a clinical situation in which this student is “over their head” and needs assistance, s/he generally _____. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Doesn’t realize help is need | | Knows but doesn’t ask | | Asks for help | |
| This student _____ works for personal growth and develops plans to improve him/herself. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Never | | Sometimes | | Always | |
| The personal/professional qualities of this student _____ my expectations of a student at this level of training. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Fail to meet | | Indifferent | | Exceed | |
| S/he _____ has a difficult time relating to people (e.g. patients, staff, other students) | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Always | | Sometimes | | Never | |
| S/he _____ arrives late for clinical activities | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Often | | Occasionally | | Rarely | |
| This student _____ leaves tasks undone. | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Usually | | Occasionally | | Never | |
| S/he generally _____ the leadership of the others (e.g. staff, administrators, physicians). | 1 ___ 2 | 3 | 4 ___ 5 | 6 ___ 7 | 7 | <input type="checkbox"/> N/A |
| | Tries to undermine | | Is indifferent to the | | Supports | |

Below are six of the attributes of medical professionalism that are appropriate to expect of medical students. For each attribute, please rate the student on the scale of 1=very unprofessional to 7=very professional

| | Very Unprofessional | | | | | | Very Professional | |
|------------------------------|------------------------|---|---|---|---|---|----------------------|------------------------------|
| Subordinate Self-Interests* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Ethical and Moral Standards* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Humanistic Values* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Self-reflection* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Accountability* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |
| Complexity and Uncertainty* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | <input type="checkbox"/> N/A |

* See reverse side for a brief description of the attribute.

Attributes of Medical Professionalism

| | |
|--|---|
| <p>Subordinate one's self-interest to the interest of others</p> | <p>Medical professionalism reflects the physician's [student's] open willingness to subordinate his or her interests to best meet the needs of patients [fellow students]. It manifests the physician's fiduciary relationship with patients and duty to serve as the patient's advocate. This is the sine qua non of professionalism. Because physicians have responsibilities to many others as well, they will not infrequently confront conflicts of interest, such as those arising between the health system that employs them and the individual patient seeking care.</p> |
| <p>Adhere to high ethical and moral standards</p> | <p>The concept that professional work has a moral value compels the physician [student] to behave ethically in his or her personal and professional life. Long embedded in the ethos of medicine are principles of beneficence and nonmaleficence. Physicians [students] have a duty to do right and to avoid doing wrong.</p> |
| <p>Evince core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, respect for others, and trustworthiness</p> | <p>Some might argue that humanistic values are not requisite to professional behavior, that a physician [student] can exemplify professionalism without at the same time exhibiting humanism. Yet values such as compassion, altruism, integrity and trustworthiness are so central to the nature of the physician's work, no matter what form that work takes, that no physician can truly be effective without holding deeply such values. The practice of medicine is a human endeavor.</p> |
| <p>Incorporate self-reflection about one's actions and decisions</p> | <p>Professionals [students] must be able to reflect dispassionately upon decisions made and actions taken, not only to improve their knowledge and skills, but also to bring balance to their professional and personal lives. The ability to think reflectively is important to deductive reasoning, and physicians [students] must demonstrate the ability to reason deductively in solving clinical problems. Reflection and deductive reasoning are central to outcomes research and is critical to evidence-based medicine</p> |
| <p>Exercise accountability for oneself and for others</p> | <p>Implicit in the relative autonomy granted to a profession is that its members will set and enforce standards of practice. Demonstrating true accountability is key to maintaining the privilege of autonomy which medicine has long enjoyed but which many now feel has been eroded. That erosion is due, in part, to a perception that physicians [students] have not always been willing to exercise accountability for themselves or their colleagues. Professional work has always been, at its best, a collegial endeavor rather than an entrepreneurial enterprise. Collegial interactions have traditionally typified a profession, but such collegiality should be used neither to mask ineffective or inappropriate practice nor to protect incompetent physicians. Meaningful peer evaluation becomes one mechanism to enforce standards of practice and hence to exercise accountability;</p> |
| <p>Deal with high levels of complexity and uncertainty</p> | <p>Uncertainty and ambiguity have long characterized the practice of medicine, and they will continue to do so despite advances in technology and in biomedical knowledge. Work that is simple and repetitive, or that does not involve a great deal of judgment, does not require the independent decision-making that is a hallmark of professions. The physician [student] must be able to exercise independent judgment in order to make appropriate decisions in the face of complex, often unstable circumstances, and usually with incomplete information.</p> |