

Professionalism in Practice

DOMAIN # 1: PROFESSIONAL RESPONSIBILITY/INTEGRITY				
Subdomains	Inconsistent with Professional Practice	Consistent with Professional Practice	Exemplary Professional Practice	CanMEDS
Task completion	Failure to complete required tasks including administrative tasks	Completes required tasks including administrative tasks	Demonstrates leadership for system improvement, anticipates needs and is proactive in ensuring task completion	<i>Expert Manager Advocate Professional</i>
Honesty	Dishonest or falsifies information	Truthful and honest	Discloses proactively and effectively to improve patient care and educational environment	<i>Collaborator Professional</i>
Responsibility	Fails to accept responsibility/ blames others	Acknowledges and demonstrates ability to take appropriate responsibility	Accurately discerns complex challenges with appropriate engagement of resources.	<i>Collaborator Manager Professional</i>
Confidentiality	Fails to respect/neglects confidentiality	Respects confidentiality	Identifying potential risks to confidentiality	<i>Advocate Professional</i>
Respect of learning environment	Abuses or damages physical learning environment and shared resources	Respects physical learning environment and shared resources	Contributes or improves the physical learning environment	<i>Professional</i>
Balance of interest: self and other	Chooses personal interest to the detriment of patient and colleagues	Can balance personal interests with the needs of patients or colleagues	Is a role model for balancing the needs of patients or colleagues	<i>Communicator Manager Advocate Professional</i>

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DOMAIN #2: PURSUIT OF EXCELLENCE/INSIGHT				
Subdomains	Inconsistent with Professional Practice	Consistent with Professional Practice	Exemplary in Professional Practice	CanMEDS
Feedback	Resistant or defensive in receiving feedback	Willing to learn from and explore feedback	Actively seeks and integrates feedback	<i>Collaborator Communicator Professional</i>
Personal limits and reflective practice	Unaware of or difficulty acknowledging limits of knowledge, skills and attitudes	Aware and able to acknowledge limits of knowledge, skills and attitudes	Continually tests assumptions and conclusions around one's own practice	<i>Expert Professional Scholar</i>
Personal development	Neglects significant elements in all domains of education and development	Demonstrates commitment to continued growth in all domains of education and development	Recognized as role model in all domains of education	<i>Expert Communicator Professional Scholar</i>
Personal impairment	Impairment. Failing to recognize or take action regarding a personal impairment (i.e. physical, cognitive, emotional)	No evidence of impairment. Recognizing or taking action in the face of potential impairment	Intervenes to address situational or environmental factors which could lead to impairment in self or others	<i>Manager Professional</i>
Initiative and motivation	Does not demonstrate initiative and motivation	Achieves an appropriate level of initiative and motivation for the required task	A role model for balancing responsibilities and achievements; inspires initiative and motivation in others	<i>Manager Professional Scholar</i>

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DOMAIN #3: PERSONAL INTERACTIONS – Learning and Clinical Environments				
Subdomains	Inconsistent with Professional Practice	Consistent with Professional Practice	Exemplary in Professional Practice	CanMEDS
Respect	Disrespectful towards others	Respectful towards others	Exceptional insight and actions that enhance a culture of respect	<i>Collaborator</i> <i>Advocate</i> <i>Professional</i>
Different points of view	Lack of awareness of or devaluing different points of view	Aware of and acts with acceptance of different points of view	Develops a shared understanding of different points of view	<i>Collaborator</i> <i>Communicator</i> <i>Professional</i>
Impact on others	Demonstrates a lack of awareness and disinterest in understanding impact of self on others	Demonstrates awareness and willingness to reflect, receive feedback and learn about the impact of self on others	Actively seeks opportunities for enhanced self awareness to improve practice effectiveness	<i>Collaborator</i> <i>Professional</i>
Needs and feelings of others	Does not engage with needs, feelings of others	Willing to engage with the needs, and feelings of others	Acknowledged by others as committed to excellence in addressing the needs and feelings of others	<i>Collaborator</i> <i>Communicator</i> <i>Professional</i>
Effect of stress	Lacks insight into how stress impacts one's interactions with others	Appreciates how one's stress impacts interaction with others	Demonstrates management of own stress and facilitates positive communication during stressful situations	<i>Collaborator</i> <i>Professional</i>
Personal appearance	Appearance is not appropriate for context and lacks insight into how appearance affects relationship with patients and colleagues	Maintains an appearance consistent with a professional role in a setting that inspires trust	Actively builds trust through interpretation of the clinical context and subjective selection of attire	<i>Manager</i> <i>Professional</i>

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Sources:

Papadakis MA, Osborn EHS, Cooke M, Healy K, et al. A strategy for detection and evaluation of unprofessional behavior in medical students. *Acad Med.* 1999;74:980–90.

An early paper by one of the authorities on assessing professionalism in learners, which describes an evaluation program for monitoring medical students' professional behaviours during their clinical rotations.

Ainsworth M, Szauter K. Medical student professionalism: are we measuring the right behaviours? A comparison of professional lapses by students and physicians. *Acad Med*;2006 81(supp):s83-s86.

Describes the introduction of Early Concern Notes in one medical school, and their use. Also describes three categories of behaviours, based on the work of Papadakis and modified by focus groups. These three categories are used in the McMaster Professionalism in Practice framework.

Litzelman D, Cottingham A. The new formal competency-based curriculum and informal curriculum at Indian University school of Medicine: overview and five-year analysis. *Acad Med* 2007;82:410-421.

Describes an institutional process that takes into account the growth of professionalism over time.

Stern DT, Frohna AZ, Gruppen L. The prediction of professional behaviour. *Medical Education* 2005;39:75-82

This study in a US medical school identified predictors of professionalism in domains where students had the opportunity to demonstrate either conscientious behaviour or humility in self-assessment.

Guide to Professional Behaviour in Tutorials and Guide to Professional Behaviour in Clinical Encounters
Policies of the Michael G. DeGroote School of Medicine, McMaster University

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