

COM121 PROFESSIONALISM – COM MEDICAL EDUCATION

Appendix 1

Guidelines for Professional Behavior

Medical students are expected to act in a professional manner at all times during their medical school training, both on and off campus. The following provides some guidelines for professional behavior, both general and specific.

Work ethic

Always put forth one's best effort, striving to learn from every class and rotation.

Be prepared and arrive on time for all training experiences (didactics, labs, conferences, virtual meetings, small group sessions).

Demonstrate reliability, dependability, and accountability to patients, society, and the profession that supersedes self-interest by:

- following up on tasks, labs, studies, outside records;
- taking ownership of your patients and their care by being their primary doctor;
- completing all notes/documentation thoroughly and in a timely manner;
- documenting findings, assessments, clinical reasoning, and plans accurately, clearly and concisely.

Fulfill all requirements in a timely manner:

- Personal health status: Immunizations, Tb skin test, Mask fit, drug test, COVID testing, etc.;
- Educational needs: registration, ERAS application, specialty advisor or Dean meeting, Step applications, graduation requirements, paying fees on time, honoring all deadlines, etc.;
- Clinical needs: EMR training, On-boarding duties, facility paperwork, etc.;
- Communication needs: keep your email and voice mail accounts cleared and active, answer emails and voicemails in a timely manner, etc.

Teamwork

Be a team player and find ways to contribute meaningfully to the team.

Ask questions in a polite and respectful manner.

Be honest and forthcoming in presenting work done, and in interactions with patients, faculty, and staff.

Communicate any new information or concerns about a patient to the team (e.g., information disclosed to only you by a patient).

Let the team know immediately if you will be late or absent from your duties.

Treat others with dignity and respect. Avoid discriminatory, judgmental, or hurtful conduct in communicating with all on the education or health care team. This includes:

- team members - professors, attendings, fellows, residents, interns, JIs, fellow medical students;
- ancillary staff - administrative staff, nurses, therapists, social workers, case managers, dietitians, pharmacists, maintenance/EVS staff, nutrition management staff, techs;
- course/clerkship administrators and coordinators;
- diverse patient populations, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation;
- patients and families.

Commitment to excellence and lifelong learning

Continually appraise scientific evidence from multiple sources. Appropriately implement new knowledge, standards, technologies, and services to manage the health problems of patients, populations, and communities and to improve outcomes.

Systematically assess quality improvement needs and potential corrective actions with a goal of implementing change to improve practice.

Participate in the education of patients, families, students, trainees, peers, and other health professionals.

Model behavior that upholds professional standards and prioritizes optimal patient care.

Understand the importance of a commitment to excellence through the continuation of one's own professional education and growth, acceptance of scrutiny by peers and others, and dealing openly and honestly with professional mistakes.

Recognize ethical issues relating to a physician's responsibilities and obligations to patients, colleagues, and society (e.g., end-of-life issues).

Recognize the changing nature of health care and its inherent ambiguities and utilize appropriate strategies to manage uncertainty and adapt to change.

Employ self-awareness, self-care mechanisms, and appropriate help-seeking behaviors to manage stress and to balance personal and professional responsibilities.

Understand the potential for personal impairment resulting from the high-stress environment of the practice of medicine and recognize the availability of support resources. Seek out help when needed, and do not continue to practice in an impaired state.

Standards for informed consent

Medical students should not be obtaining informed consent on their own.

They may pre-review the salient features of the consent with a supervising resident or attending, and may then obtain the informed consent with the supervising resident or attending present for the discussion.

The consent may only be signed by a physician at the time it was obtained.

Confidentiality

Do not violate confidentiality guidelines by accessing or sharing patient information in a manner that is not necessary for patient care or learning within a course or clerkship.

Students should not post any UTHSC patient information (including but not limited to PHI, pictures, or images) to social media sites or personal sites. This is prohibited even if the patient has provided authorization. Social media creates a potential risk of disclosing (inadvertently or otherwise) privileged or confidential information, including the identities of current or former patients. Alert your supervisor and/or contact the UTHSC HIPAA Privacy Officer if you see information posted by others that is confidential.

Social media and institutional representation

Avoid behavior that could be harmful to UTHSC and its relationship to patients and the community, or could harm patients. If you witness such behavior, report it.

UTHSC students shall not sign up for personal accounts on social media (Facebook, Snapchat, Twitter, Instagram, blogs, or other types of social media sites) using their UTHSC email address. For personal accounts, use a personal email address as your primary means of identification.

Students are personally responsible for their social media posts. These do not express the opinion or position of the University. UTHSC workforce members engaged in personal and professional social media communications that reference UTHSC-related content should do so in a manner consistent with the University's mission and values, administrative policies and procedures, and safeguards to ensure the privacy and security of patient health information.

Personal integrity

Do not engage or attempt to engage in inappropriate relationships with patients, patients' families, or their supervising or supervised team members. Inappropriate relationships include

romantic or sexual relationships, exploitative financial relationships, or relationships that take advantage of real or perceived authority in any other way.