

# **Starting University Clinical Careers Efficiently, Scholarly, and Successfully**

## **Role Modeling as an Educator**

**Angela Mihalic, M.D.**

**Dean of Medical Students**

**Associate Dean of Student Affairs**

**Professor of Pediatrics**

# Objectives

- Following this session, faculty will be able to
  - Describe the critical importance of teaching and role modeling professionalism to learners
  - Implement strategies to role model and support the development of professionalism in your learners
  - Identify and address early signs of problematic behavior in learners
  - Identify and address mistreatment of learners by patients, residents, and faculty

SPECIAL ARTICLE

### Disciplinary Action by Medical Boards and Prior Behavior in Medical School

Maxine A. Papadakis, M.D., Arianne Teherani, Ph.D., Mary A. Banach, Ph.D., M.P.H., Timothy R. Knetter, M.B.A., Susan L. Rattner, M.D., David T. Stern, M.D., Ph.D., J. Jon Veloski, M.S., and Carol S. Hodgson, Ph.D.

INSIGHTS | DIVERSITY AND INCLUSION | MEDICAL EDUCATION

### Addressing racism and mistreatment in academic medicine

DARRELL G. KIRCH, MD, PRESIDENT EMERITUS

MEDICAL EXAMINER

### The Latest Crop of Instagram Influencers? Medical Students.

In between posts about the anatomy lab and long hours, med students are making extra cash endorsing products. Is it ethical?

By VISHAL KHETPAL

NOV 29, 2018 • 5:55 AM



amednews.com  
AMERICAN MEDICAL NEWS

WEEK | PAST WEEKS | TOPICS | COLUMNS | MULTIMEDIA

Management | Profession | Business | Opinion | Health

PROFESSION

#### Physicians sanctioned in board exam cheating scandal

The internal medicine board disciplined more than 100 doctors and sued five for allegedly exchanging copyrighted questions from the board's certification exam.

By CAROLYNE KRUPA — Posted June 21, 2010

PRINT | EMAIL | RESPOND | REPRINTS | LIKE | SHARE | TWEET

The American Board of Internal Medicine has sanctioned 139 physicians for allegedly exchanging test questions from the board's certification exam.

WITH THIS STORY:  
» Related content

**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.

*Charter on Medical Professionalism – ABIM*



<http://mdupdated.com/acog-on-professional-use-of-digital-and/>

### Medical board slams California doctor for exempting almost 1000 kids from school vaccinations



### Hamilton doctor charged with sexual assault



# Role Modeling Core Values



## Leaders in Clinical Excellence



# Role Modeling Professionalism

Physician as Healer  
and Professional

- Instill a sense of duty to the patient
- Provide clear expectations of behavior
- Treat all learners, patients, and other health care professionals with respect
- Role model empathy and compassion
- Provide frequent feedback
- Promote and support self-reflection
- Demonstrate life-long learning, humility, and wellness strategies

# Professionalism Expectations

- **Student/Learner**
  - Honesty
  - Responsibility
  - Confidentiality
  - Respect for others

*UTSW Medical Student Professionalism Policy*





# AAMC Graduation Questionnaire

## UT Southwestern Classes of 2023/24

### Faculty Professionalism

<b>KEY</b>	
2023	◆
2024	◆

10th Percentile    25th Percentile    50th Percentile    75th Percentile    90th Percentile    UT Southwestern

GQ Report Item #21: Faculty Professionalism	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	UT Southwestern
Please rate how often the following behaviors/attitudes are demonstrated by your medical school's faculty (Percent answering "Very often" or "Always"):						
Respecting patient confidentiality	88.8	91.4	◆ 93.6	◆ 95.6	◆ 97.0	95.8
Using professional language/avoiding derogatory language	73.3	78.2	◆ 82.1	◆ 87.2	◆ 90.0	86.3
Being respectful of house staff and other physicians	77.1	80.6	◆ 85.4	◆ 88.9	◆ 91.5	86.9
Respecting diversity	72.7	76.0	◆ 81.0	◆ 86.5	◆ 89.6	85.7
Being respectful of other health professions	72.9	76.3	◆ 80.5	◆ 85.6	◆ 89.1	84.5
Being respectful of other specialties	62.0	65.8	◆ 72.0	◆ 77.6	◆ 81.8	77.2
Providing direction and constructive feedback	53.9	61.8	◆ 68.5	◆ 74.0	◆ 78.8	75.4
Showing respectful interaction with students	65.0	71.3	◆ 77.4	◆ 82.8	◆ 86.1	82.7
Showing empathy and compassion	65.3	70.8	◆ 76.9	◆ 81.1	◆ 85.1	80.4
Being respectful of patients' dignity and autonomy	75.5	80.0	◆ 84.2	◆ 87.8	◆ 90.5	86.3
Actively listened and showed interest in patients	70.4	75.8	◆ 80.9	◆ 84.0	◆ 87.5	82.1
Taking time and effort to explain information to patients	63.4	68.2	◆ 74.3	◆ 79.5	◆ 82.7	75.6
Advocating appropriately on behalf of his/her patients	68.8	75.1	◆ 79.6	◆ 83.0	◆ 87.0	79.8
Resolving conflicts in ways that respect the dignity of all involved	67.8	74.1	◆ 80.6	◆ 84.5	◆ 88.0	83.9

Percentiles are based on the ordered data from 153 schools. The 10th percentile = the data from school number 16 of 153; 25th percentile = school 39; 50th percentile = school 77; 75th percentile = school 115; and 90th percentile = school 138.

# Professionalism Expectations

- **Faculty/Mentor Student Mistreatment**
  - Sex discrimination or other discrimination
  - Abuse of power
  - Causing or threatening harm
  - Threatening a lower grade/denying opportunities for reasons other than performance (gender, ethnicity, sexual orientation)
  - Requiring duties beyond training, duty hours





# AAMC Graduation Questionnaire

## UT Southwestern Classes of 2023/24

## Student Mistreatment

KEY	
2023	
2024	

### GQ Report Item #39: Personal Experiences with Negative Behaviors

The table below shows the 2023 GQ response distribution across 152 medical schools for behaviors personally experienced by students. **The data reflect the percentage of GQ respondents at a school who indicated they had “Never” personally experienced the given behavior** directed at them during medical school, in contrast to those who indicated they had experienced the behavior “Once,” “Occasionally,” or “Frequently.”

	10th Percentile	25th Percentile	50th Percentile	75th Percentile	90th Percentile	UT Southwestern
Publicly humiliated	71.0	76.0	80.4	85.2	88.6	70.6
Threatened with physical harm	97.0	97.7	98.9	100.0	100.0	100.0
Physically harmed (e.g., hit, slapped, kicked)	96.2	97.2	98.5	100.0	100.0	98.8
Required to perform personal services (e.g., shopping, babysitting)	93.7	95.7	97.3	98.6	100.0	96.3
Subjected to unwanted sexual advances	92.6	94.3	96.1	97.7	98.5	95.7
Asked to exchange sexual favors for grades or other rewards	99.0	100.0	100.0	100.0	100.0	100.0
Denied opportunities for training or rewards based on gender	91.4	93.6	95.7	97.5	99.0	92.6
Subjected to offensive sexist remarks/names	79.5	83.0	87.8	91.1	93.3	89.0
Received lower evaluations or grades solely because of gender rather than performance	90.9	93.0	95.3	97.2	98.4	96.3
Denied opportunities for training or rewards based on race or ethnicity	93.4	94.9	96.6	98.1	99.8	95.1
Subjected to racially or ethnically offensive remarks/names	86.5	88.9	91.6	94.7	96.4	86.5
Received lower evaluations or grades solely because of race or ethnicity rather than performance	93.6	95.5	97.0	98.6	100.0	96.9
Denied opportunities for training or rewards based on sexual orientation	97.4	98.6	100.0	100.0	100.0	99.4
Subjected to offensive remarks/names related to sexual orientation	95.6	97.0	98.1	99.2	100.0	96.9
Received lower evaluations or grades solely because of sexual orientation rather than performance	97.8	98.7	100.0	100.0	100.0	99.4
Subjected to negative or offensive behavior(s) based on your personal beliefs or personal characteristics other than your gender, race/ethnicity, or sexual orientation	90.5	92.1	94.6	96.4	98.2	93.9

Percentiles are based on the ordered data from 153 schools. The 10th percentile = the data from school number 16 of 153; 25th percentile = school 39; 50th percentile = school 77; 75th percentile = school 115; and 90th percentile = school 138.

# Addressing Mistreatment by Patients

## A New Framework: “ERASE”

- \* **E**xpect that such events will happen and prepare accordingly.
- \* **R**ecognize the mistreatment.
- \* **A**ddress the situation in real time.
- \* **S**upport the learner after the event.
- \* **E**ncourage a positive culture.

*Speaking Up For Students: How to Recognize and Address*

*Mistreatment by Patients- Special thanks to Kirsten Wilkins, MD, Department of Psychiatry, Yale University.*

[MedEdPORTAL] 2019 Dec 27;Vol. 15, pp. 10865. Date of Electronic Publication: 2019 Dec 27.

# Addressing Professionalism Breaches

## Professionalism Policy Physicianship Evaluation Forms

The screenshot shows the UT Southwestern Medical Center website. The header includes the logo and navigation links for Education & Training. The main content area is titled "Medical School" and features a sidebar with a menu of links including "Professionalism". The main text defines professionalism as the basis of medicine's contract with society and provides a quote from the ABIM Charter on Medical Professionalism. It also states the school's commitment to developing professional physicians and describes the mentorship provided during clinical rotations.

<https://www.utsouthwestern.edu/education/medical-school/about-the-school/professionalism.html>

## Mistreatment Concern

The screenshot shows a web browser window displaying the "Mistreatment Concern(s)" survey form. The form is titled "UT Southwestern Medical School" and includes a "Mistreatment Concern(s)" section. It contains a paragraph of introductory text and a section for reporting concerns. The reporting section includes a large text area for describing the concern, followed by fields for "Your name", "Your cell number", and a section for tracking information with dropdown menus for "Rotation or course in which incident occurred", "Role of person(s) involved", and "Category of behavior".

# Additional Information and Resources

## EDU (Educator Development at UTSW)

<https://www.utsouthwestern.edu/about-us/administrative-offices/faculty-development/educators/edu.html>

1. Psychological Safety- Lia Thomas, MD
2. Professionalism and Communication- Ben Lee, MD

## Effective Teacher Series

<https://www.utsouthwestern.net/intranet/education/faculty/effective-teacher/>

1. Professionalism with Students
2. Fostering a Campus Environment that is Inclusive and Respectful

Al-Eraky M. Twelve Tips for teaching medical professionalism at all levels of medical education. Medical Teacher. Nov2015, 37 (11): 1018-1-25.

Berger AS, et. Al. Teaching Professionalism in Postgraduate Medical Education: A Systemic Review. Acad Med. 2020;95:938-946.

Papadakis MA, et. Al. Disciplinary Action by Medical Boards and Prior Behavior in Medical School. N Engl J Med 2005;353:2673-82.



# Modeling Professionalism

## Summary of Key Points



Set clear but high expectations of your learners

Role model professionalism and respect for all

Report concerns early for intervention/remediation

Monitor for and address mistreatment of learners

# Starting University Clinical Careers Efficiently, Scholarly, and Successfully Questions?



**Angela Mihalic, M.D.**  
Dean of Medical Students  
Associate Dean, Student Affairs  
Professor of Pediatrics  
[Angela.Mihalic@UTSouthwestern.edu](mailto:Angela.Mihalic@UTSouthwestern.edu)