

Approved November 18<sup>th</sup> 2003 by Faculty Executive.

**PROFESSIONAL STANDARDS FOR FACULTY MEMBERS AND LEARNERS<sup>1</sup> IN THE FACULTIES OF MEDICINE AND DENTISTRY AT THE UNIVERSITY OF BRITISH COLUMBIA<sup>2</sup>**

(Prepared by the ad hoc steering committee on professionalism)

The Faculties of Medicine and Dentistry are committed to creating a welcoming environment that is conducive to optimal education, research, and clinical care. This is sustained by a renewed commitment to the highest level of professionalism in all interactions with patients, peers, supervisors, staff and other disciplines. Respect for every person is the value central to all encounters with learners, staff, teachers and patients.

We are committed to teaching and evaluating professionalism for learners and faculty members at all levels. We will celebrate expressions of positive professional attitudes and behaviour as well as achievement of academic excellence.

Everyone in both faculties should be familiar with and abide by academic policies of the University relating to professional behaviour. In health care institutions, faculty members, staff and learners are expected to abide by relevant policies and procedures governing codes of conduct. These professional standards are complementary to such academic and institutional policies. In nurturing the intellectual and personal development of learners, it is important to recognize the inherent power imbalance in the teacher-learner relationship and to create a respectful, interactive environment suitable for learning. The professional standards articulated here demonstrate our recognition of the special professional privileges granted by society which in turn expects us to reflect in work and deed our commitment to their welfare. Consistent with this, the conduct of professionals should be characterized by the highest sense of ethical integrity and humanistic values. Sustaining all of the professions within both faculties through the transmission of such values is a moral obligation for all.

**PROFESSIONAL STANDARDS FOR LEARNERS AND FACULTY MEMBERS IN THE FACULTIES OF MEDICINE AND DENTISTRY**

All faculty members, including undergraduate, postgraduate, and graduate students, residents, clinical and academic faculty and non-academic staff are expected to abide by these standards while in any setting where the activities are under the auspices of the University of British Columbia.

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<sup>1</sup> Learners include students who are undergraduates, postgraduates, graduates, residents and fellows though they may assume an ever-increasing role as teachers and, as such, some components of the faculty-specific standards may be applicable.

<sup>2</sup> Includes programs in audiology, dental hygiene, dentistry, medicine, occupational therapy, physical therapy and speech language pathology.

## **SECTION I**

### **AFFIRMATION OF THE COMMITMENTS OF PROFESSIONALS**

#### **Honesty**

##### **I have a commitment to:**

- **Maintain** the highest standards of personal and academic honesty and integrity;
- **Conduct** research in an ethical and unbiased manner, report results truthfully, and credit ideas developed and work done by others;
- **Record** accurately history and physical findings, test results, and other information pertinent to the care of the patient;
- **Communicate** truthfully and compassionately with patients, learners, faculty members and staff both verbally and in writing;
- **Neither** give nor receive aid in examinations unless such cooperation is expressly permitted by the instructor.

#### **Respect for Others**

##### **I have a commitment to:**

- **Not** discriminate in my interactions with others, on protected grounds such as age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation or unrelated criminal convictions.
- **Contribute** to a classroom atmosphere conducive to learning;
- **Respect** the personal boundaries of others including, but not limited to, refraining from making unwanted romantic or sexual overtures, protecting personal information, and respecting individual workspace;
- **Treat** patients and their families with respect and dignity both in their presence and in discussions with other members of the health care team;
- **Assure** that interactions with learners, teachers, patients, families, health care and research colleagues, both academic and non-academic, are always respectful and considerate;
- **Respect** patient autonomy at all times by discussing treatment options with the patient or surrogate;
- **Ensure** appropriate consultation with the identified family member or guardian when a patient lacks the capacity to make treatment decisions.
- **Respect** the privacy of patients and research participants;

## Confidentiality

### I have a commitment to:

- Regard the confidentiality of patients and research and educational participants as a central obligation;
- Assure confidentiality by limiting discussion of patient health issues to appropriate settings for clinical or educational purposes and to care givers identified by patient consent.

## Responsibility

### I have a commitment to:

- Assure the primacy of patient wellbeing in the clinical setting;
- Create environments that are conducive to learning and the performance of professional academic work;
- Recognize my own limitations and seek help when my level of experience is inadequate;
- Be accountable for personal decisions in the workplace;
- Consult with appropriate individuals when my level of expertise is exceeded;
- Adopt strategies to deal with errors or misjudgments;
- Not engage in exploitative relationships with colleagues, learners, patients, or their families for emotional, financial, research, educational or sexual purposes;
- Conduct myself professionally regarding my demeanor, use of language, and appearance in health care settings;
- Encourage and model language, appearance, and demeanor appropriate to the professional healthcare setting;
- Not use alcohol or drugs in any way that could interfere with my academic, professional and clinical responsibilities;
- Appropriately acknowledge contributions made to research publications by others;
- Display ethical interactions with industry, declaring conflict of interest situations when they occur;
- Reveal to sponsors, universities, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decisions on whether I should be asked to review manuscripts or applications, test products or be permitted to undertake work sponsored from outside sources;
- Participate in the processes of self-regulation of the professions;
- Report professional misconduct and unskilled practice to the appropriate authorities, respecting the need to avoid unjustly discrediting the reputation of other members of the health care team.

I have read these standards and received a copy

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## SECTION II

### RIGHTS AND RESPONSIBILITIES OF LEARNERS<sup>1</sup> IN THE FACULTIES OF MEDICINE AND DENTISTRY

#### Rights:

##### **Learners have the right to:**

- **Be** challenged to learn, but not abused, harassed, or humiliated;
- **Be** free of romantic or sexual overtures from those who are supervising their work;
- **Ask** questions or express disagreement with faculty members or supervisors without fear of negative consequences;
- **Clear** guidelines regarding assignments and examinations, as well as to testing environments that are conducive to academic honesty;
- **Fair, respectful, objective, timely, frequent, and constructive** evaluations from faculty members and supervisors;
- **Meaningful and purposeful** educational experiences in the clinical setting;
- **Have** research contributions appropriately represented and acknowledged;
- **A** clear outline of clinical responsibilities, and not to be asked to accept a level of responsibility that is inappropriate for the level of education;
- **Refuse** to perform procedures or examinations/assessments which are felt to be unethical or inappropriate;
- **A** clear process to address any evaluations or requested activities the learner deems to be inaccurate or inappropriate.

#### Responsibilities:

##### **Learners have a responsibility to:**

- **Always** be truthful in relationships with patients, and not misrepresent their qualifications;
- **Provide** fair, respectful, objective, timely, and constructive evaluations regarding the academic program and its instructors;
- **Not** engage in sexual or romantic relations with those being taught or supervised or with supervisors;
- **Not** unjustly discredit the reputations of peers, teachers or members of the health care team;
- **Address** any violations of the standards that are observed in the course of their professional development.

## SECTION III

### **RIGHTS AND RESPONSIBILITIES OF FACULTY MEMBERS<sup>2</sup> IN THE FACULTIES OF MEDICINE AND DENTISTRY**

#### **Rights:**

##### **Faculty members have the right to:**

- Be free of abuse, harassment or humiliation;
- Be free of romantic or sexual overtures from learners;
- Ask relevant, responsible questions or respectfully express disagreement with learners;
- Fair, constructive, respectful, timely and objective evaluations from learners and peers;
- Challenge learners to address complex issues through a high level of critical thinking and clinical reasoning;
- Discuss in the classroom any material which has a significant relationship to the subject matter as defined in the approved course description;
- Discuss controversial matters in the learning context, providing they are within their own particular field of study;
- Freedom in the exposition of a subject which he or she teaches, either in the classroom or elsewhere, providing appropriate discretion and good judgment is exercised;
- Engage in public service activities;
- Full freedom in research and the publication of results in accordance with University policy;
- Seek changes in institutional policy through established University procedures.

#### **Responsibilities:**

The Faculties of Medicine and Dentistry are committed to creating a welcoming environment that is conducive to optimal education, research, and clinical care. To achieve this,

##### **Faculty members have a responsibility to:**

- Model professional behavior for learners;
- Teach the concepts of professional behavior, ethical research and practice;
- Provide learners with challenges to learn, without abuse, harassment, or humiliation;
- Not engage in sexual or romantic relations with those being taught or supervised;
- Provide teaching, supervision and training while respecting personal boundaries;
- Allow the expression of disagreement without the fear of punishment, reprisals or retribution;
- Provide clear guidelines to learners and others regarding assignments, examinations, and test environments;
- Provide objective, timely, fair and constructive evaluations of learners, faculty, and support staff;
- Ensure that the research and clinical teaching environment and experiences are appropriate for the needs of the learner;
- Clearly outline for learners and trainees the appropriate levels of clinical responsibility;
- Allow learners to decline to perform procedures for which they feel are outside their area of competence or inconsistent with their personal beliefs;

- **Maintain and enhance personal competence through commitment to lifelong professional development and practice evaluation.**
- **Accept external scrutiny of professional performance;**
- **Maintain fiscal responsibility in relation to clinical and research programs and contacts;**

**Modified from: Professional Standards for Students and Faculty Members in the Faculty Of Medicine and Dentistry, University of Alberta**

### **Ad hoc steering Committee on Professionalism**

#### **Membership:**

Lesley Bainbridge, Head of School of Rehabilitation Sciences

\*Monique Bertrand, Director, Clinical Faculty Affairs

\*Geoffrey Blair, Head, Section of Surgery, BCCH

James Dimmick, Rick Hegele, Head, Department of Pathology

\*David Fairholm, Assistant Dean, Faculty Educational Development

\*Bruce Fleming, Associate Dean, Student Affairs

\*Barry Kassen, Department of Internal Medicine, Providence Health Care

Rheena Khurana, resident, PAR-BC

Fred Mikelberg, Head, Department of Ophthalmology

\*Kamal Rungta/\*Kris Sivertz, Associate Deans, Post-Graduate

\*Dorothy Shaw, Associate Dean, Equity, (Chair)

Angela Towle, Associate Dean, Undergraduate

Morris Van Andel, Douglas Blackman, Peter Seland, Deputy Registrars, College of Physicians and Surgeons of B.C.

Joanne Walton, Associate Dean, Faculty of Dentistry

Robert Woollard, Head, Department of Family Practice

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