

2022-23 ANNUAL REPORT



About

Tulane University School of Medicine (SOM) established the Professionalism/Environment of Learning Program (PELP) to facilitate the creation and maintenance of a respectful, inclusive, and intellectually stimulating work/learning environment. The program's core values are outlined in the SOM's **Guiding Principles**, which are listed below, and are acknowledged annually by community members.

RESPECT ETHICAL INTEGRITY COMMUNICATION ACCOUNTABILITY DRIVE FOR EXCELLENCE

Program Administration



Mary Killackey, MD Faculty Lead



Jenny Gibson, PhDProgram Administrator



Bethany Branson, BS Program Coordinator

TRIO

The TRIO consists of 5 faculty members who are nominated and approved by the Professionalism Advisory Board and Executive Faculty. Their role is to review all submitted concerns and determine whether they should be processed according to established algorithms or they require escalation.

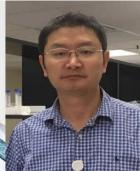
Members:



David Doukas, MD
Professor of Family &
Community Medicine
James A Knight Chair of
Humanities & Ethics in
Medicine



Keith Ferdinand, MD
Professor of Medicine
Gerald S. Berenson
Chair in Preventative
Cardiology



Hong Liu, PhD
Associate Professor
Biochemistry &
Molecular Biology



Laurianne Wild, MD
Professor of Medicine
Chief, Section of Clinical
Immunology, Allergy, &
Rheumatology

Advisory Board

The Advisory Board was established in February 2022 with the primary role of program oversight. The Advisory Board bylaws were formalized in May 2022.

Scope/Function:

- 1. Provides oversight and monitors the functioning of the Professionalism Program to ensure accountability. This includes changes to bylaws, policies, updates, and approvals for new initiatives.
- 2. Will NOT have access to individual reports or details of interventions.
- 3. Meets quarterly to review aggregated data, reports, and quality assurance metrics (i.e., timeliness of responding, user satisfaction, etc.); may meet ad hoc if needed to resolve a time-sensitive operational issue.
- 4. Appoints the members of the TRIO based on nominations/approvals by Executive Faculty.
- 5. Approves/recommends invited educational speakers and the annual utilization of the Jerry Hickson Endowed fund, which is intended to support the Program's mission in concordance with the fund resolution.

Membership:

Ex-officio/Voting

- Faculty Lead/Director
- 2. Program Administrator
- 3. Designated Institutional Official
- 4. Chair of the GMEC Professionalism Subcommittee
- 5. President of Resident/Fellow Council
- 6. Associate Dean of Student Affairs
- 7. President of Medical Student Honor Board
- 8. Assistant Dean for Biomedical Sciences Graduate Program
- 9. BMS Student Representative
- 10. Assistant Dean of EDI
- 11. Chair, Professionalism Task Force
- 12. Assistant Dean for Administration

Elected/Voting Faculty

- 1. Sonia Malhotra, MD, MS, FAAP (Internal Medicine, Hospice & Palliative Care)
- 2. Edwin Dennard, MD, JD (Family & Community Medicine)
- 3. Robert Hoover MD, FASN, FAHA (Nephrology & Hypertension)
- 4. David Busija, PhD (Pharmacology)

Ex-officio/Non-voting

- 1. Dean of the School of Medicine
- 2. HR representative
- 3. Dean of Faculty Affairs

Taskforce Recommendations

In July of 2021, a Professionalism Taskforce was established to conduct a review of the processes and procedures available for identifying and addressing unprofessional conduct within Tulane School of Medicine. As part of their charge, the Task Force created a written report with recommendations for changes to existing structures, proposals for new and/or strengthened structures or processes, and suggestions for raising awareness and improving communication regarding the available mechanisms to report and address unprofessional conduct.

See below for some of the key initiatives implemented by the Professionalism Program and Advisory Board during the past academic year based on recommendations by the Taskforce. The full list of recommendations and implementation items can be found on the <u>website</u>.

1. Program Structure and Composition

- Effective July 15, 2022, the Advisory Board approved expansion of the TRIO to 5 total members (3 clinical, 2 basic science).
- Decision made in the Spring of 2022 to add a 0.5 FTE staff position to assist with administrative responsibilities and duties. The position was filled in November of 2022.
- In the Fall of 2022, the Advisory Board agreed to have program administrators disseminate a survey to collect demographic information of existing peer messengers. The Advisory Board reviewed the report in the Spring of 2023. Based on the results, efforts will be made to recruit peer messengers to fill existing gaps in faculty rank, department, and demographic group. This survey will continue to be disseminated annually to confirm peer messenger interest and to update aggregate data regarding the group composition.

2. Changes to the Electronic SOM Concern Form

- A concern categorization project, utilizing a modified LCMC B-SAFE system, was completed
 and approved in November of 2022. Reporters are now required to select a primary
 concern type; selection of secondary concern types is optional. Below is a list of category
 options and their associated definitions.
 - O Discrimination the practice of unfairly treating a person or group based on the class or category to which that person belongs rather than individual merit.
 - Disruptive/inappropriate behavior
 - Bullying persistent pattern of mistreatment from someone in the workplace that causes either physical or emotional harm.
 - Harassment any act of verbal or non-verbal physical aggression, intimidation, or hostility. Examples: conduct or material (physical, oral, written, graphic, social media) involving slurs, negative stereotyping, threatening, intimidating, or hostile acts toward an individual or group because of age, color, disability, etc.

- Implicit bias attitudes or stereotypes that unconsciously affect our actions, decisions, and understanding.
- Inconsiderate/rude lack of regard for the rights or feelings of others.
- Intimidation any behavior, educational process, or tradition that induces fear in the learner.
- Microaggression subtle verbal or nonverbal insults or denigrating messages communicated toward a marginalized person, sometimes by someone who may be well-intentioned but unaware of the impact of their words/actions. Examples: Where are you really from?
- Macroaggression making statements or actions towards whole classes of groups or populations.
- Verbal abuse engaging in shouting, belittling, or ridiculing remarks.
- Wellbeing concern concern for the well-being of another individual.
- Physical abuse throwing objects at, pushing, or exposing to hazardous situations.
- Ineffective communication failure to demonstrate active listening, benign neglect or ignoring, or lack of respect/empathy.
- Retaliation actions or words intentionally taken against an individual due to the
 individual's reporting of unwelcome or unprofessional behaviors, discrimination,
 or harassment. Examples: disciplining, changing working or educational conditions
 when not related to legitimate reasons; providing inaccurate information to or
 about a person; preventing professional development or advancement, or refusing
 to discuss the work central to one's assigned duties.
- Sexual harassment any unwelcome sexual advance, request for sexual favors, or other unwanted conduct of a sexual or suggestive nature, whether verbal, nonverbal, graphic, physical, electronic, or otherwise.
- Sexual assault having or attempting to have sexual contact with another individual without consent.
- Failure to uphold ethical/professional principles related to the practice of medicine – behavior that violates the ideals of medical professional conduct. For example: failure to meet clinical responsibilities, such as arriving late or failing to show up to clinic or a required activity; misrepresenting work; failure to correct deficiencies in academic performance in a responsible and timely fashion, etc.
- o Other

3. Changes to Where Reports Naming Learners Are Sent

- Residents/Fellows: Program Directors participated in trainings on how to utilize the "Cup of Coffee" method of delivering concerns to residents in August of 2022 and again in March of 2023.
 - i. Adopted plan to have all reports naming residents/fellows sent to the Program Director, the DIO, and the Chair of the GMEC Professionalism Subcommittee.
- <u>BMS Leaners</u>: With the appointment of a new Dean and Director of the BMS Program, all concerns involving BMS learners are sent to them for review.

- 4. Immediate Intervention Team/Rapid Response Team for Professionalism Events
 - In the Fall of 2022, Tulane University hired a mediator/conflict resolution specialist who is available to assist employees with addressing conflicts and disputes.

Other Changes/Initiatives Implemented based on Recommendations by the Advisory Board and/or Others:

• Suggestion Box: Instituted a mechanism for the Tulane community to provide suggestions for improving the Professionalism Program. Suggestions and a follow-up response are posted on the Professionalism website under FAQs.

FAQ	}
	Suggestion Box

- Added an option to the concern form that allows for the reporting of multiple individuals.
- When indicating the individuals involved in the concern, the 'Other' option was expanded to include staff, as well as hospital personnel.
- Chairs and Section Chiefs are now receiving quarterly reports summarizing the number and types of concerns submitted about individuals within their department.
- Kudo recipients are now displayed on the Professionalism Program website. Moreover, they are listed by Department to assist departmental leaders with annual evaluations and acknowledgment of employees who have been recognized for their outstanding professionalism.
- To protect the anonymity of reporters, individuals submitting concerns can now indicate on the concern form whether the concern should be shared verbatim or summarized.

Accreditation Standards

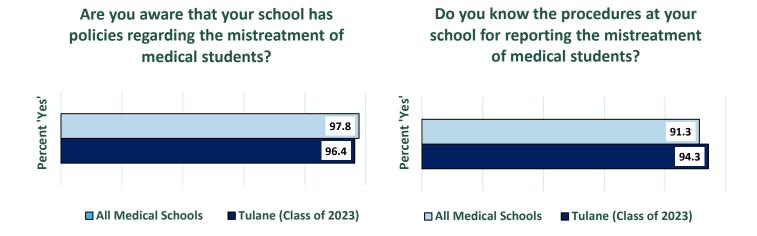
In addition to the tenets outlined in the SOM's Guiding Principles and the Professionalism Program, the Liaison Committee on Medical Education (LCME), the SOM's accrediting body, outlines requirements and expectations regarding the learning environment, professionalism, and student mistreatment. See below for the associated accreditation elements.

I. Element 3.5: Learning Environment/Professionalism

A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

II. Element 3.6: Student Mistreatment

A medical school develops effective written policies that define mistreatment, has effective mechanisms in place for a prompt response to any complaints, and supports educational activities aimed at preventing mistreatment. Mechanisms for reporting mistreatment are understood by medical students, including visiting medical students, and ensure that any violations can be registered and investigated without fear of retaliation. See below for student satisfaction data on the AAMC Graduation Questionnaire (GQ) completed by the Class of 2023.



Education & Resources

In addition to providing a mechanism for reporting, the program's goals also include professional development and educational opportunities, as well as the provision of resources to units with recurrent concerns.

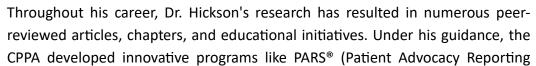
See below for a list of professional development opportunities sponsored by the Professionalism Program during the 2022-2023 academic year.

Target Audience	Title	Presenter	Date
Otolaryngology	Grand Rounds: Evolution of Tulane's Professionalism Program: Updates	Mary Killackey, MD	August 2, 2022
Executive Faculty	Leadership and the Pursuit of Professionalism and a Culture of Respect	Gerald Hickson, MD	August 16, 2022
Residency Program Directors	The Art of Sharing a Professionalism Concern with your Resident/Fellow	Gerald Hickson, MD	August 16, 2022

Pursuing Professionalism, High Reliability & Safety: Thank You for Being a Professional!	Gerald Hickson, MD	August 16, 2022
Grand Rounds: The Pursuit of Safety Requires Accountable Professionals	Gerald Hickson, MD	August 17, 2022
Student Orientation: Evolution of Tulane's Professionalism Program: Updates	Mary Killackey, MD	August 18, 2022
Grand Rounds: Virtue & Care Ethics and Professionalism Programs	David Doukas, MD	September 9, 2022
Grand Rounds: Evolution of Tulane's Professionalism Program: Updates	Mary Killackey, MD	December 19, 2022
Managing Conflict: A Crucial Skill for Creating a Culture of Trust and Safety (6 sessions)	Jo Shapiro, MD	March 20-23, 2023
Grand Rounds: Fostering Psychological Safety: A key driver of patient safety, the learning environment, and our well-being	Jo Shapiro, MD	March 20, 2023
T3 Orientation: 2023 Update on Tulane's Professionalism Program	Mary Killackey, MD	May 4, 2023
New Resident Orientation: Introduction to Tulane's Professionalism Program	Jenny Gibson, PhD Mary Killackey, MD Laurianne Wild, MD	June 16, 2023
New Resident Orientation: Introduction to Tulane's	Jenny Gibson, PhD Mary Killackey, MD	June 27, 2023
	Reliability & Safety: Thank You for Being a Professional! Grand Rounds: The Pursuit of Safety Requires Accountable Professionals Student Orientation: Evolution of Tulane's Professionalism Program: Updates Grand Rounds: Virtue & Care Ethics and Professionalism Programs Grand Rounds: Evolution of Tulane's Professionalism Program: Updates Managing Conflict: A Crucial Skill for Creating a Culture of Trust and Safety (6 sessions) Grand Rounds: Fostering Psychological Safety: A key driver of patient safety, the learning environment, and our well-being T3 Orientation: 2023 Update on Tulane's Professionalism Program New Resident Orientation: Introduction to Tulane's Professionalism Program New Resident Orientation: Introduction To Tulane's Professionalism Program New Resident Orientation:	Reliability & Safety: Thank You for Being a Professional! Grand Rounds: The Pursuit of Safety Requires Accountable Professionals Student Orientation: Evolution of Tulane's Professionalism Program: Updates Grand Rounds: Virtue & Care Ethics and Professionalism Programs Grand Rounds: Evolution of Tulane's Professionalism Program: Updates Managing Conflict: A Crucial Skill for Creating a Culture of Trust and Safety (6 sessions) Grand Rounds: Fostering Psychological Safety: A key driver of patient safety, the learning environment, and our well-being T3 Orientation: 2023 Update on Tulane's Professionalism Program New Resident Orientation: Introduction to Tulane's Professionalism Program New Resident Orientation: Jenny Gibson, PhD Laurianne Wild, MD New Resident Orientation: Jenny Gibson, PhD

Guest Speakers

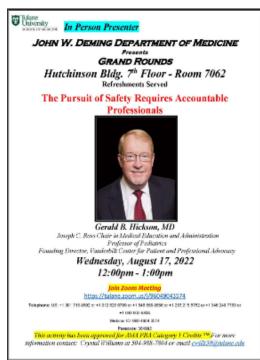
<u>Dr. Gerald B. Hickson</u> is a Professor of Pediatrics and the Joseph C. Ross Chair of Medical Education and Administration at Vanderbilt University Medical Center. He is also the Founding Director of the Center for Patient and Professional Advocacy (CPPA).





System) and CORSSM (Coworker Observation Reporting System), which utilizes unsolicited patient complaints and coworker observations to intervene with high-risk clinicians. These programs have been successfully implemented in over 200 hospitals and health systems across the United States.

In August 2022, Dr. Hickson visited Tulane and conducted several professional development sessions tailored to distinct groups. These included training sessions with executive faculty, program directors, and peer messengers focusing on the topics of leadership, a culture of respect, and addressing challenging learners. Furthermore, he delivered a school-wide Grand Rounds presentation titled *The Pursuit of Safety Requires Accountable Professionals*.





<u>Dr. Jo Shapiro</u> is an Associate Professor of Otolaryngology-Head and Neck Surgery at Harvard Medical School and serves as a Principal Faculty member of the Center for Medical Simulation. Additionally, she works as a Consultant for the Massachusetts General Hospital Department of Anesthesia, Pain, and Critical Care.



In 2008, Dr. Shapiro established the Brigham and Women's Hospital Center for Professionalism and Peer Support, where she served as the director for more than 10 years. Under her leadership, the Center became a renowned model for

institutions worldwide that aimed to foster trust and respect and improve the well-being of healthcare professionals. She remains actively involved in educating and supporting organizations in developing initiatives focused on peer support, professionalism, and well-being programs.

In March 2023, Dr. Shapiro visited Tulane and conducted sessions with faculty, administrators, and staff on managing conflict. Additionally, she delivered a school-wide Grand Rounds presentation titled Fostering Psychological Safety: A Key Driver of Patient Safety, the Learning Environment, and Our Wellbeing. Across all sessions, there were a total of 253 attendees.



Peer Messengers

The Tulane Professionalism Program utilizes a peer messenger system as a non-punitive approach to addressing *standard* professionalism concerns reported about faculty. By having peers address concerns rather than supervisors, this system promotes self-regulation and self-correction.

To train messengers, the Professionalism Program sponsors faculty to attend a conference hosted by the Vanderbilt Center for Patient and Professional Advocacy. During this training, faculty receive comprehensive instruction on delivering 'cups of coffee' to peers, confirming their commitment to fostering a culture of safety and respect at Tulane.

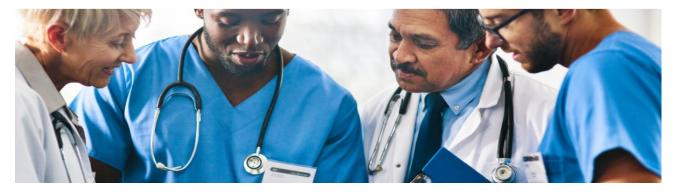
During the 2022-2023 academic year, the Professionalism Program sponsored <u>7 faculty members</u> to attend training in Atlanta, Georgia.

Attendees included:

- 1. Hongbing Liu (Assistant Professor, Pediatrics)
- 2. Neal Jackson (Assistant Professor, Otolaryngology)
- 3. Rizwan Aslam (Associate Professor, Otolaryngology)
- 4. Chayan Chakraborti (Professor, Administration)
- 5. David Yu (Assistant Professor, Surgery)
- 6. Jackie Turner (Professor, Surgery)
- 7. Weiwei Xu (Academic & Career Advisor, BMS)

Overall, Tulane School of Medicine has a team of <u>45 peer messengers</u> who have completed training. These individuals represent a diverse range of expertise and experience within our institution and are well-prepared to serve as ambassadors of professionalism at the SOM. **During the 2022-2023 academic year**, <u>48 peer messenger cups of coffee</u> were delivered to faculty members.

ACCOUNTABILITY, RESPECT, COMMUNICATION DRIVE FOR EXCELLENCE, ETHICAL INTEGRITY



The tables below detail the composition of the peer messenger group by rank, department, gender, and ethnicity.

Department	Count
Basic Science	9
Clinical Science	36

Gender	Count
Female	20
Male	25

Ethnicity	Count
Asian	7
Black or African-American	3
Hispanic, Latino, or Spanish	1
origin	
Other	2
Self-Describe	2
White	30

Rank	Count
Assistant Professor	17
Associate Professor	12
Chair	5
Professor	11

Moving forward, the Professionalism Program remains committed to expanding the pool of trained peer messengers. Through SOM institutional efforts, we aim to continue to cultivate a culture that upholds the tenets of professionalism and mutual respect and to enhance the overall quality of the medical education program, the learning environment, and ultimately patient care.

Reporting

The Professionalism program supports an online system for submitting concerns which are recorded in a confidential database. Concerns are reviewed and managed by the TRIO following established algorithms, with a focus on early intervention to prevent recurrent unprofessional behavior. The program also recognizes those who exemplify the ideals of professionalism via a 'kudos' submission form.

Program Statistics

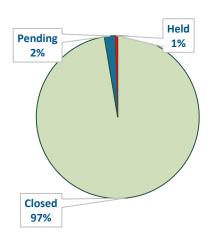
Concerns

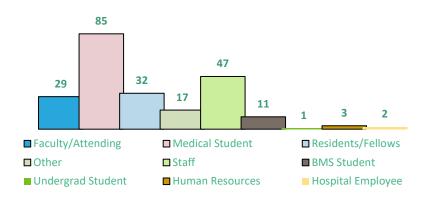
The following charts provide a summary of the number and status of professionalism concerns submitted during the 22-23 academic year. In total, there were **227 concerns submitted**. By the year's end, 97% of concerns were triaged and closed; 2% remained pending; and 1% were 'held' at the request of the reporter.

Additional reports, including quarterly and 36-month cumulative statistics, can be found on the Professionalism website.

Status of Submitted Concerns

Who Used the Platform?



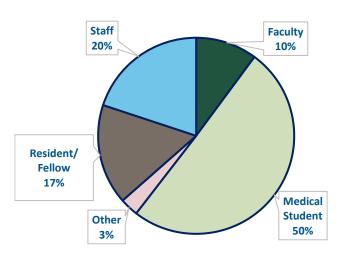


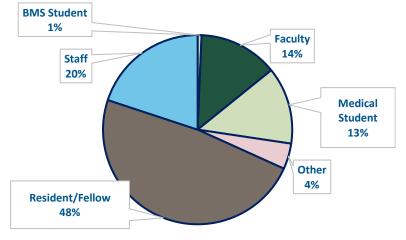
Kudos

The following pie charts provide a summary of kudos submitted to the Professionalism/Environment of Learning Program during the 2022-2023 academic year. These kudos served to recognize individuals who emulated the SOM's guiding principles and were role models for professionalism. In total, there were 296 kudos submitted during the academic year. A full list of kudo recipients and their departments can be found on the Professionalism website.

Who submitted a Kudo?

Who received a Kudo?





Looking Ahead

As we reflect on this past year's accomplishments, we are keenly aware that there is still room for growth. See below for topics and initiatives that we expect to address in the next academic year:

1. Education and Professional Development

• Continue to provide opportunities for professional development and education related to professional behaviors and mistreatment reporting.

2. Collaboration with BMS Leadership:

Continue collaborative efforts with BMS leadership to address student reporting and fear
of retaliation. Recognizing the importance of providing a safe and supportive environment
for reporting concerns, we will work closely with BMS leaders to develop strategies and
implement measures that promote transparency, protect anonymity, and encourage open
dialogue.

3. Professionalism Climate Survey

• Review survey data to gain valuable insight into the perceptions and experiences of individuals within the Tulane SOM community. By identifying patterns, trends, and areas for improvement, we will be better equipped to improve the learning environment.

4. "Train the Trainer" / "Super Users" for the Peer Messenger Program

Recognizing the importance of effective communication and peer support, we will focus
on developing a "Train the Trainer" or "Super Users" program for our Peer Messenger
initiative. By providing select individuals with advanced training and skills, we aim to
strengthen the impact and reach of the Professionalism Program.

5. Transition of TRIO Leadership

 As part of the transition process, we will bid farewell to Dr. David Doukas, whose contributions and expertise have been invaluable to the TRIO team. We welcome Dr. Fernando Sanchez, who will assume the vacated role. With his experience and fresh perspective, Dr. Sanchez will bring new ideas to advance the program's goals.

6. Professionalism Curriculum and Curriculum Advocate

 Dr. David Doukas will be assuming a new role on the Advisory Board as a Curriculum Advocate. In this role, he will serve as a liaison between faculty, administrators, and educational stakeholders to advocate for dedicated curriculum and instruction in the areas of medical ethics and humanities with the goal of proactively developing physicians who exhibit the values and virtues of professionalism.

7. Student Mistreatment Policy

• In accordance with accreditation standards, the Advisory Board will review the existing student mistreatment policy and make recommendations for revision as needed. The Executive Faculty will provide final review and approval.