

Tulane

MEDICINE

PROFESSIONALISM

2024 – 2025

ANNUAL REPORT



[About](#)

Tulane University School of Medicine (SOM) established the Professionalism Program to facilitate the creation and maintenance of a respectful and intellectually stimulating work and learning environment. The program's core values are outlined in the SOM's [Guiding Principles](#), which are acknowledged annually by community members.

RESPECT ETHICAL INTEGRITY COMMUNICATION
ACCOUNTABILITY DRIVE FOR EXCELLENCE

[Program Administration](#)



Mary Killackey, MD
Faculty Lead



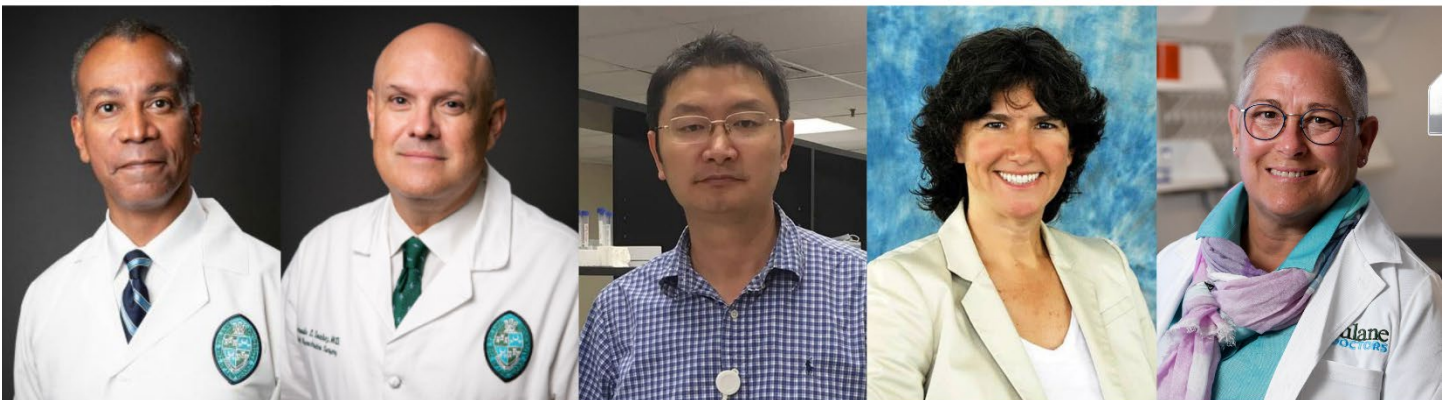
Jennifer Gibson, PhD
Program Administrator



Bethany Branson Becnel, MS
Senior Program Coordinator

TRIO

The TRIO comprises five faculty members nominated and approved by the Professionalism Advisory Board and Executive Faculty. They review all submitted concerns and determine whether they should be processed according to established algorithms or require escalation.



Robert Hoover, MD
Professor
Chief, Section of
Nephrology &
Hypertension

Fernando Sanchez, MD
Professor, Orthopedic
Surgery
Dept Vice-Chairman
Chief, Adult
Reconstruction

Hong Liu, PhD
Associate Professor
Biochemistry &
Molecular Biology

Lisa Morici, PhD
Professor
Microbiology &
Immunology

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 overseeing the program. Its 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. Appoint 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

1. Faculty Lead/Director
2. Program Administrator
3. Designated Institutional Official
4. Chair of the GME Professional Identity and Learning Environment Subcommittee
5. President of Tulane Resident and Fellow Congress
6. Associate Dean for Student Affairs
7. President of Medical Student Honor Board
8. Biomedical Sciences Director of Graduate Education
9. BMS Student Representative
10. BMS Postdoc Representative
11. Assistant Dean for Academic Excellence and Community Engagement
12. Chief Clinical Officer for Academic Excellence and Community Engagement
13. Curriculum Advocate
14. 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. Nakeisha L. Pierre, MD (Anesthesiology)
4. David Busija, PhD (Pharmacology – end Dec 2024) / Chad Steele, PhD (Microbiology & Immunology – start Jan 2025)

Ex-officio/Non-voting

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

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

Program Structure and Composition

- On July 1, 2024, Dr. Keith Ferdinand rotated off the Professionalism TRIO, and Dr. Robert Hoover, The Dr. A. Rudolph and Ruth Ryder Huberwald Chair, Section Chief of Nephrology and Hypertension, and Professor of Physiology, was added to the team. Dr. Hoover also attended the Vanderbilt Center for Patient and Professional Advocacy Professionalism training in Nashville, April 7–8, 2025.
- With Dr. Hoover's transition to the TRIO, Dr. Nakeisha Pierre assumed his Advisory Board seat. Her term will run from July 2024 through June 2026.
- Dr. David Doukas, Emeritus TRIO member and Advisory Board Curriculum Advocate, retired from TUSOM. Dr. Stephen Hanson has since filled the Curriculum Advocate role.
- Updates to the Professionalism Program Charter and algorithm documentation were made to reflect university-wide changes in office and job titles, including:
 - o The Office of Equal Opportunity and Resolution Management (formerly OIE)
 - o The Office of Academic Excellence and Community Engagement (formerly EDI)

Recognition and Visibility

- In response to Taskforce recommendations, the Professionalism website was updated to include:
 - o 10 Owls Society recipients and their contributions
 - o Emeritus TRIO members, along with their years of service

Affiliate and External Concern Reporting

- Tulane's Professionalism Program can now report professionalism concerns regarding non-Tulane affiliates directly to LCMC partner hospitals via the BSAFE system. The program can track the resolution process internally via LCMC as concerns are addressed.

Engagement and Inclusion Efforts

- The Postdoctoral Advisory Board representative disseminated a survey, approved by the Professionalism Program, to collect data from PostDoc populations (notably in Biochemistry and Pathology). This will support the development of an algorithm tailored to the needs of PostDocs.
- The Peer Messenger Celebration was reinstated to acknowledge and appreciate the work of peer messengers across the institution.
- Matthew Wegmann, representative of Tulane's Resolution and Restorative Engagement Program, was invited to a Professionalism Advisory Board meeting to present on voluntary services, including:
 - o Individualized conflict coaching
 - o Facilitated dialogue and shuttle negotiation
 - o Mediation and restorative conversations/circles

Process Enhancements and Accountability

- An action plan framework was created for faculty or departments exhibiting a pattern of professionalism concerns. The action plan includes the following guiding questions:
 - o How are the concerns currently being handled?
 - o What measures are being implemented to mitigate similar issues in the future?
 - o Has the person/department been referred for Professionalism training?

Accreditation Standards: Learning Environment & Professionalism

Undergraduate Medical Education

Tulane School of Medicine regularly evaluates the learning environment in line with Liaison Committee on Medical Education (LCME) standards. Student feedback is gathered through internal surveys and national AAMC instruments (Y2Q and GQ) to ensure continuous improvement.

Learning Environment (Element 3.5)

- **Strengths Reported by Students**
 - Faculty Engagement & Support: Faculty are approachable, invested in student success, and create inclusive, respectful classrooms and clinical teams.
 - Collaborative Student Culture: Students describe a strong peer network, with mentorship and camaraderie across classes.
 - Commitment to Professionalism & Well-Being: Students feel safe, valued, and supported, with consistent reinforcement of mistreatment policies and wellness resources.
 - Clinical Phase Excellence: Students highlight hands-on learning, high-quality mentorship, autonomy in patient care, and exposure to diverse patient populations across sites.
- **Areas Identified for Growth**
 - Curricular Alignment: Concerns that internal exams may not always align with STEP-style preparation; students desire stronger integration.
 - Transparency & Academic Pressure: Calls for greater clarity around grading and class rank, and for balance in workload pacing.
 - Consistency in Clinical Rotations: Variability in teaching quality and expectations across sites, with some rotations offering less active involvement.
 - Operational Barriers: Students cited workspace, EMR access, and logistical challenges at certain sites.
 - Work-Life Balance: Long hours, particularly in surgery and overnight shifts, impact well-being and study time.

Student Mistreatment (Element 3.6)

- Awareness & Reporting: Students overwhelmingly report awareness of Tulane's mistreatment policies and procedures, and confidence in their accessibility.
- Prevention Efforts: Orientation and ongoing communication emphasize prevention, and most students view related initiatives as effective.
- Survey Findings: Compared to national benchmarks, Tulane students report lower or comparable rates of mistreatment in most categories, with occasional concerns about offensive remarks or fairness in evaluations.
- Continuous Monitoring: Data are shared with curriculum committees and leadership to ensure accountability and prompt action where needed.

Tulane SOM demonstrates a strong commitment to professionalism, inclusion, and student well-being. Students consistently highlight supportive faculty, collaborative culture, and positive clinical learning experiences. Areas for continued growth include exam alignment, workload balance, and consistency across clinical sites. Tulane remains proactive in reinforcing mistreatment policies, promoting awareness, and addressing concerns, with results showing overall alignment with or improvement on national benchmarks.

Graduate Medical Education

The Accreditation Council for Graduate Medical Education (ACGME) requires that residency and fellowship programs maintain a professional, equitable, and respectful environment free from harassment, discrimination, and mistreatment. Tulane School of Medicine (SOM) regularly reviews the learning and work environment for its residents and fellows through the ACGME Resident/Fellow Survey, with nearly all programs participating in the most recent cycle.

Learning and Work Environment (ACGME VI)

- **Strengths Reported by Residents and Fellows**
 - Accessibility of Supervisors: Trainees feel comfortable reaching out to supervisors with questions and support.
 - Faculty Professionalism: Faculty consistently demonstrate professionalism in both teaching and patient care.
 - Confidential Reporting Mechanisms: Residents and fellows report awareness of processes for confidential reporting of unprofessional behavior.
 - Safe Climate for Raising Concerns: Feedback indicates an ability to raise concerns without fear of intimidation or retaliation, consistent with national benchmarks.
- **Opportunities for Continued Growth**
 - Problem Resolution: While many trainees are satisfied with the school's processes for confidentially addressing concerns, ongoing improvements are being explored to strengthen confidence in outcomes.
 - Reducing Mistreatment: Tulane continues to monitor and address isolated reports of unprofessional behavior, abuse, or harassment, ensuring accountability and timely response.
 - Consistency Across Programs: With 38 programs surveyed, Tulane remains committed to promoting a uniformly positive culture of professionalism across all specialties and training sites.

Residents and fellows at Tulane School of Medicine report strong support from faculty and supervisors, a professional learning climate, and confidence in confidential reporting systems. Tulane remains committed to continuous improvement in addressing concerns, reducing mistreatment, and ensuring a consistent culture of respect across all programs.

[Education & Resources](#)

Professional Development

The Professionalism Program's goals include providing professional development and educational opportunities to the Tulane community, as well as offering resources to units with recurring concerns.

Below is a list of professional development opportunities sponsored by the Professionalism Program during the 2024-2025 academic year.

Target Audience	Title	Presenter	Date
Otolaryngology	2024 Update on Tulane's Professionalism Program	Mary Killackey, MD	July 2024
University Wide	The Power of Recognition: Promoting a Culture of Appreciation	Learning & Organizational Development	July 31, 2024
T1s	2024 Update on Tulane's Professionalism Program	Mary Killackey, MD	August 2, 2024
University Wide	The Power of Recognition: Promoting a Culture of Appreciation	Learning & Organizational Development	August 7, 2024
BMS Students	2024 Update on Tulane's Professionalism Program	Jennifer Gibson, PhD Bethany Branson, MS	August 16, 2024
University Wide	The Power of Recognition: Promoting a Culture of Appreciation	Learning & Organizational Development	August 19, 2024
New Faculty	New Faculty Orientation: Professionalism Program	Mary Killackey, MD	August 23, 2024
University Wide	The Power of Recognition: Promoting a Culture of Appreciation	Learning & Organizational Development	August 27, 2024
SOM Wide	Microaggressions in Medicine: Achieving More Just and Equitable Healthcare	Lauren Freeman, PhD Heather Stewart, PhD	September 13, 2024
University Wide	The Power of Recognition: Promoting a Culture of Appreciation	Learning & Organizational Development	October 10, 2024
Microbiology/Immunology	2024 Update on Tulane's Professionalism Program	Mary Killackey, MD	November 26, 2024
Cardiology	2024 Update on Tulane's Professionalism Program	Mary Killackey, MD	December 4, 2024
Peer Messengers	Being Prepared to Support the Pursuit of Professionalism in a Crisis	Dr. Gerald B. Hickson	January 29, 2025
Physiology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	February 10, 2025
Family & Community Medicine	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	February 11, 2025
Pediatrics	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	February 26, 2025
Hematology/Oncology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	February 28, 2025
Pathology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	March 21, 2025
Orthopaedics	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	April 1, 2025
University Wide	PDW: Collaboration Reimagined: Interactive Strategies for Effective Workplace Collaboration	Javier Pineda	April 7, 2025
University Wide	PDW: From Tension to Resolution: Navigating Challenging Conversations Across Hierarchies	Nelle Noble & Wendy Firven Smith	April 8, 2025

University Wide	PDW: Building a Culture of Professionalism	Julio Diaz & Sharon Valle	April 10, 2025
Ophthalmology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	April 9, 2025
Anesthesiology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	April 18, 2025
Microbiology & Immunology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	April 22, 2025
Structural & Cellular Biology	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	April 22, 2025
T3 Orientation	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	May 7, 2025
New Peer Messengers	Internal Peer Messenger Training	Mary Killackey, MD	May 7, 2025
OB/GYN	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	May 9, 2025
TNPRC	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	May 23, 2025
Deming Department of Medicine	2025 Update on Tulane's Professionalism Program	Mary Killackey, MD	June 23, 2025
University Wide	The Power of Recognition: Promoting a Culture of Appreciation	Learning & Organizational Development	June 24, 2025
University Wide	Building a Culture of Professionalism	Julio Diaz & Sharon Valle	June 26, 2025

[Guest Speaker](#)



Dr. Gerry Hickson

On January 29, 2025, Dr. Gerald Hickson visited the Tulane School of Medicine to engage with our Professionalism Program Peer Messengers. Dr. Hickson delivered an impactful presentation, *Being Prepared to Support the Pursuit of Professionalism in a Crisis*, sharing data-driven insights on how professionalism lapses tend to escalate during crises and demonstrating the value of early, structured peer interventions. His discussion highlighted that such interventions not only promote accountability but also reduce staff burnout, safety incidents, and the risk of malpractice. Dr. Hickson underscored the importance of strong leadership, supportive infrastructure, and positive role modeling in maintaining a respectful work environment. Additionally, he presented compelling national outcomes from peer intervention programs, including improved staff retention and significant cost savings, amounting to millions of dollars.

Dr. Hickson's visit reinvigorated our Peer Messengers, reinforcing their essential role in fostering a culture of respect, accountability, and psychological safety at Tulane School of Medicine. His session served as both a timely refresher and a motivating call to action for continued excellence in professionalism.

Following his presentation, a Professionalism Program celebration was held with Program Administration and Program Peer Messengers to celebrate the program's success. At this reception, Emeritus TRIO Member, Dr. David Doukas, received a plaque for his service and contributions to the Professionalism Program as a TRIO member and Advisory Board Curriculum Advocate.



Medical Ethics and Professionalism in the Curriculum

In the rapidly evolving field of medicine, the knowledge of clinical skills and scientific facts is only part of what makes a competent healthcare professional. Equally important are the ethical frameworks and professional standards that guide decision-making in real-world situations. Incorporating bioethics and professionalism into curricula is essential to producing well-rounded physicians who can navigate moral dilemmas, maintain trust with patients, and uphold the highest standards of care.

See below for sessions that incorporate core concepts of medical ethics and professionalism in the medical student curriculum.

Core MD Curriculum	
Course	Session
Foundations in Medicine I	Introduction to Teamwork and Feedback
Foundations in Medicine I	Introduction to Medical Ethics
Foundations in Medicine I	Professionalism in Medicine
Foundations in Medicine I	Principles of Medical and Professional Ethics
Foundations in Medicine I	Ethics of Research and Consent
Foundations in Medicine I	Ethical Issues in Genetics
Gastrointestinal Module I	Ethical Dilemmas in Genetic Diseases
Foundations in Medicine II	Ethical Issues Near the End of Life
Foundations in Medicine II	Ethical Issues in Obstetrics and Pediatrics
Foundations in Medicine II	Medico-Legal Issues in Ethics
Foundations in Medicine II	Ethics: Resource Allocation

Elective Opportunities	
Course	Elective Title
MED 4015	Palliative Medicine
MED 5507	Palliative & End of Life Care
FAMY 4024	Healthcare Law for Physicians
FAMY 5001	Autonomy in the Physician/Patient Relationship

During the 2024-2025 academic year, residents were required to complete the following AMA modules that relate to professionalism.

LEVEL PGY-I	CORE COMPETENCY
Racism In Medicine: An Introduction	Systems-Based Practice; Professionalism; Practice-Based Learning and Improvement; Patient Care
Residents as Teachers	Interpersonal and Communication Skills; Practice-Based Learning and improvement
Patient Safety	Interpersonal and communication skills; Patient Care; Systems-Based Practice; Professionalism

LEVEL PGY-II	CORE COMPETENCY
Patient Handoffs	Interpersonal and Communication Skills; Systems-Based Practice
Quality Improvement	Practice-Based Learning and Improvement; Professionalism

Basics of Health Equity in GME	Professionalism; Systems-Based Practice; Practice-Based Learning and Improvement; Interpersonal Communication Skills; Patient Care
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LEVEL PGY-III	CORE COMPETENCY
Patient Safety	Interpersonal and communication skills; Patient care; Systems-based practice; Professionalism
Working Effectively in Interprofessional Teams	Interpersonal and Communication Skills; Systems-Based Practice; Patient Care

LEVEL PGY-IV	CORE COMPETENCY
Racism in Medicine: Distrust and Mistrust	Systems-Based Practice; Professionalism; Practice-Based Learning and Improvement; Patient Care
Quality Improvement	Practice-Based Learning and Improvement; Professionalism

LEVEL PGY-V	CORE COMPETENCY
Social Determinants of Health	Systems-Based Practice; Professionalism; Practice-Based Learning and Improvement; Interpersonal and Communication Skills

LEVEL PGY-VI	CORE COMPETENCY
Racism in Medicine: Distrust and Mistrust	Systems-Based Practice; Professionalism; Practice-Based Learning and Improvement; Patient Care
Accepting Gifts From Industry	Systems-Based Practice; Professionalism
Quality Improvement	Practice-Based Learning and Improvement; Professionalism

LEVEL PGY-VII	CORE COMPETENCY
Accepting Gifts From Industry 18 minutes	Systems-Based Practice; Professionalism
Patient Safety 25 minutes	Interpersonal and communication skills; Patient Care; Systems-Based Practice; Professionalism

LEVEL PGY-VIII	CORE COMPETENCY
Managing Unconscious Bias	Interpersonal and Communication Skills; Professionalism; Systems-Based Practice
Fraud and Abuse	Systems-Based Practice; Professionalism

Peer Messengers

The Tulane Professionalism Program utilizes a peer messenger system as a non-punitive approach to addressing concerns about faculty professionalism that are reported. This system promotes self-regulation and self-correction by having peers address concerns rather than supervisors.

This year, the Professionalism Program held an internal training for new peer messengers utilizing an adapted version of the Vanderbilt presentation with real, redacted/de-identified examples of concerns that have been submitted to our program. Training was held on May 7th, 2025.

During the 2024-2025 academic year, the Professionalism Program trained 3 new peer messengers.

New Peer Messengers include:

- 1. Kristen Limbach (Assistant Professor, Surgery - Oncology)
- 2. Tina Simpson (Professor - Pediatrics - Adolescent Med)
- 3. Tara Spell (Assistant Professor, Medicine - General Internal)



Tulane School of Medicine has a team of 61 peer messengers who have completed training. These individuals represent a diverse range of expertise and experience within TUSOM and are well-prepared to serve as ambassadors of professionalism at the SOM. During the 2024-2025 academic year, 44 peer messenger cups of coffee were delivered to faculty members.

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

Department	Count
Basic Science	16
Clinical Science	45
Grand Total	61

Gender	Count
Female	29
Male	32
Grand Total	61

Ethnicity	Count
Asian	10
Black or African American	6
Hispanic, Latino, or of Spanish origin	1
Other	1
Self-Describe	3
White	40
Grand Total	61

Rank	Count
Assistant Professor	22
Associate Professor	17
Chair	4
Instructor	1
Professor	17
Grand Total	61

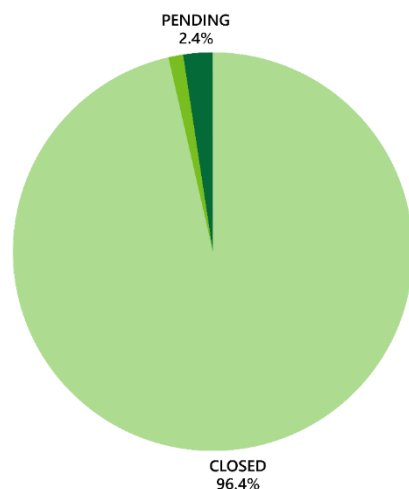
Reporting

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.

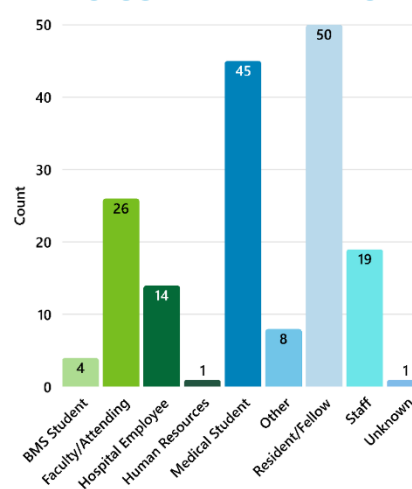
Concerns

The following charts summarize the number and status of professionalism concerns submitted during the 24-25 academic year. In total, 168 concerns were submitted. At the end of the year, 96.4% of concerns were triaged and closed, 2.4% remained pending, and 1.2% were 'held' at the reporter's request. Additional reports, including quarterly and 36-month cumulative statistics, can be found on the [Professionalism website](#).

STATUS OF SUBMITTED CONCERNS



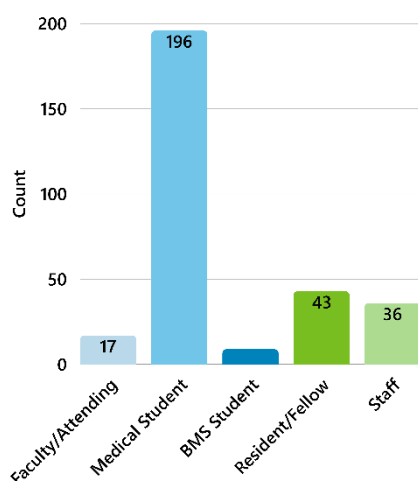
WHO USED THE PLATFORM



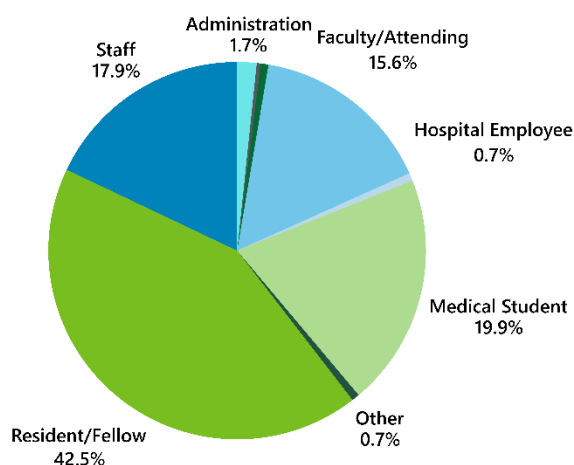
Kudos

The following charts summarize kudos submitted to the Professionalism/Environment of Learning Program during the 2024-2025 academic year. These kudos recognized individuals who demonstrated the SOM's guiding principles and served as role models for professionalism. There were 301 kudos submitted during the 24-25 academic year. A complete list of kudo recipients and their departments can be found on the [Professionalism website](#).

WHO SUBMITTED A KUDO



WHO RECEIVED A KUDO



10 Owls Society

Tulane University School of Medicine is committed to creating a positive and professional learning environment that is deeply rooted in our Guiding Principles. Our community is committed to embracing these principles and emphasizes recognition of individuals who exemplify professionalism. Specifically, the Dean acknowledges those who have received ten or more exceptional reports by inducting them into the 10 Owls Society. Congratulations to the following School of Medicine community members who achieved this honor.



Resident – Maya Roth of OB/GYN

According to reporters, Dr. Maya Roth has distinguished herself as an exceptional resident, educator, and advocate within the Tulane University School of Medicine community. Widely admired by medical students and colleagues alike, Dr. Roth is consistently praised for her clinical excellence, compassionate leadership, and commitment to inclusive, hands-on teaching. She creates a welcoming environment for learners, advocates for her peers and students in challenging situations, and models professionalism even under immense pressure. Whether mentoring on the wards, leading in the OR, or standing up against bias, Dr. Roth's integrity, grace, and tireless dedication have left a profound impact on those around her.



Staff – Caroline Rhodes of Surgery

According to reporters, Caroline Rhodes has demonstrated exemplary dedication to fostering an organized and supportive learning environment for Tulane University School of Medicine students. Known for her unmatched professionalism, attention to detail, and unwavering support of student success, Caroline consistently goes above and beyond her role as Clerkship Coordinator. She has been praised for her leadership in advocacy and belonging, as well as her ability to create a structured and low-stress environment in the surgery clerkship. Caroline's efforts have significantly shaped the educational experience of countless students and staff alike, making her an invaluable asset to the Department of Surgery and the School of Medicine as a whole.



Staff – Karen Noble of Surgery

According to reporters, Karen Noble exemplifies the highest standards of professionalism, integrity, and dedication at Tulane University School of Medicine. Described as a natural leader and team player, Karen consistently goes above and beyond her role, stepping in to support colleagues across divisions, guiding new administrators, and volunteering her time and energy to departmental initiatives. Her compassionate communication style, tireless optimism, and commitment to fostering an inclusive and respectful environment have made her a pillar of the Department of Surgery. Whether organizing high-impact educational events, assisting lost patients, or leading record-breaking fundraising efforts, Karen inspires those around her with her unwavering drive and infectious positivity.

Faculty Recognition Award for Professionalism

Each year, Tulane School of Medicine recognizes faculty achievement in various areas, including Professionalism, to demonstrate sincere appreciation for faculty contributions to advancing the school's mission. The Professionalism Award recognizes a faculty member who fosters a positive and congenial workplace environment, demonstrates exceptional cultural competency and respect, and consistently promotes professional behavior among colleagues, trainees, and staff.



2025 Professionalism Award Recipient

Jennifer Gibson, PhD

Director of Accreditation and Special Programs

Dr. Gibson was recognized for her visionary leadership, unwavering commitment to fostering a culture of professionalism, and her pivotal influence on both student & faculty accountability at TUSOM. She has been instrumental in developing and advancing the professionalism infrastructure by designing early reporting tools, enhancing peer evaluation systems, and championing the integration of professionalism into student assessments. Her research, which identified early peer evaluations as predictors of future challenges, has been published and widely recognized. She has been a steadfast advocate for high standards through faculty development, the creation of policies addressing mistreatment, and the establishment of the Student-Trainee Mistreatment Policy. As a respected mentor and collaborative leader, Dr. Gibson is known for her integrity, dedication, and behind-the-scenes contributions to creating a respectful and supportive learning environment.

Looking Ahead

Building on this year's progress, the Professionalism Program will continue to focus on strengthening the learning environment, enhancing communication, and fostering a culture of respect across the Tulane School of Medicine community. The following initiatives are planned for the upcoming academic year:

- **Guest Speakers on Key Topics:** Host two invited speakers, one focusing on student mistreatment and another on communication skills, guided by insights from recent AAMC Graduation Questionnaire (GQ) and Year Two Questionnaire (Y2Q) data.
- **Engagement with Student and Resident Leaders:** Collaborate with medical student leadership and the Tulane Resident/Fellow Congress to better understand their needs and identify opportunities for enhanced support from the program.
- **Departmental Culture Conversations:** Continue departmental presentations in which Dr. Killackey emphasizes Tulane's culture, reflecting on formative experiences in medical education and reinforcing the role of residents and faculty as teachers and mentors.
- **Expanded Departmental Outreach:** Review departmental coverage from the past three years and ensure professionalism presentations are delivered across as many departments and programs as possible.
- **Qualtrics Workflow Updates:** Partner with IT to integrate upcoming Qualtrics changes, with a focus on streamlining processes, improving efficiency, and ensuring that evolving needs are met.
- **Action Plan Refinement:** Continue refining protocols for departments with higher numbers of professionalism concerns, supporting them with clear processes and accountability.
- **Conflict Resolution Resources:** Promote the Resolution and Restorative Engagement Program as an alternative pathway for constructive conflict resolution and professional growth.
- **External Consultation on Mistreatment Data:** Engage with Dr. Michael Kavan (Creighton University) to review professionalism and mistreatment data and collaborate with Academic Affairs to integrate feedback into improvements.
- **Transparent Accreditation Reporting:** Summarize and share accreditation-related professionalism data through annual reports to ensure broad communication and awareness across the SOM community.