



Policy Title: Professionalism Requirements for Completing Evaluations

Accountable Dean(s) or Director(s):

Director, Office of Medical Education
Evaluation & Research Specialist, Office of Medical Education

Reviewed and Approved By:

Professionalism & Promotions Committee

RELEVANT LCME STANDARD:

3.5 Learning Environment/Professionalism

POLICY STATEMENT:

The LCME states: 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.

POLICY PURPOSE:

The purpose of this policy is to ensure that medical students uphold professionalism standards on evaluations by providing written comments that are constructive, respectful, and framed using professional language. This policy serves as an early intervention tool by providing an opportunity for students to self-reflect and build appropriate feedback skills.

CLARIFYING POINTS:

- This policy applies to the following evaluation types that utilize qualitative feedback: peer, module, presenter, facilitator, lab director, clerkship, and site.

INTERVENTION PROCESS:

- Step 1: The Evaluation & Research Specialist is responsible for reading qualitative feedback on relevant evaluations and will ‘flag’ comments that meet the following criteria:
 - A student discusses and/or mentions the dress, physical appearance, race, gender, sexual orientation or religion of another student or faculty member. Example: *Mary dresses so cute to class! Love her!*
 - A student calls a faculty member or student a name or is generally disrespectful. Example: *Dr. X needs to leave Tulane; his lectures are a waste of time.*

- A student discusses and/or mentions attributes that aren't relevant to the educational process or do not contribute to team cohesiveness and group learning. Example: *Ray is an excellent team member because they always show me pictures of their cat, Pumpkin.*
- Step 2: Any student who submits feedback that meets the criteria noted above will have their responses de-anonymized and will be contacted via email by the Evaluation & Research Specialist for an initial “cup of coffee” intervention, mirroring the process of the Tulane Professionalism/Environment of Learning Program (PELP).
- Step 3: The student will then be provided with the professionalism PowerPoint given at the beginning of the year and asked to review expectations. The student must then revise and resubmit their comment within 24 hours using the guidelines provided in eMedley and notify the Evaluation & Research Specialist when complete. If they do not rewrite and resubmit the comment within 24hrs, the comment **will be deleted**.
- If a student has to be notified of 3 or more infractions, they will be referred to the Director of the Office of Medical Education and/or the relevant Course Director to discuss. Additionally, a professionalism concern form will be submitted.

LAST REVIEW DATE/APPROVAL:

Professionalism & Promotions Committee: 03/07/23

REVIEW CYCLE:

Every 3 years