

Meeting Minutes: SEPTEMBER 20, 2021

FOR CLARITY/TRANSPARENCY: This is not a transcription. We are creating these minutes in order for there to be insight into the ongoing discussions of the Task Force. This summary is not intended to be, nor is it capable of being, exhaustive. The commentary described below is not intended to reflect direct quotes and may not comprehensively inclusive of all comments/questions/thoughts. Additionally, sensitive discussions/information may be omitted due to respect for the persons coming to speak with us.

Present:

Victoria Belancia, Fatima Warsamb, Javier Pineda, Josh Huddelston, Chad Becnel, Darren Cheng, Abby Chaffin, Kathryn Cox, Aimee Aysenne, Theresia Sutherlin, Jeff Dumond, Ben Ogola, Lucy Goodwin, Kendra Harris.

Invited: Elma LeDoux, MD, FACP, FACC (EL)
Associate Dean for Admissions and Student Affairs
Peterman-Prosser Professor
Kevin Krane, MD FACP, FASN (KK)
Vice Dean for Academic Affairs
Professor Medicine
AOA Robert J Glaser Distinguished Teacher

MUSIC: Jill Lewis: <https://www.lettersfromtheporch.com/>
Poem: "one art" by Elizabeth Bishop

Question: What is your sense about how the professionalism issues are handled at the SOM? How do existing systems function from your perspective? What could be done, be changed, be modified to help our professionalism programs work better?

Professionalism among Tulane SOM students and the SOM more generally (KK)

- Most important part of a 'positive learning environment' is:
 - o Setting appropriate expectations
 - Then, must ensure that those expectations are modeled
 - And accountability for meeting expectations must be applied to all levels, from students to those with tremendous power within the school
 - Both censuring unwelcome behaviors and recognizing those who excel is important
- Team Steps (DOD) is a program designed to help train teams to function better. Tulane is

1/7 sites in the country and is a practicum to walk teams through behaviors that improve overall Team performance.

- It is possible to train people to improve behavior

Critical parts of an effective professionalism program (EL)

- Emphasize both calling people out for negative behaviors and laud good behaviors in order for all community members to see exemplary examples of professionalism in practice.
- In my student affairs role:
 - Variety of ways that medical student unprofessional conduct is identified/brought to my attention. Often, I (with or without Karin Weissbecker) I will meet with students to share the concern, ask them to reflect, establish expectations and redirect/guide toward better behavior. In this way, often I will have the equivalent of a 'cup of coffee' with students.
 - Where do 'reports' come from?
 - Wide variety – from students, from faculty. Not commonly from the Professionalism Reporting Program, although I am notified any time a medical student is reported within that system
 - If it's a more official concern, students are given the option of including Weissbecker
- Also can be involved if it is a student concern raised about a faculty member
 - Students can report faculty either through the professionalism program reporting system, or on rotation reviews. If through the professionalism program, then a cup of coffee is had. As I understand it, if there are multiple or repeated 'cups of coffee' needed with the same faculty member, concern is raised to the departments' Chair, who also can directly address with the faculty.
 - Can have consequences – for example we have removed faculty from teaching rotations following repeated concerns, this is part of their promotions information
- There is also a forum for Student-Student issues
 - Complaints can be filed through the "honor board", which is comprised of medical students elected to it (no faculty and no appointees)
 - Mechanism to adjudicate intra-student conflicts

Communication (KK)

- Work to ensure that all are aware there is a system in place whereby unprofessional conduct can be reported
- Primary goal for the 'offender' is education/reflection – everyone can have a bad day and intention is not punitive
- Overarching hope is to identify persons who demonstrate recidivism
 - And for there to be consequences

Other features of available systems for medical students (EL)

- The professionalism program allows anonymous reporting and allows reporter to hold the concern until after grades given.

- This applies, to be clear, to professionalism issues – anything related to Title IX goes uptown
- The existing system is quick, easy to access, confidential
- Downsides: students would often like to have feedback about what happens to those who are reported
 - This is not possible
- Students can report to Honor Board if concern is about a fellow medical student
- At the end of each Clerkship, there is also ability/responsibility to evaluate each Clerkship

The learning environment (KK)

- Medical students have the ability/responsibility to evaluate each Clerkship faculty and the sites as a whole
- We (SOM) are responsible for the 'learning environment' and take that responsibility very seriously
- We have an obligation to seek and act on evaluations, especially as our students do rotate at a wide range of clinical sites.
- In fact, in a great reporting culture, people would even report themselves – opportunity to track and reflect
- We do surveys of medical students every year about their awareness of Professionalism Reporting Programs

Q/A

- Has there been work done to find out whether the frequency of medical student reporting is correlated with levels of awareness?
 - No, no one has drilled down formally. But we survey students about their awareness and the level of reporting is related to extent of clinical exposure
 - Our experience is that students are not shy about reporting
- What is your sense for the intersection of EDI curricular reform and reporting? When students have experiences with the curriculum with respect to EDI curricular issues, where is the right home for those concerns?
 - We are developing a EDI framework that is going to overlay the first and second year curriculum in a case-based format
 - The goal of faculty getting feedback about outdated and unwelcome frameworks is education. Opportunities for the faculty, too, to learn and thereby teach better