Land Acknowledgement

We wish to acknowledge this land on which the Faculty of Medicine operates. For thousands of years, it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

We want to recognize that we are gathered in an institution with a colonial history and that we should work to address ongoing colonial harms. Land acknowledgements are only a starting point for larger conversations. More concrete acts of restitution and transformation are needed to address underlying inequities and blatant discrimination in the distribution of resources between Canada’s first peoples and settlers.
Conflicts of Interest

Relevant relationships with commercial entities
  – None

Potential for conflicts of interest in this presentation
  – None

Steps taken to review and mitigate potential bias
  – N/A
Learning Objectives

• Evolution of professional values at Temerty Medicine
• Evolution of professional values in medical education
• Evolution of our ideas about assessment of professional behaviour
TFOM 2020 Strategic Plan Update: Optimizing our Learning Environments 1

Optimize our learning environments to deepen the integration of wellness, respect and resilience (focusing on optimizing our learning environments), including the promotion of professional values.
2020 Strategic Plan Update: Optimizing our Learning Environments 2

• Provide training/development opportunities to faculty, staff and students that are tailored to principles, roles and responsibilities.
Where do professional values fit?

- According to the Oxford English Dictionary, values are the principles or moral standards held by a person or social group.

- **Our professional values** are the commitments that we keep to our patients, our colleagues, our learners, and ourselves - even in challenging situations – to contribute to the psychologically and culturally safe environments necessary for excellent healthcare and education and to our shared wellbeing.
Professional values evolve...

1967
Reconceptualizing our past role models...

William Osler: Saint in a “White man’s dominion”

Nav Persaud, Heather Butts and Philip Berger

Professionalism future...
What’s the same?

Legal and Regulatory Obligations
Code of Ethics
Apprenticeship model of learning and role modelling
Generational *othering* (“Back in my day…”)
Direct or indirect pressure to assimilate and maintain a status quo (acculturative stress)
What’s different?

- Calls for transparency & accountability:
  - #MeToo
  - Black Lives Matter
  - TRC
  - Anti-oppression

- Widened inequality and financial context

- Flattened hierarchy
  - Pit Crews not Cowboys*

- Focus on Wellness & Burnout
Key concepts:

What does inclusion really look like?

Photo by Britanni Burns on Unsplash
Key concepts:

**Power**

Having influence or control over the beliefs, behaviours, and values of individuals, groups, and/or institutions (with or without their awareness or resistance)

Kuper, A et al, Med Educ 2017
Key concepts: When is conformity dangerous?
Key Concepts:
A Growth Mindset

• Our learning environments are socially constructed
• We all make mistakes! Distinguish between:
  – “What someone did”
  – “What they are”
• Don’t strive for (an impossible pursuit of) perfection or an “all or nothing binary”
• Recognize the role of unconscious biases
• Think of “being a good person as a practice”

https://www.youtube.com/watch?v=MbdxeFcQtaU&feature=emb_title
Jay Smooth - How I Learned to Stop Worrying and Love Discussing Race
Key concepts:
An Ecology of Professionalism

Goldstein, E. et al, Academic Medicine, 2006
Our professional values are the commitments that we keep to our patients, our colleagues, our learners, and ourselves - even in challenging situations - to contribute to the psychologically and culturally safe environments necessary for excellent healthcare and education and to our shared wellbeing.
The “New” Professional Values Frameworks...

- Organizational Justice
- Wellness
- Psychological Safety
- Cultural Safety

Photo by [Dayne Topkin](https://unsplash.com) on [Unsplash](https://unsplash.com)
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<tr>
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<th>Questions to ask</th>
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<td><strong>Distributive justice</strong></td>
<td>Resources and benefits distribution</td>
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<td><strong>Procedural justice</strong></td>
<td>Processes, procedures conditioning distribution</td>
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<td><strong>Interactional justice</strong></td>
<td>Interpersonal relationships, dignity and respect</td>
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<td><strong>Informational justice</strong></td>
<td>Explanations about new procedures</td>
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<td>How fair are the rewards? Appreciation?</td>
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<td>Are decisions fair and made with consistency? Are employees treated the same? Are complaints taken seriously?</td>
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<td>Are the interactions fair? Are criticisms fair and balanced with praise? Is there timely feedback offered? Is confidentiality respected?</td>
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<td>Is information shared openly? Is info consistent and sufficient?</td>
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Key Processes

• Standards of Behaviour for Medical Clinical Faculty

• Guidelines for Learner Mistreatment: MD Program PGME

• CPSO Professional Responsibilities in Medical Education
Assessment Challenges: Integrating these key concepts and frameworks in assessment
Assessment Challenges: Controlling for Biases


Assessment Challenges:
Elements of Trust

Positive Relationships
Good judgement/expertise
Consistency
Reciprocity [PB]

https://hbr.org/2019/02/the-3-elements-of-trust
Assessment Challenges: Enforcing procedural fairness

Natural justice: three key principles

- The right to be heard
- The right for adjudicators to be free from bias
- The right to receive reasons for any decision
Assessment Challenges:  
Wellness

• Put your diagnostic tools aside
• Wellness is not necessarily explanatory; it is a reason for an assessment pause
• Learner needs referral to PGME Wellness, HCP
• We have NO role in obtaining PHIPA data
Conclusion, with thanks to wiser colleagues

Practice Points

• The assessment of professionalism is an important domain with a growing evidence base.
• Assessment of professionalism must take into consideration contextual, cultural, and linguistic specificities and there is a growing literature in these areas to assist educators.
• Further research is needed to validate tools and approaches for the assessment of professionalism, particularly across cultures and languages.
• Research that explores the perspectives of patients and the tensions of individual and institutional values in regard to professionalism is of high priority.

Hodges, B. et al. Med. Teacher 2019
References

• ACGME Supplemental Guide Psychiatry Milestones
  https://www.acgme.org/Portals/0/PDFs/Milestones/PsychiatrySupplementalGuide.pdf?ver=2020-03-10-161139-047


• Goldstein, Erika A. MD, MPH; Maestas, Ramoncita R. MD; Fryer-Edwards, Kelly PhD; Wenrich, Marjorie D. MPH; Oelschlager, Anne-Marie Amies MD; Baernstein, Amy MD; Kimball, Harry R. MD Professionalism in Medical Education: An Institutional Challenge, Academic Medicine: October 2006 - Volume 81 - Issue 10 - p 871-876 doi: 10.1097/01.ACM.0000238199.37217.68

References cont’d


Questions/Discussion
Thank You.