Student Guide to the Measuring Professionalism Policy and Process





Rationale for monitoring and measuring professionalism

"As a medical student, you are studying to join a trusted profession that will bring you into contact with patients and members of the public. You must demonstrate a high standard of behaviour at all times, which justifies the trust placed in you as a future member of the profession" (GMC, 2016a).

The General Medical Council requires that Medical Schools monitor the professional behaviours of their students and lays out the requirements for this in their guidance *Professional Behaviour and Fitness to Practice* (GMC 2016b). The rationale for the emphasis on professional behaviours is based upon the fact that most complaints against doctors involve issues of conduct, and not competence (i.e. not an inability to perform a certain skill or task) (Humphrey *et al.* 2007; Dyrbye *et al.*2010). It is also known that poor conduct in the undergraduate years increases the likelihood of referral to the Professional Behaviour Committee later in a career (GMC, 2011) and that lack of professionalism is a significant risk factor for referral for disciplinary action in later clinical practice (Papadakis *et al.* 2005). Therefore, the School of Medicine must take a holistic view of each student's professionalism/fitness to practise prior to graduation/registration. To achieve this the school has a system to record any student who demonstrates a lapse in professionalism and monitor relevant actions.

As a medical student, you need to be aware that your behaviour on campus, in placement, in public and online, is as an ambassador for the medical school and for your future profession.

Overview of the Measuring Professionalism Process

Completion of Professionalism form

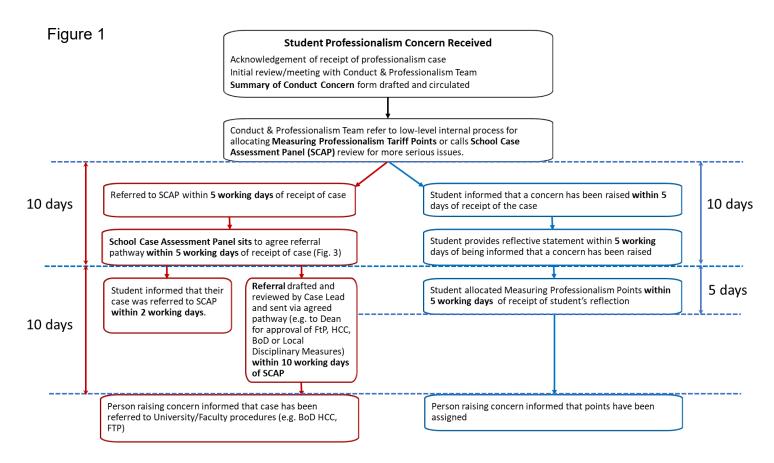
Any member of staff noting a lapse in professionalism should discuss this with the student prior to submission of a Measuring Professionalism form, which is used to record details of the incident, any impact on staff and patients, and whether the incident is an isolated one or is recurrent. If the incident hasn't been discussed, then the reasons for this must be made clear on the form.



Reviewing Professionalism Concerns

The School Conduct and Progress Team review each form and categorise the issue into minor, moderate or severe. For minor incident Measuring professionalism tariff (MPT) points will be assigned following review of all relevant documentation. Moderate and Severe incidents are referred to the School Case Assessment Panel (SCAP). The student is informed that a concern has been raised and is provided with an opportunity to provide a reflective statement prior to allocation of tariff points. The person raising the concern is informed.

An SCAP is convened to review moderate and severe incidents. The SCAP may refer the case to the Dean of the Medical School and recommend local disciplinary action or to the Health and Conduct Committee (moderate cases) or recommend a referral to the University Board of Discipline (BoD) or Fitness to Practise (FTP) procedures (Fig. 1).



The process to deal with a student professionalism concern.



Table 1 provides examples of lapses of professionalism and summarises their severity (minor, moderate, severe). These categories are based around the GMC Professional behaviour and fitness to practice: guidance for medical schools and their students (2016b).

Table 1: Dealing with different professionalism issues with examples of lapses

Professionalism and Conduct Team (PCT) - allocate Tariff Points or refer to School Case Assessment Panel (SCAP)

Minor (PCT) PCT allocates 1-2 Measuring

Professionalism Tariff Points

- Persistent late submission of coursework or failure to meet deadlines
- Failure to complete evaluation, neglect of administrative tasks
- Repeated failure to respond to communication
- Dress code violation
- Repeated lateness

Moderate (SCAP)

SCAP recommends Local Disciplinary Measures* or referral to Health and Conduct Committee*

*May need to be declared at registration

- Failure to comply with Occupational Health advice
- Challenging or rude behaviour
- First offence signing a colleague in/false sign- in
- Failure to seek appropriate treatment or disclose a medical condition (may require FTP review).

Severe (SCAP)

SCAP Recommends referral to Board of Discipline† or Fitness to Practice†

†Must be declared at registration

- Fraud
- Failure to recognise limits of skill/expertise
- Driving under influence of drugs or alcohol
- Drink or drug use on placement or campus
- Assault, bullying, stalking, sexual misconduct

Professional Behaviour and Fitness to Practise GMC

MPT points, local disciplinary action and other professionalism outcomes are recorded, and the details of lapses retained by the school. When considering professionalism concerns, other evidence will be considered from the student's records such as previous infringements, attendance and absence, e-Portfolio training records.

The School of Medicine recognise that this is likely to be a stressful process and impartial support is available from the Welfare and Support for Studies Team, the University Student Welfare, Advice and Guidance Team. We also recommend that any student that undergoes a disciplinary procedure should seek advice from the Guild of Students Advice team.

Your Year Directors will be informed and sent a copy of the professionalism forms and outcomes from the professionalism process.



References

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General Medical Council. 2016a. Achieving good medical practice: guidance for medical students. https://www.gmc-uk.org/education/standards-guidance-and-curricula/quidance/student-professionalism-and-ftp/achieving-good-medical-practice

General Medical Council. 2016b. *Professional behaviour and fitness to practise: guidance for medical schools and their students.* https://www.gmc-uk.org/education/standards-guidance-and-curricula/guidance/student-professionalism-and-ftp/professional-behaviour-and-fitness-to-practise

General Medical Council. 2011. Assessment in undergraduate medical education. Advice supplementary to Tomorrow's Doctors (2009). (3rd ed.). London: General Medical Council.

Humphrey HJ, Smith K, Reddy S, et al. 2007. Promoting an environment of professionalism: The University of Chicago "roadmap." *Academic Medicine*. 82:1098–107.

Papadakis, M.A. Teherani, A. Banach, M.A. Knettler, T.R, Rattner, S.L. Stern, D. Veloskis, J.J. and Hodgson, C.S. 2005. Disciplinary action by medical boards and prior behavior in medical school. *New England Journal of Medicine*, 353, 2673-2682.

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