



## CFMS Professionalism Position Statement

First passed 2011

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2016 Update

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## Policy Area

Medical student affairs

## History and Problem Definition

With this paper, the CFMS is reiterating its commitment to and understanding of professionalism. It is an update of the 2010 professionalism paper and takes into account CanMEDS 2015(1). These principles are drawn from CanMEDS (2) and consultation and a literature review conducted by the CFMS and detailed in the 2010 version of this document. In addition, any positions taken by the CFMS since the last update of this paper related to professionalism and associated competences will be referenced in these updated principles.

The purpose of this document is not to comment on disciplinary issues, which are the purview of the colleges and individual institutions. Rather, the utility of this guide for the CFMS and its members is that it is student written, student driven and student approved. It also endeavors to streamline and simplify the earlier document, which is still accessible for reference purposes on the CFMS website.

## Position Statement

The CFMS hereby endorses the following professionalism principles elaborated by Royal College of Physicians and Surgeons of Canada(1).

To further themselves as professionals, medical students will:

### **Demonstrate a commitment to patients by applying best practices and adhering to high ethical standards**

1. Behave with honesty, integrity, humility, commitment, compassion, respect, altruism, respect for diversity
  - 1.1. Adhere to standards of academic integrity producing academic work, submitting only what is genuinely their own, and raise the issue when there are concerns regarding the honesty of others
  - 1.2. Be honest and trustworthy when recording clinical activities and procedures
  - 1.3. Be honest, respectful and constructive in the completion of teacher, preceptor and class evaluation forms
  - 1.4. Be truthful in their CVs and applications
  - 1.5. Demonstrate a commitment to cultural safety and competency;
    - 1.5.1. Attend cultural information and training sessions provided by their faculty when going to practice in diverse locations

- 1.5.2. Familiarize one's self with the needs of underrepresented populations in the the healthcare setting (3–6)
- 1.6. Recognize and respond to ethical issues encountered in practice
  - 1.6.1. Respect patient confidentiality in all forums, including online and in public as well as in private
- 1.7. Commit to cultivating excellence in all aspects of practice
  - 1.7.1. Commit to lifelong learning
  - 1.7.2. Commit to knowing and applying evidence-based treatment guidelines wherever possible (7,8)
- 1.8. Recognize and manage conflicts of interest
- 1.9. Exhibit professional behaviours in the use of technology-enabled communication.(9)
- 2. Demonstrate a commitment to society by recognizing and responding to societal expectations in health care**
  - 2.1. Demonstrate accountability to patients, society, and the profession by responding to societal expectations of physicians (7,8)
    - 2.1.1. Engage in the stewardship of health care resources
    - 2.1.2. Allocate health care resources for optimal patient care
    - 2.1.3. Apply evidence and management processes to achieve cost-appropriate care
  - 2.2. Demonstrate a commitment to patient safety and quality improvement
    - 2.2.1. Contribute to a culture that promotes patient safety
    - 2.2.2. Analyze patient safety incidents to enhance systems of care
    - 2.2.3. Use health informatics to improve the quality of patient care and optimize patient safety
- 3. Demonstrate a commitment to the profession by adhering to standards and participating in physician-led regulation**
  - 3.1. Fulfill and adhere to the professional and ethical codes, standards of practice, and laws governing practice
    - 3.1.1. Shall openly disclose errors to patients, supervisors, and should document them appropriately in accordance with institutional guidelines
    - 3.1.2. Cooperate, when called upon, in the investigation of any medical, performance, behavioural or health related incidents, whether concerning themselves or any other members of the health care team
  - 3.2. Recognize and respond to unprofessional and unethical behaviours in physicians and other colleagues in the health care professions. When faced with concerns about a colleague's actions, shall first approach the colleague with those concerns (whenever possible, and only when this does not impinge upon patient safety). If the colleague cannot satisfactorily appease the concern, then the student shall approach the appropriate authority
  - 3.3. Participate in peer assessment and standard-setting
- 4. Demonstrate a commitment to physician health and well-being to foster optimal patient care**

- 4.1. Exhibit self-awareness and manage influences on personal well-being and professional performance
- 4.2. Manage personal and professional demands for a sustainable practice throughout the physician life cycle
- 4.3. Promote a culture that recognizes, supports, and responds effectively to colleagues in needs (10)
- 4.4. Ensure that they seek out the right mix of lifestyle choices and medical interventions (when needed) to maintain a state of mental and physical health and well-being

#### Recommendations:

The CFMS recommends that all Canadian Medical Students abide by the above principles.

#### Advocacy Plan:

The CFMS will strive to make its members aware of the above principles, and shall use them as a framework when discussing matters related to professionalism at internal and external meetings.

#### Accountability Statement:

The entire CFMS Executive, but in particular the President and the VP Medical Education, are responsible for any advocacy or education initiatives stemming from this paper.

#### References

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