

### Professionalism Advisor – Job Description

The **Professionalism Advisor (PA)** is an officer of the Undergraduate Medical Education Office who is engaged in upholding, promoting, and transmitting the values and standards of professionalism as described in the MD, CM Program Learning Objectives. It is important to underline that this is a collective responsibility; it is shared with other officers, offices, and committees of the program as well as all faculty members of the School of Medicine, Faculty of Medicine and Health Sciences, and McGill University.

The specific responsibilities of the PA are to receive, review, and act upon reports of alleged exemplary and/or suboptimal professional behaviours by students registered in the MDCM program (or related joint programs), as described in the UGME [Policy on Student Professionalism Behaviours](#) and the Faculty of Medicine and Health Sciences [Code of Conduct](#). The Professionalism Advisor will serve both Campuses.

S/he is selected and reports to the Associate Dean UGME. The expected time commitment is 0.2 FTE (1 day per week).

#### Specific duties

The PA is expected to:

1. Receive reports of alleged exemplary and/or suboptimal professional conduct as outlined in the [Student Professionalism Lapses Flowchart](#).
  - a. The PA may choose to contact the person making the report (the ‘reporter’) for clarification or to request corroborating information. The PA may also, if appropriate, discuss the reporter’s decision to have their identity remain confidential.
2. Analyze and determine if it qualifies as a ‘minor lapse’ or a ‘major lapse’. The PA then follows the steps outlined in the [Student Professionalism Lapses Flowchart](#).
3. Meet with student for alleged minor professionalism lapse to:
  - a. Explore with student the alleged minor professionalism lapse by soliciting the student’s perspective on the behaviour, trying specifically to clarify and understand any extenuating or mitigating circumstances. The PA explores the possibility of underlying illness, especially mental health issues and, if necessary, advises the student to consult the appropriate office (e.g. WELL office). The PA will generally consider two other aspects of the situation: the student’s capacity for self-improvement and the possible need for curricular accommodation(s).
  - b. Determine if the minor professionalism lapse remains a minor one (or alternatively is not considered a professionalism lapse or re-classified as a major professionalism lapse)
  - c. The PA will document this encounter in the student’s academic file
4. Develop a ‘plan of redress’ and document in the student’s academic file for confirmed minor professionalism lapse and monitor the progress.
  - a. This approach reflects the program’s belief that professionalism exists on a spectrum, from exemplary to inexcusable, and that it has an obligation to: (i) recognize, encourage and reward exemplary behaviors, and (ii) identify and remediate sub-optimal or unacceptable behaviors.

- b. Plans for redress are individualized and are intended to assist students in meeting required standards rather than being punitive in nature.
  - c. The PA may need to re-meet a student who is on a plan of redress to monitor the progress.
  - d. The PA will determine if the plan was successful or not and will recommend the nature of the documentation of professionalism behaviours on the student's Medical Student Performance Record (MSPR) aka 'Dean's Letter'. (See Appendix VI).
5. Advise the ADUGME and/or Program Committee on evolving best practices in the domain of professionalism and to make specific recommendations aimed at nurturing ideal professionalism and professional identity formation amongst medical students.
  6. Improve the reporting mechanism for professionalism lapses, including but not limited to the creation of a professionalism incident report form
  7. Develop an evidence-based general approach to redress as well as menu of specific strategies accessible to the PA.
  8. Gather statistical data on the numbers, categories, and outcomes of cases they review and process.
    - a. Present, on an annual basis, aggregate and anonymized data to the MD, CM Program Committee and any other relevant sub-committee such as PECO (Program Evaluation and Curriculum Outcomes).
  9. Participate in relevant Faculty Development activities

### **Qualifications**

Applicants will hold an MD or equivalent degree, will have knowledge of, and/or formal training in, medical education principles and practice, demonstrated excellent communication skills and exemplary professionalism. The applicant must be bilingual (oral and written)