

Statement of Professionalism

As members of the MUSOM faculty, administration, and staff:

We recognize the critical nature of the role of professionalism in the teaching and learning of those medical students and residents for whom we are responsible.

We understand that professionalism is based upon a foundation of excellence, humanism, accountability, altruism, and cultural competence that relies upon nine standards of conduct that govern responsibility to patients first and foremost, society, other health professionals, and self (AMA, 2001; Ludwig, 2014; Stern & Papadakis, 2006).

We accept our responsibility to create, support, and facilitate a learning environment characterized by honesty and a pervasive sense of **respect, collegiality, kindness, and cooperation** among faculty, administration, and staff, so that learners and teachers are willing to engage in the often challenging environment of medical education for the purpose of fostering **resilience, excellence, compassion, integrity, and collaboration** (AAMC, 2014).

References

American Medical Association. (2001). Principles of Medical Ethics. Retrieved from <http://www.ama-assn.org/ama/pub/physician-resources/medical-ethics/code-medical-ethics/principles-medical-ethics.page>

Association of American Medical Colleges (AAMC). (2014). Statement on the Learning Environment. Retrieved from http://www.vtc.vt.edu/education/student_affairs/AAMCLearningEnvironStatement.pdf

Ludwig, S. (2014). Domain of competence – Professionalism. *Academic Pediatrics*, 14(2S), S66-S69. Retrieved from <http://pediatrics.aappublications.org/content/120/4/e1123.full.pdf>

Stern, D. & Papadakis, M. (2006). The developing physician – Becoming a professional. *The New England Journal of Medicine*, 355(17), 1794-1799. Retrieved from <http://www.bumc.bu.edu/mec/files/2010/06/Stern-and-Papadakis-NEJM-2005.pdf>

Approved by the JCESOM Faculty Council on 12/10/2014

Approved by the JCESOM Faculty at the general faculty meeting on 1/29/2015