


Teaching Professionalism in Medicine

Karen Hauer, MD, PhD
Vice Dean for Education
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Professionalism examples



Zoom:
Cameras on /
cameras off



Student's chart notes
are posted late in the
electronic health
record

What makes it difficult to teach about professionalism?



Outline

- Professionalism definition
- Correlates of unprofessional behavior
- Challenges with professionalism as a construct
- Promoting positive professional behaviors

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3 Professionalism Frameworks

Virtue-based

- moral character
- humanism

Behavior-based

- expectations
- feedback

Professional identity formation

- development
- socialization

Professionalism definition

Is this Professionalism definition

virtue-based?
behavior-based?
professional identity?

Answer in chat

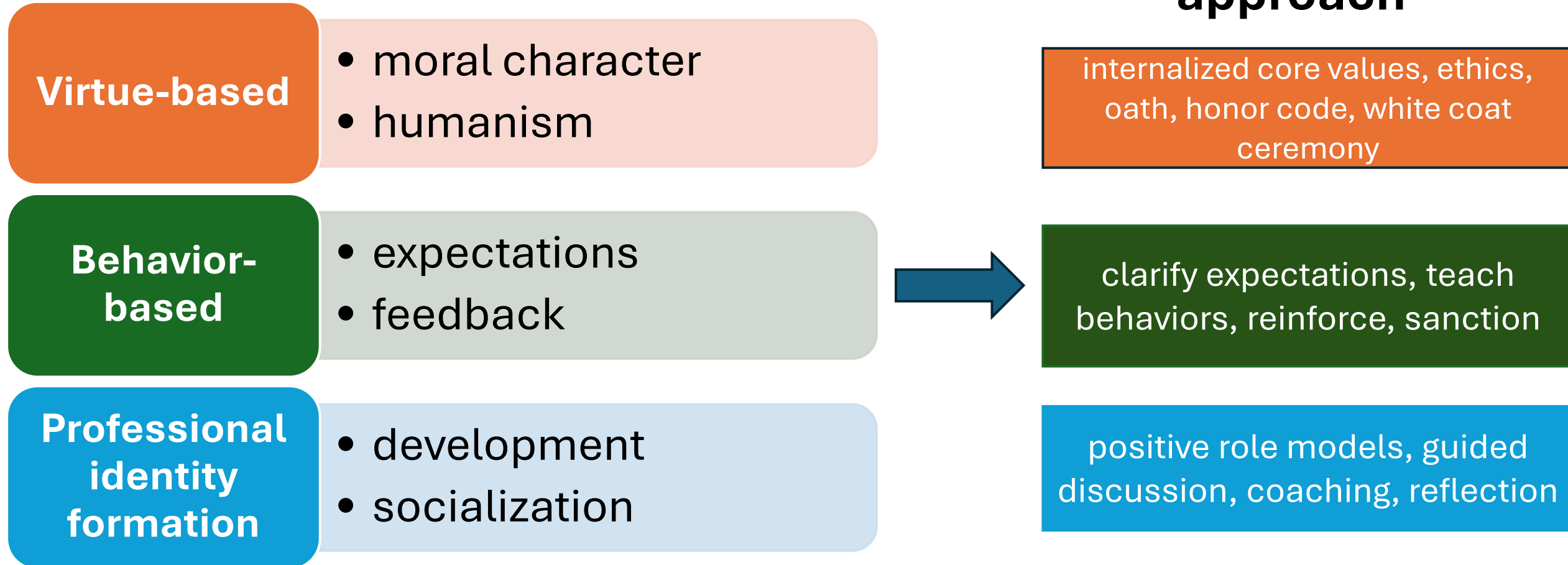
Foundational Competencies for Undergraduate Medical Education

Professionalism

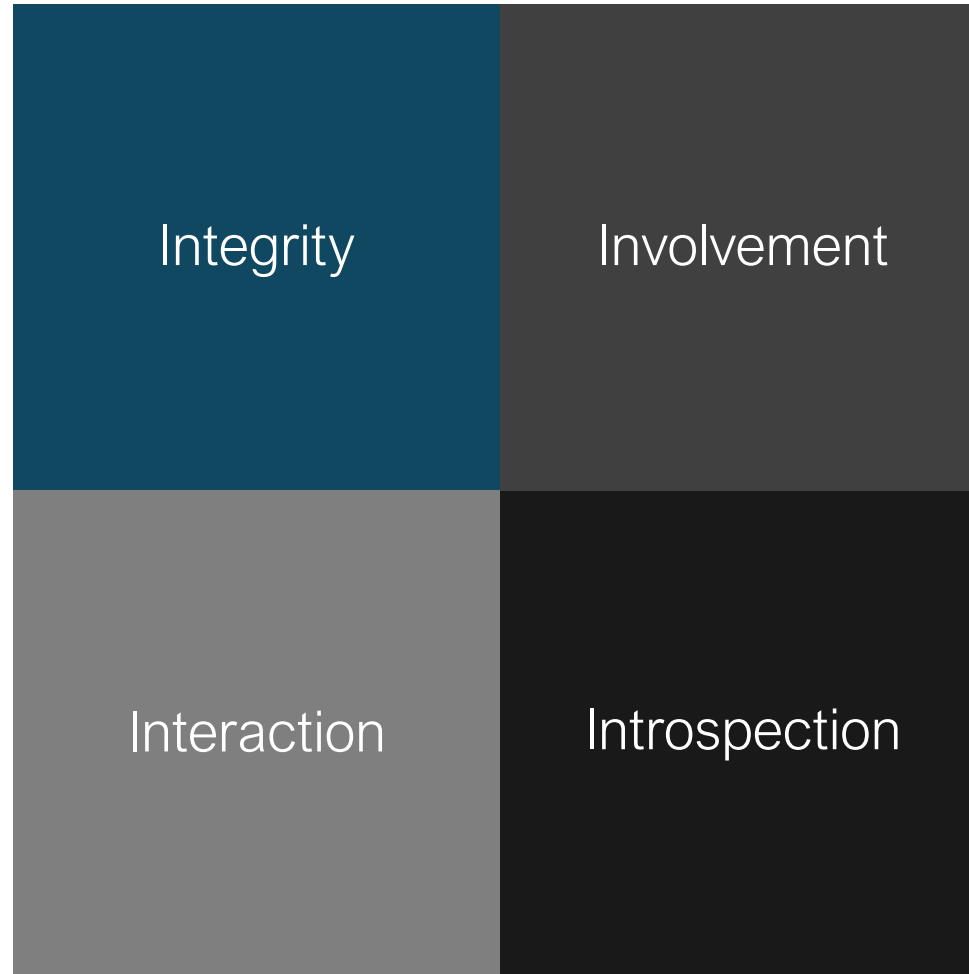
Demonstrates integrity, respect, and ethical reasoning, and promotes inclusion of differences in all interactions to improve health care for patients, communities, and populations.

1. Demonstrates respect and compassion for patients, caregivers, families, and team members.
2. Safeguards patient privacy, confidentiality, and autonomy.
3. Uses ethical principles and reasoning to guide behavior.
4. Adapts actions and communication according to the situation.
5. Takes ownership of mistakes and acts to address them.
6. Identifies personal limits of knowledge and skills and seeks help appropriately.
7. Identifies personal biases and strategies to mitigate their effects.
8. Demonstrates humility and a willingness to learn from others with different backgrounds and experiences.
9. Recognizes and addresses personal well-being needs that may impact professional performance.
10. Completes duties and tasks in a thorough, reliable, and timely manner.
11. DO-specific: Demonstrates the philosophy of osteopathic medicine by promoting its four tenets.

3 Professionalism Frameworks



The 4 I's of Professionalism - Framework



Van der Vossen, BMC Med Ed 2017

The 4 I's of Professionalism - Framework



Van der Vossen, BMC Med Ed 2017

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Unprofessional behavior in medical school

THE NEW ENGLAND JOURNAL of MEDICINE

SPECIAL ARTICLE

Disciplinary Action by Medical Boards and Prior Behavior in Medical School

Maxine A. Papadakis, M.D., Arianne Teherani, Ph.D., Mary A. Banach, Ph.D., M.P.H.,
Timothy R. Knettler, M.B.A., Susan L. Rattner, M.D., David T. Stern, M.D., Ph.D.,
J. Jon Veloski, M.S., and Carol S. Hodgson, Ph.D.

N ENGL J MED 353:25 WWW.NEJM.ORG DECEMBER 22, 2005

State medical board disciplinary action
associated with unprofessional behavior
in medical school

- Severe irresponsibility
- Severely diminished capacity for self-improvement

Caution with generalization

- Students with repeated, severe unprofessional behavior are rare
- Labelling



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BODY LANGUAGE

The Unbearable Vagueness of Medical 'Professionalism'

Since its inception, this murky term has straddled the dual role of disciplining and inspiring.

▶ Listen to this article · 9:52 min [Learn more](#)



< TODAY 243

Professionalism: The Wrong Tool to Solve the Right Problem?

Victoria Frye, DrPH, MPH, Marlene Camacho-Rivera, ScD, MPH, MS, Kaliris Salas-Ramirez, PhD, Tashuna Albritton, PhD, MSW, Darwin Deen, MD, Nancy Sohler, PhD, MPH, Samantha Barrick, MS, and João Nunes, MD

Academic Medicine, Vol. 95, No. 6 / June 2020

Professionalism

Perspective: The Problem With the Problem of Professionalism

Catherine Lucey, MD, and Wiley Souba, MD, ScD, MBA

Acad Med. 2010; 85:1018–1024.



The NEW ENGLAND
JOURNAL of MEDICINE

CURRENT ISSUE ▾ SPECIALTIES ▾ TOPICS ▾

MEDICINE AND SOCIETY | MEDICAL TRAINING TODAY

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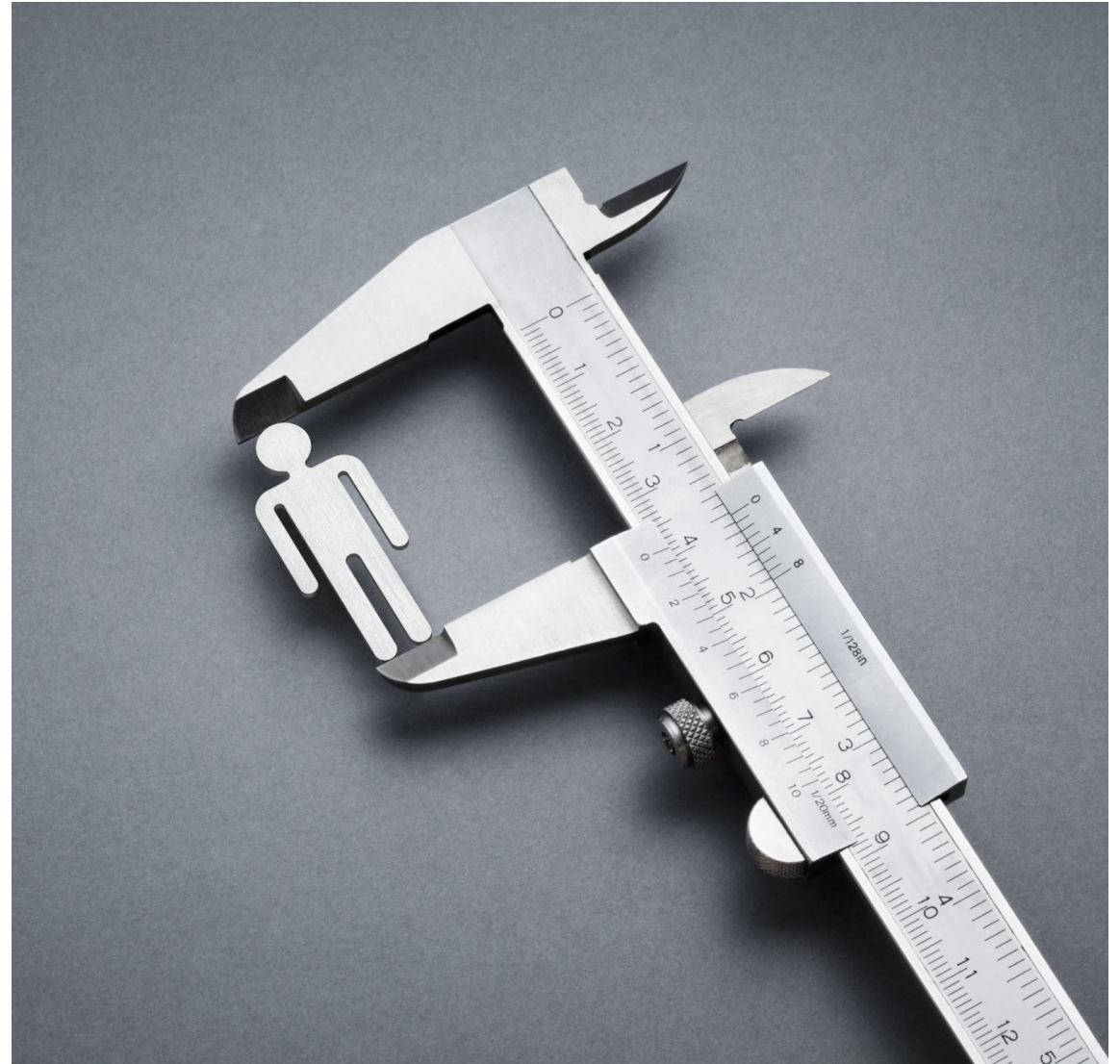
On Calling — From Privileged Professionals to Cogs of Capitalism?

Author: Lisa Rosenbaum, M.D. [Author Info & Affiliations](#)

Published January 10, 2024 | N Engl J Med 2024;390:471-475 | DOI: 10.1056/NEJMms2308226 | VOL. 390 NO. 5

Challenges with professionalism as a construct

- Binary interpretations, weaponization
- ‘Generational’ views
- Equity



Binary interpretations -> weaponization

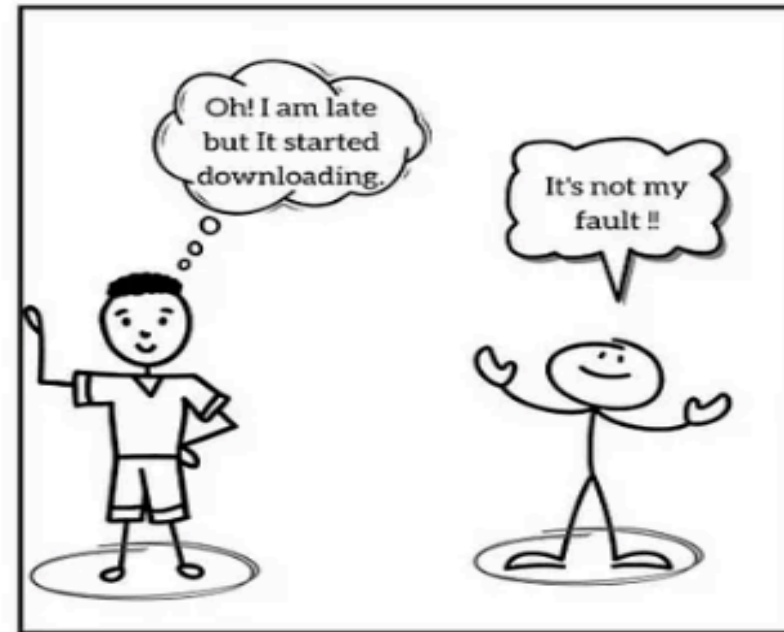


Fundamental attribution error

Other

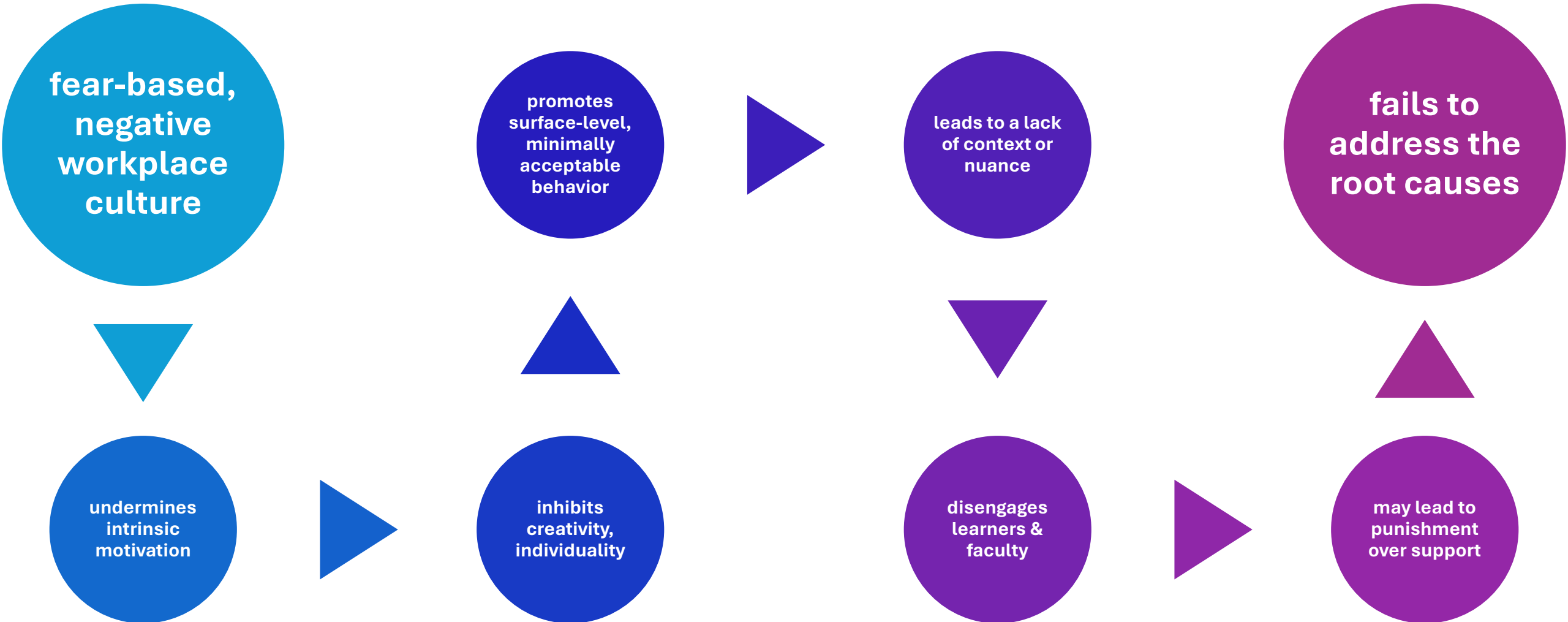


Self



Gautam, Medium 2023

Downsides to teaching professionalism as a list of behaviors that can be punishable



Generational

- When I was a resident....
- Kids these days.....
- In the days of the giants



The Greatest Generation

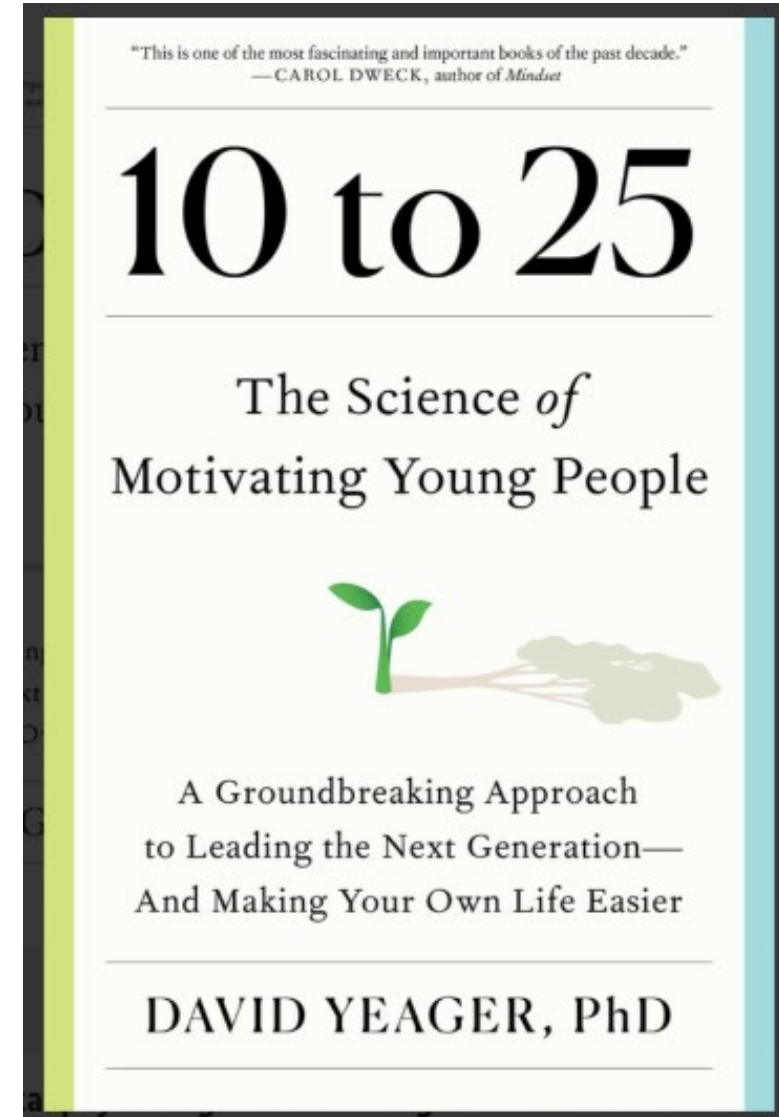
You Weren't That Great

Critiques of the modern trainee start with “kids these days” laments but inevitably end with “days of giants” nostalgia. When I was a resident I held vigil at the patient’s bedside all night long. When I was a medical student I would admit four patients on a call night and never, ever complain. When I was ... These are all inspiring stories. But they probably aren’t true.

Dhaliwal JAMA 2015

‘Mentor mindset’

- Combine high standards with high support
- Validate learners’ perspectives
- Show respect
- Ask questions
- Be transparent about your perspective



Fixed mindset

**I cannot improve in
certain areas**

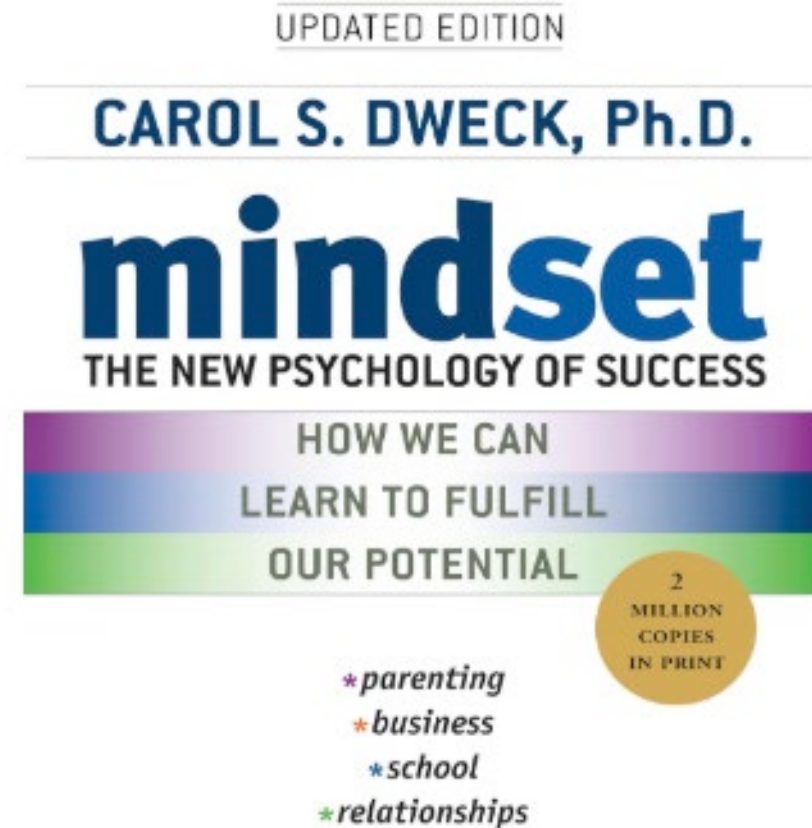


Growth mindset

**I can learn or do
anything if I put in the
work, effort and
practice**



Mindset theory: growth mindset



"Through clever research studies and engaging writing, Dweck illuminates how our beliefs about our capabilities exert tremendous influence on how we learn and which paths we take in life."

—BILL GATES, *GatesNotes*

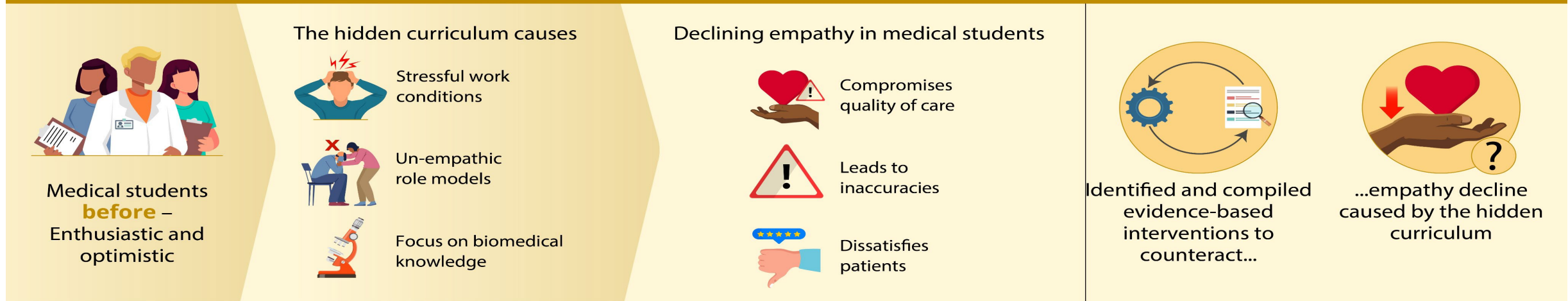
Equity

- Who defines what is professional?
- What is the hidden curriculum in medicine?
- Who has access to that information?

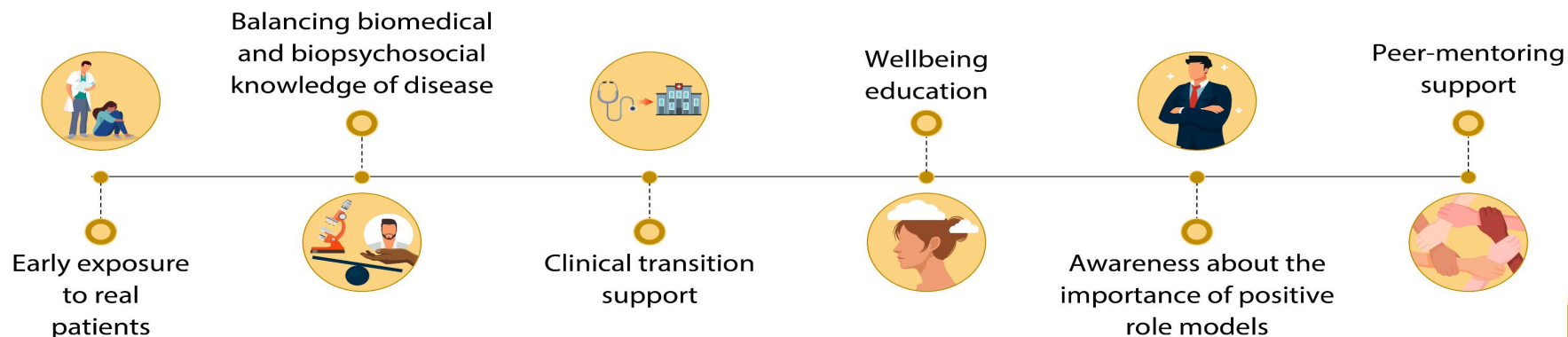


Hidden curriculum

Empathic Education: Hidden Curriculum's Impact on Medical Student's Empathy



Interventions to promote a hidden curriculum



Evidence-based interventions in medical education can counteract the hidden curriculum's impact on empathy, improving patient care and practitioner wellbeing

The Problem and Power of Professionalism: A Critical Analysis of Medical Students' and Residents' Perspectives and Experiences of Professionalism

Daniela Maristany, MD, Karen E. Hauer, MD, PhD, Andrea N. Leep Hunderfund, MD, MHPE, Martha L. Elks, MD, PhD, Justin L. Bullock, MD, MPH, Ashok Kumbamu, PhD, and Bridget C. O'Brien, PhD

Academic Medicine, Vol. 98, No. 11S / November 2023 Supplement

- Participants, particularly from historically marginalized groups, noted ways that professionalism exerted oppressive power and perpetuated White cultural norms
- Some participants, mostly White, had not considered professionalism oppressive and had difficulty recalling when professionalism had negative consequences or interfered with their training

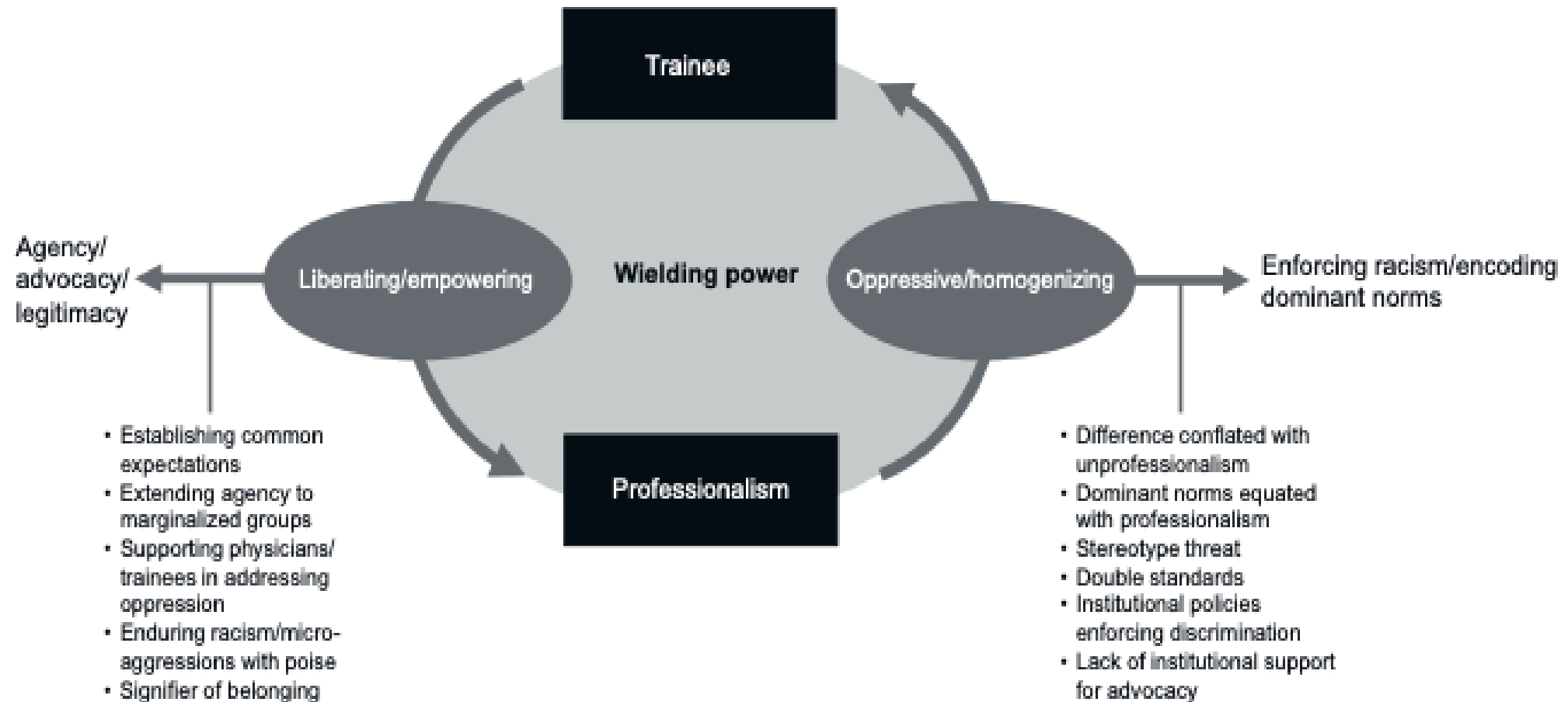


Figure 1 Proposed model for trainee experiences of professionalism: Interplay of experiencing the homogenizing power of professionalism and using professionalism for positive, empowering means.

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- **Promoting positive professional behaviors –**
 - **5 recommendations**

(1) Emphasize core communication skills

Orientation

Doctor patient
communication
skills – PEARLS

Coaching
relationship

Peer
relationships

Frequent low
stakes
feedback

Perspective
taking

(2) Anchor to patients and teams

Contract with society



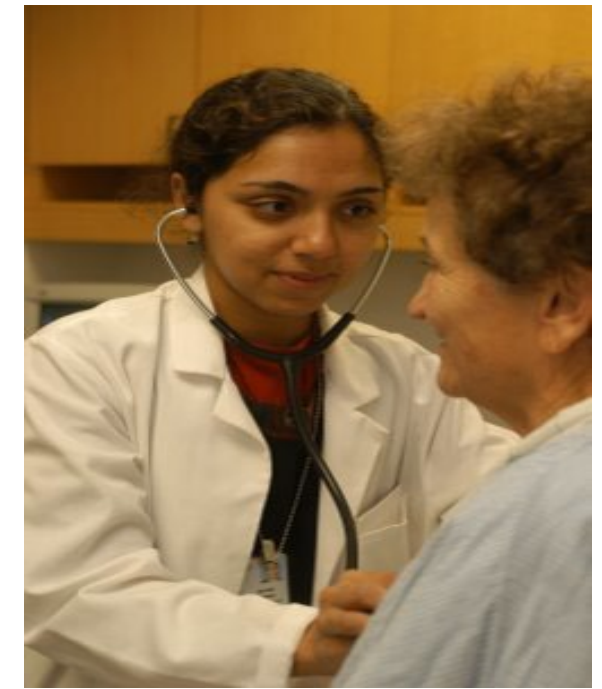
WHO WE ARE

WHAT WE DO

BLOG




The Physician Charter



Patient advocacy



Patient Advocacy Assessment in the Medicine Clerkship: A Qualitative Study of Definition, Context, and Impact

Elizabeth P. Griffiths, MD, MPH¹ , Cindy J. Lai, MD¹, Tali Ziv, MD^{1,2},
Deanna Dawson, MD, MPH³, Gurpreet Dhaliwal, MD^{1,4}, Margaret Wheeler, MD^{1,5}, and
Arianne Teherani, PhD¹

(3) Professional/physician identity formation (PIF) curriculum

- How students come to ‘think, act, feel like a physician’
- A challenge or crisis can impede or accelerate identity formation

Professional identity formation in disorienting times

Geoffrey V. Stetson  | Irina V. Kryzhanovskaya | Catherine Lomen-Hoerth
Karen E. Hauer 

(4) Build feedback literacy

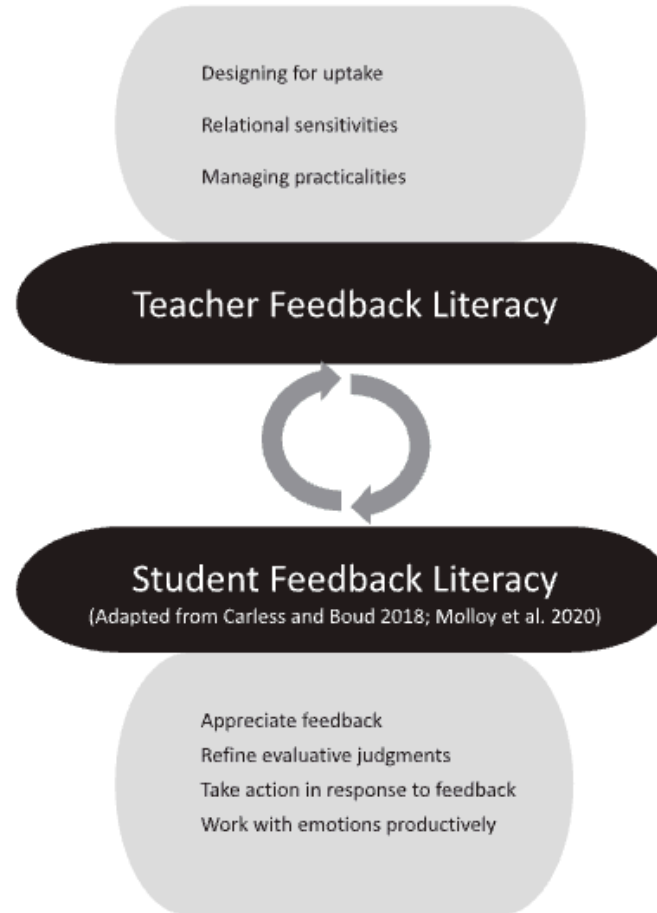


Figure 1. Interplay between teacher and student feedback literacy.

(5) Coaching approach

- Ask questions
- Listen
- Be curious
- Appreciative inquiry – strengths-based, collaborative



Coaching: “Cup of Coffee”

CPPA’s Approach: Promoting Professionalism Pyramid

We utilize a tiered intervention model to provide the right-level of conversation / action at the right time.

LEVEL 3: Intervention through Formal Process

No Change

LEVEL 2: “Guided” Intervention by Authority

Delivered by PARS: Authority
CORS: Authority

Pattern Persists

LEVEL 1: “Awareness” Intervention

Delivered by PARS: Peer Messenger
CORS: Peer or Authority Messenger

Apparent Pattern

INFORMAL: “Cup of Coffee”

Delivered by PARS: Patient Relations
CORS: Peer Messenger

Single Concern
(merit?)

Egregious
Mandated

Reports are screened to identify potentially egregious or mandated reports that may require immediate investigation/escalation

Majority of Professionals No Concerns Reported;
Respond To Routine Feedback In The Moment

Summary

- Professionalism is not just absence of bad behavior
- Avoid generational tropes
- Be curious, ask questions, coach
- Reinforce the 4I's of professionalism: integrity, interaction, involvement, introspection
- Support professional physician identity formation



University of California
San Francisco