

Code of Professionalism

The West Virginia University School of Medicine embraces the following Code of Professionalism amongst all students, residents, faculty, and staff. This Code provides the foundation for proper lifelong professional behavior. It is the expectation that this behavior will be consistently maintained at its highest level both inside and outside of the professional training environment. This is one of the core competencies.

The nine primary areas of professionalism are defined as:

Honesty and Integrity

Accountability

Responsibility

Respectful and Nonjudgmental Behavior

Compassion and Empathy

Maturity

Skillful Communication

Confidentiality and Privacy in all patient affairs

Self-directed learning and appraisal skills

Honesty and Integrity

- Honesty in action and in words, with self and with others
- Does not lie, cheat, or steal
- Adheres sincerely to school values (love, respect, humility, creativity, faith, courage, integrity, trust)
- Avoids misrepresenting one's self or knowledge
- Admits mistakes
- Will not provide supervision or evaluation of a first degree relative

Accountability

- Reports to duty/class punctually and well prepared
- Keeps appointments
- Is receptive of constructive evaluations (by self and others)

- Completes all tasks on time
- Follows up on communications

Responsibility

- Reliable, trustworthy, and caring to all
- Prompt, prepared, and organized
- Takes ownership of assigned implicit and explicit assignments
- Seriously and diligently works toward assigned goals/tasks
- Wears appropriate protective clothing, gear as needed in patient care

Respectful and Nonjudgmental Behavior

- Consistently courteous and civil to all
- Tolerates diversity in culture, country of origin, gender, sexual orientation, religious preference, political views, age, ethnicity, and race
- Works positively to correct misunderstandings
- Listens before acting
- Considers others' feelings, background, and perspective
- Realizes the value and limitations of one's own beliefs, and perspectives
- Strives not to make assumptions

Compassion and Empathy

- Respects and is aware of others' feelings
- Attempts to understand others' feelings
- Demonstrates mindfulness and self-reflection

Maturity

- Exhibits personal growth
- Recognizes and corrects mistakes
- Shows appropriate restraint
- Tries to improve oneself
- Has the capacity to put others ahead of self
- Manages relationships and conflicts well
- Maintains personal and professional balance and boundaries
- Willfully displays professional behavior
- Makes sound decisions
- Manages time well
- Able to see the big picture
- Seeks feedback and modifies behavior accordingly
- Maintains publicly appropriate dress and appearance

Skillful Communication

- Effectively uses verbal, non-verbal, and written communication skills that are appropriate to the culture/setting
- Writes and speaks with clarity at a comprehensible level
- Seeks feedback that the information provided is understood
- Speaks clearly in a manner understood by all
- Provides clear and legible written communications
- Gives and receives constructive feedback
- Wears appropriate dress for the occasion
- Enhances conflict management skills

Confidentiality and Privacy in all patient affairs

- Maintains information in an appropriate manner
- Acts in accordance with known guidelines, policies, and regulations
- Seeks and reveals patient information only when necessary and appropriate

Self-directed learning and appraisal skills

- Demonstrates the commitment and ability to be a lifelong learner
- Accomplishes tasks without unnecessary assistance and continues to work and value the team
- Completes academic and clinical work in a timely manner
- Is honest in self-evaluation of behavior, performance, skills, knowledge, strengths, weaknesses, and limitations, and suggests opportunities for improvement
- Is open to change Completes in-depth and balanced, self-evaluations on a periodic basis

LCME Standard 3: Academic and Learning Environments

A medical school ensures that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students' attainment of competencies required of future physicians.

3.5 Learning Environment/Professionalism

A medical school ensures that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards.

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