

IV. Educational Program
A. Curriculum components
5. ACGME Competencies
e. Professionalism

Common Program Requirement:

5. *ACGME Competencies*
The program must integrate the following ACGME competencies into the curriculum:
- e. *Professionalism*
Residents must demonstrate a commitment to carrying out professional responsibilities and an adherence to ethical principles. Residents are expected to demonstrate:
- (1) *compassion, integrity, and respect for others;*
 - (2) *responsiveness to patient needs that supersedes self-interest;*
 - (3) *respect for patient privacy and autonomy;*
 - (4) *accountability to patients, society and the profession; and,*
 - (5) *sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.*
- [As further specified by the Review Committee]*

- **Documentation for professionalism:** The Common PIF requests a description of an experiential learning activity addressing professionalism and ethics. (See PIF question below.) This activity should be structured, should demonstrate active faculty involvement (not just passive role modeling) and timely feedback to residents, and should include a mechanism for collecting evaluations (including routine multi-source assessment). Additional documentation is provided by the written goals and objectives for this learning activity (must be available for site visitor review) and how residents are assessed.

PIF Question:

- a. *Describe at least one learning activity, other than lecture, by which residents develop a commitment to carrying out professional responsibilities and an adherence to ethical principles.*
Limit your response to 400 words.

- **Documentation for promoting professionalism behavior:** The Common PIF requests a description that demonstrates how the program supports development of professional behavior. (See PIF question below.) Approaches may include role modeling by program leadership, ongoing interactive conversations involving both faculty and residents about the elements of professionalism, particularly in the context of every day practice, policies regarding lapses in professionalism, and processes to address lapses when they occur. In addition, residents provide information through the resident survey on their opportunity to raise and resolve

IV. Educational Program

A. Curriculum components

5. ACGME Competencies

e. Professionalism

issues without fear of intimidation or retaliation. (See survey question below.) Site visitors will verify responses through interviews as needed.

PIF Question:

*b. How does the program promote professional behavior by the residents and faculty?
Limit your response to 400 words.*

Resident Survey Question:

17. Does your program and/or institution have a system through which you are able to raise and resolve issues without fear of intimidation or retaliation?

- **Documentation for remediation in professionalism:** The Common PIF requests a description that demonstrates how the program supports remediation in professionalism. (See PIF question below.) Approaches may include provision of immediate feedback, development of a plan specific to the behavior in question, monitoring for behavior change, decisions based on specified outcomes, and consequences that are aligned with the gravity of the lapse or breach if expectations are not achieved. Site visitors may verify the response through interviews as needed.

PIF Question:

*c. How are lapses in these behaviors addressed?
Limit your response to 400 words.*