Our College communicates professionalism expectations and addresses professionalism concerns, large and small, so that students have every opportunity to learn from their experience and successfully contribute to a safe and respectful environment.

A student with a pattern of lapses in the following behaviors has not sufficiently demonstrated professional and personal attributes for meeting the standards of professionalism inherent in being a physician.

Lapses in upholding the University of Illinois College of Medicine Statement on Professional Behavior:

<table>
<thead>
<tr>
<th>Truthfulness and Integrity</th>
<th>Tolerance</th>
<th>Respect</th>
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<tbody>
<tr>
<td>Conscientiousness / Preparation</td>
<td>Participation</td>
<td>Discernment</td>
</tr>
<tr>
<td>Function under Stress</td>
<td>Appearance</td>
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</tbody>
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In addition to this Statement on Professional Behavior, students in the College of Medicine are also subject to a variety of other standards of conduct. These include but are not limited to HIPAA standards, sexual harassment standards, sexual misconduct standards, the University code of conduct, and criminal codes. Students disciplined in relation to these standards will also be subject to review by CCSP in light of the Statement on Professional Behavior.
Instructions to person completing this form:

Please indicate on the next page which of the eight aspects of the Statement on Professional Behavior is being addressed. Make sure to describe the issue and its potential impact on the student or others. Please complete the section on your proposed course of action.

_____Truthfulness and Integrity
Communicates honestly, directly, and tactfully with peers, faculty, residents, and staff in all situations and interactions. Identifies and maintains confidential information. Observes academic honesty in all circumstances. Please describe issue:

_____Tolerance
Demonstrates ability to accept people and situations. Acknowledges his/her biases and does not allow them to affect patient care or contribute to threatening or harassing interactions with others. Please describe issue:

_____Respect
Provides support and is empathic and respectful in interactions with peers, residents, staff, patients and patient families. Interacts effectively in difficult situations. Demonstrates respect for and complements the roles of other professionals. Is cooperative and earns respect through trustworthiness. Please describe issue:

_____Conscientiousness / Preparation
Is thorough, committed, and dependable in preparing for and completing assigned tasks. Is able to act independently and to identify and complete additional tasks as they arise. Responds promptly to COM officials and maintains communication with the COM whether actively registered or on leave. Ensures that immunizations are current. Please describe issue:

_____Participation
Is actively involved in learning. Arrives on time and actively participates in clinical and didactic activities. Helps others learn and completes tasks. Please describe issue:

_____Discernment
Is aware of the limits to knowledge, skills, and attitudes. Seeks help when needed. Recognizes and admits mistakes. Seeks and accepts feedback and uses it to improve performance. Please describe issue:

_____Function under stress
Maintains professional composure and exhibits good personal and clinical judgment in stressful situations. Please describe issue:

_____Appearance
Displays appropriate professional appearance. Is appropriately groomed. Please describe issue:

_____Other Please describe issue:

Please comment on an appropriate plan of action to pursue when counseling the student:
This section to be completed by student:
My comments (optional):

I have read this documentation of a professionalism issue and discussed it with the submitting Course Director / Clerkship Director / Assistant Dean / Associate Dean.

____________________________________________
Student Signature

____________________________________________
Date

Note: Student signature on this form is intended only to verify that the student has reviewed the form with the individual providing feedback.
1. What is the purpose of this form? Is it to record any and all incidents of professionalism and to be used in all professionalism issues?
Both the Concerns and Highlights forms are designed to further students' understanding of and compliance with professional behavior standards. They are meant to be used in the context of a meeting between a representative of administration (OSA, OCA) and a student to ensure clear, documented communication of the College's expectations and the implications of not meeting those expectations as well as the implications of exceeding expectations.

2. Does this form become part of the student record?
These forms are used to document developmental feedback to students. They are reviewed by the campus curricular dean and the student affairs dean at the end of each term. For example, faculty, students or staff may use the Concerns form to report that a student did not dress appropriately for a clinical encounter, did not respond to emails in a timely manner, etc. Typically, the first time an issue emerges, it is either not addressed or a faculty member, staff member, or fellow student approaches the student and discusses - and thus without documentation, a pattern is then difficult to discern over time, and across classroom and clinical settings. The Highlights form is particularly useful after noting a concern that the student has subsequently displayed behavior that meets or exceeds our school's expectations.

3. How does this form relate to the professional engagement part of a course grade for Phase 1?
Professional Engagement is a formal part of grading for several courses in Phase 1; see the Phase 1 Attendance Policy and Procedures document for more details. For example, unexcused absences result in grade point deductions for Professional Engagement. It is ideal that a meeting with OSA/OCA is held when unexcused absences first occur, and that a Concerns form is completed and signed, so that students have a complete understanding of the need for asking for and receiving permission not to attend a mandatory session. If a student persists in having unexcused absences in a course, the student risks failing the entire course.

4. How does this form relate to what gets recorded on the MSPE?
Only actions taken by the College Committee on Student Promotions related to professionalism are recorded in the MSPE. At the end of each term, cumulative professionalism incidents are reported to the campus-specific committee on student promotions. The campus student affairs deans and campus curricular deans meet per term to discuss ensuring comparability in addressing and documenting concerns and highlights.

5. How does this form relate to recommendations that go to promotions?
The Concerns forms should be reviewed at the end of each term. Curricular deans at each campus should discuss together the Concerns forms and meetings they have had with students to confirm comparability in addressing professional development concerns.
A Highlights form may be generated at the end of a term to confirm that a student has demonstrated a pattern of professional behavior that meets or exceeds the College's expectations since the Concerns form was signed.
Continuing to demonstrate a documented pattern of issues with professional behavior despite having met with OSA/OCA and despite being provided with developmental feedback will result in a student being referred to the campus-specific Committee on Student Promotions. Individual incidents that constitute lapses in professionalism may be immediately referred to the campus-specific Committee on Student Promotions; for example, those related to Title IX, the safety of the student, and others including fellow students, faculty, staff, or patients, or other violations including legal violations, do not require the establishment of a pattern of behavior in order to be referred to Promotions.