

The Haile T. Debas Academy of Medical Educators
Principles of Professionalism in Health Professions Education

Preamble

We hold sets of values both as health care professionals and as educators. We are expected to uphold our professions’ values such as putting the patient first, promoting social justice, and protecting patient autonomy. We also have a responsibility to address the systems in which we and our learners function.

Professionalism is a multidimensional competency and can be conceptualized as a complex systems issue. Challenges to professionalism in health care provision and training are both common and foreseeable. Conflicts amongst the values we propose are common. Therefore, professionalism opportunities and challenges must not only be identified in individuals but also with a larger, systems-level and interprofessional perspectives.

Below we describe our commitment as health professions educators to support our learners, peers and patients and to advocate within our professional schools and health systems to fulfill these commitments. This is a living document and will be reassessed in an ongoing manner.

Personal	Systems
We commit to:	We will advocate for the necessary resources and support so that we can:
Uphold high standards in all interactions with patients, colleagues, staff and learners	Create the best possible learning environments, including adequate space and resources
Aspire to the highest levels of educational competence by recognizing personal shortcomings and modeling continuous improvement	Ensure resources for educators to maintain competence and create high-quality curricula
Partner with learners to constructively evaluate learning, teaching, and educational processes and settings, and to advocate for improvements: promote a “growth” mindset	Continuously evaluate learning environments and processes for effectiveness and make appropriate ongoing adjustments: promote a “growth” culture
Create high-quality educational programs and meaningful work activities for learners, which includes effective feedback for and from learners	Develop and evaluate systems to support and assess both educators and learners
Anticipate inevitable professionalism challenges within the spectrum of professional identity formation, and remediate with gradient responses	Resolve systems-level barriers to professional behavior, and establish processes that can expect and remediate inevitable values conflicts
Ensure patient and learner safety, with adequate learner supervision in the clinical setting; support learners’ and our own wellbeing	Maintain adequate staff, resources and structures to promote wellness among patients, learners and educators
Promote, model and support the UCSF PRIDE* values, which includes respecting and valuing all learners and their differences	Advance equity and justice in health professions education, clinical care, community and society

The UCSF community considers the PRIDE values to be guiding principles, and we expect UCSF educators to model and support these values in all teaching environments. **P** – Professionalism, **R** – Respect, **I** – Integrity, **D** – Diversity, **E** – Excellence. See also: <https://diversity.ucsf.edu/PRIDE-values>. Individuals’ differences may include race, national origin, gender, religion, primary language, class background, sexual orientation, ability, professional discipline and specialty.