

UNDERGRADUATE MEDICAL EDUCATION

SCHULICH SCHOOL OF MEDICINE & DENTISTRY

PROFESSIONALISM PROCEDURE

APPENDIX B PROFESSIONALISM RESPONSE LEVELS

Staged educational intervention and formal response levels are outlined below. Classification reflects severity, degree of harm, recurrence, responsiveness to prior intervention, and risk to patients or the learning environment, consistent with the [AFMC Undergraduate Deans' Statement on Professionalism](#).

Level / Pathway	When this applies / examples	Response, documentation, and authority
Informal Educational Response (Pre-Level 1)	Single, low-severity concern with minimal but non-negligible impact. Examples: isolated discourteous communication, isolated lateness, or minor professionalism concerns not involving significant harm, dishonesty, discrimination, confidentiality, or patient safety.	Supportive conversation by Course Chair, Clerkship Rotation Director, or delegate focused on reflection, expectations, and improvement. Student is given an opportunity to reflect and respond. Brief local documentation by educational leader that is documented in the learner's internal academic file. Escalates to Level 1 or higher if concerns recur or if more serious facts emerge. Authority / record: managed locally by educational leadership. MSPR: no notation.
Level 1 Awareness / First Formal Concern	First substantiated professionalism concern of low severity, or a concern that follows unsuccessful informal coaching.	Discussion with AD UME or delegate and opportunity for student response. Student receives written notice or summary and an opportunity to respond.

Level / Pathway	When this applies / examples	Response, documentation, and authority
	Examples: repeated lateness despite informal discussion, inappropriate communication, or minor unprofessional conduct with limited harm.	Restorative steps may include reflection, or other educational tasks. The student is advised that recurrence may lead to Level 2. Notation of the concern and outcome of the restorative steps recorded in learner's Internal academic file. Authority / record: AD UME or delegate reviews or oversees concern; reported to MD Program Competence Committee in accordance with this Procedure. MSPR: no notation.
Level 2 Formal Intervention Requiring Structured Remediation	Repeated Level 1 behaviour without adequate improvement, or conduct involving minor direct or indirect harm that requires formal intervention. Examples: recurrent inappropriate communication, inaccurate attendance information, or repeated failure to meet professionalism expectations.	Discussion with AD UME or delegate and opportunity for student response. Written remediation plan specifying required remediation measures, oversight person, behavioural benchmarks, timeline or review dates, method of confirming satisfactory completion, and consequences of non-compliance or recurrence. Internal academic file: plan and outcome documented and submitted to Competence Committee. Authority / record: Competence Committee reviews and approves or revises recommendations within its authority. MSPR formal remediation and status may be reflected if unsuccessful.
Level 3 Persistent or Significant High- Risk Behaviour	Persistent unprofessional behaviour despite prior intervention, or serious conduct involving significant	Formal review by AD UME or delegate, with written notice and an opportunity for student response.

Level / Pathway	When this applies / examples	Response, documentation, and authority
	actual or potential harm but still suitable for formal program review. Examples: falsification of records, intentional confidentiality breach, unsafe clinical conduct, discriminatory behaviour, or academic misconduct as defined by applicable policy.	May recommend course or rotation repeat, course failure, remediation, or probation as appropriate. Internal academic file: plan and outcome documented and submitted to Competence Committee. Authority / record: Competence Committee may approve remediation, probation, course or rotation repeat, or other high-stakes academic consequences within its authority. MSPR: notation required as applicable under program policy.
Level 4 Egregious or Immediately Escalated Behaviour	Egregious conduct, immediate threat to safety or the learning environment, or behaviour potentially incompatible with the practice of medicine. Examples: physical assault, sexual misconduct, serious discriminatory conduct, major confidentiality or privacy breach, criminal conduct, or failure to remediate prior concerns that now warrants high-stakes action.	Immediate escalation to formal review; lower levels may be bypassed. Interim removal from clinical environment or other interim restrictions may be imposed where necessary. Student is provided written notice and an opportunity to respond where appropriate. May result in recommendation of probation, interim suspension, dismissal, or other high-stakes consequences. Internal academic file: plan and outcome documented in with referral to any other required processes and submitted to Competence Committee. Authority / record: Competence Committee reviews and recommends or acts within its authority; where probation, interim suspension, or dismissal is contemplated, AD UME exercises final authority under applicable Assessment and Appeals Procedure.

Level / Pathway	When this applies / examples	Response, documentation, and authority
		MSPR: notation required as applicable under program policy.

In such cases, the Program may bypass lower levels. Interim restrictions or removal from the clinical environment may be imposed where necessary to protect safety or integrity of the learning environment, subject to applicable policy and procedural requirements.