

**UNDERGRADUATE MEDICAL EDUCATION
SCHULICH SCHOOL OF MEDICINE & DENTISTRY**

STATEMENT ON PROFESSIONALISM

**APPENDIX A
PROFESSIONALISM THEMES, EXPECTATIONS, AND EXAMPLES**

The themes below describe core expectations for MD Program students. The examples are illustrative, not exhaustive, and include examples informed by [McMaster University's Professionalism in Practice \(PIP\)](#) framework where applicable.

Theme	Core expectations	Examples
Accountability and Professional Responsibility	• Attend and participate in required academic and clinical activities. • Arrive punctually and prepared. • Communicate absences, delays, and changes in availability promptly through appropriate channels. • Meet deadlines and respond to academic and administrative communications in a timely and professional manner. • Represent accurately, level of training, qualifications, and scope of competence. • Accept responsibility for words, behaviours, actions, and use of shared resources.	• Completing required tasks by required deadlines. • Following institutional, program, and clinical site requirements. • Using learning environments and shared resources respectfully and responsibly. • Demonstrating reliability, accountability, and appropriate stewardship of the professional role.
Commitment to Patient Safety, Quality Care, and Confidentiality	• Prioritize patient safety and well-being in all clinical activities. • Seek supervision or assistance when uncertainty arises or when a task is beyond current competence. • Maintain accurate, timely, and complete clinical documentation. • Ensure appropriate transfer of responsibility and continuity of care. • Protect privacy and confidentiality in all settings.	• Responding promptly to urgent clinical communications when involved in patient care. • Maintaining confidentiality and identifying potential risks to confidentiality. • Avoiding unauthorized access to or disclosure of confidential information.

Theme	Core expectations	Examples
Integrity and Academic Honesty	• Act honestly and truthfully in academic and clinical environments. • Submit original work and acknowledge sources appropriately. • Maintain accuracy in all academic, administrative, and clinical documentation. • Avoid cheating, plagiarism, falsification, misrepresentation, and unauthorized assistance.	• Truthful disclosure of errors, limitations, and contributions. • Accurate reporting of attendance, assessments, and clinical documentation. • Honest completion of examinations, assignments, and evaluations. • Must not engage in forward feeding of exam questions, including sharing, recording, reproducing, posting, or discussing the content of examination questions or answers with other students or future cohorts after an assessment • No falsification of records or misleading representation of information.
Feedback, Reflective Practice, and Self-Improvement	• Receive and respond constructively to feedback. • Acknowledge limits of knowledge, skills, and attitudes. • Engage in self-reflection, behaviour change, and professional growth. • Take appropriate action when personal, situational, or health factors may impair performance. • Demonstrate engagement and initiative in expected tasks and responsibilities.	• Willingness to explore, learn from, and incorporate feedback. • Seeking opportunities to improve weaknesses and deepen insight. • Recognizing when support is needed and taking steps to prevent impaired performance. • Reflecting on the impact of one's behaviour on patients, peers, faculty, staff, and the learning environment.
Respectful Conduct, Professional Relationships, and Communication	• Communicate respectfully and professionally in verbal, written, and digital interactions. • Engage in civil, constructive dialogue and maintain appropriate professional boundaries. • Listen to different points of view in a non-judgmental manner. • Be attentive to the impact of one's conduct on others. • Demonstrate empathy, compassion, and responsiveness to the needs and feelings of others.	• Using respectful language in classrooms, clinical settings, email, learning platforms, anatomy lab, laboratory, telemedicine, and social media. • Using respectful language in communications with staff, faculty, peers and administrators. • Remaining open to feedback about the effect of one's tone, conduct, or communication style on others. • Adhere to attire requirements appropriate to the learning environment, including Clinical Skills, OSCEs, TOSCEs, and clinical placements. • Showing curiosity about different perspectives and engaging across disagreement professionally. • Maintaining confidentiality and privacy in communication.

Theme	Core expectations	Examples
Equity, Diversity, Inclusion, Human Rights, and Indigenous Reconciliation	• Treat all individuals with dignity and respect. • Comply with the Ontario Human Rights Code and Western Policy 1.35 Non-Discrimination/Harassment/Sexual Misconduct. • Avoid discriminatory conduct, harassment, sexual misconduct, and other behaviour incompatible with the values of the medical profession. • Approach patients, peers, faculty, staff, and community members with cultural humility and support culturally safe and more inclusive learning and care environments.	• Recognizing and responding respectfully to different identities, backgrounds, and perspectives. • Being mindful of power imbalances and the impact of bias, racism, and other forms of discrimination. • Supporting equitable participation and inclusion in academic and clinical settings. • Engaging in a manner consistent with cultural humility, cultural safety, and the profession's commitment to inclusive care.