



Charles R. Drew University of Medicine and Science
"A Private University with a Public Mission"

PROFESSIONALISM POLICY

POLICY: # ??

Supersedes: N/A

Issuing Officer: Dean, College of Medicine
Responsible Office: Office of Medical Education
Effective University Date:
Effective EPCC Date: 02/17/2026
Next Review Date: 02/17/2029

I. PURPOSE:

The Liaison Committee on Medical Education (LCME) has established standards regarding the requirement of medical schools to ensure that the learning environment of its medical education program is conducive to the ongoing development of explicit and appropriate professional behaviors in its medical students, faculty, and staff at all locations. The medical school and its clinical affiliates share the responsibility for periodic evaluation of the learning environment in order to identify positive and negative influences on the maintenance of professional standards, develop and conduct appropriate strategies to enhance positive and mitigate negative influences, and identify and promptly correct violations of professional standards (LCME Element 3.5).

II. POLICY STATEMENT:

As future health care professionals and providers, Charles R. Drew University of Medicine and Science (CDU) College of Medicine (COM) medical students need not only to learn, but also begin to practice the tenets of professionalism, incorporating these principles and practices in their interactions with peers, patients, and members of the faculty on a daily basis.

III. POLICY:

Students must exhibit professional behavior in all activities, both within and outside of courses or clerkships, especially when representing themselves as CDU medical students. This includes volunteering, participating in media presentations, and posting on social media. The domains include examples that are not exhaustive.

Professionalism Domains:

1. Commitment to Excellence:

- Strive for continuous improvement through lifelong learning and reflection.
- Be open to feedback and actively seek it.
- Maintain self-awareness and recognize areas for growth.
- Adhere to the Dress Code Policy and maintain a professional appearance.
- Follow the Student Code of Conduct.

2. Accountability:

- Record attendance and participation honestly.
- Take responsibility for errors and learn from them.
- Complete assignments and meet deadlines reliably.
- Use constructive coping strategies and seek help when needed.
- Adhere to attendance policies and complete evaluations on time.

3. Integrity and Honesty:

- Maintain respectful boundaries in all peer, supervisory, and staff relationships.
- Be honest and transparent in documentation and communication.
- Produce original work and give proper credit.
- Keep professional boundaries in academic and clinical settings.

4. Respect for Others:

- Uphold professional boundaries with peers, supervisors, patients and their families.
- Collaborate effectively and respectfully with healthcare and learning teams.
- Be sensitive and responsive to the needs of peers, patients and families.
- Respect diversity in all forms.

5. Communication Skills:

- Demonstrate humility and professionalism in interactions.
- Communicate clearly, respectfully, and professionally with all members of the academic and healthcare community.
- Show empathy and compassion in all interactions.
- Contribute to a safe, inclusive, and supportive environment.
- Resolve conflicts respectfully and maintain dignity.
- Use professional language, tone, and behavior in all settings.

6. Ethical Principles:

- Adhere to ethical guidelines such as beneficence (doing good) and non-maleficence (doing no harm).
- Advocate for patient well-being and safety during class and clinic discussions.
- Consider risks and benefits of treatment plans in clinical settings, opting for less invasive procedures when possible.

- Anonymize patient information during case study presentations and avoid discussing patient details in public areas.

PROCEDURES:

A. Standards & Statement

- Students must follow the university's Student Code of Conduct, graduation competencies, and medical education program objectives.
- Each student must sign the Professionalism Statement every year.

B. Mechanisms for Reporting Professionalism Lapses

- The observers of the behavior such as peers, course/clerkship coordinators, course/clerkship directors, faculty instructors, or members of the clinical teams, may notify the Associate Dean of Admissions and Student Affairs (ADASA).
- **Professionalism Concern Report may be** initiated by an observer and will be used to document violations of the Professionalism Policy.
- Professionalism Concern Report are submitted to the ADASA.
- The Professionalism Concern Report can be found on the website.

C. Determination of professionalism lapses

- For minor **and** isolated professional behavior lapses by students, (not limited to the following, being absent without completing the Pre-Clerkship Absence Notification Form, signing into a session without attending more than 50% of the session, signing into a session for another student, email non-responsiveness):
 - The student will be assigned an academic advisor to receive consoling/coaching through means of mentorship and check-ins.
 - Minor **and** isolated professional behavior lapses **will not** result in an academic status change.
- For repeated behavior lapses by students (not limited to recurrent absences without completing Absence Notification Form per the policy, recurrent email non-responsiveness, inappropriate language, disrespectful conduct):
 - The ADASA will meet with the student to discuss the incident at which time the student may provide additional information and must sign and date the form.
 - The student will be counselled and may be required to remediate via reflective essays, etc.
 - Lapses in these categories **will** result in an academic status change outlined in the Academic Status Policy.
- If the lapse is serious (not limited to patient harm, plagiarism, discrimination, policy violations, academic dishonesty):
 - The student will first meet with the ADASA to discuss the incident, provide additional information, and must sign and date the form.
 - The student will also be referred to the MSEP Committee and disciplinary action may be taken (not limited to a notation on the Medical Student Performance Evaluation (MSPE) letter or recommendation for dismissal).
 - Lapses in this category **will** result in an academic status change.
- Professionalism lapse(s) shall be evaluated by careful, fair, and just examination of the circumstances. (see Professionalism Procedures: A Just Culture Model in related links below).
 - Addressing lapses and consequences may include: Consoling, Coaching, Counseling, Remediation, and/or Disciplinary action.

D. MSEP Committee Review

- Professionalism lapses that will trigger automated MSEP academic status changes:
 - A student with no previous academic or professionalism concerns, receiving one new professionalism concern will trigger a change to At Risk Status.
 - A student with two professionalism concerns (including repeated/serious lapse) will be changed to Academic Warning status).
 - A student with three professionalism concerns (including repeated/serious lapse) will be changed to Academic Probation status. A change to Academic Probation is reported in the student's MSPE letter.
- For any professionalism concerns needing deliberation by the MSEP committee:
 - the student meets with ADASA and MSEP committee (with an advocate if desired) to review concerns and create a plan for improvement.

E. Disputes & Appeals

- Review the appeals process in the Academic Status Policy.

III. APPLICABILITY:

The faculty, students, and staff of the CDU COM are responsible for knowing this policy and its procedures.

V. DEFINITIONS:

- **Medical Student Evaluation and Promotions (MSEP) Committee:** The MSEP is a Dean's Committee that is responsible for the following: 1) reviewing the academic and professional progress of all students as they progress through the curriculum, 2) promoting students for advancement to the next level of training, 3) deciding on appropriate action for students earning one or more academic deficiency, and 4) final review and certification that each student has met all required outcome measures and standards of achievement for graduation.
- **Faculty Executive Board (FEB):** The FEB of the College of Medicine is an entity made up solely of faculty members of the College with the exception of Deans. It is a forum for "shared governance" and is the highest elected forum for Faculty matters within the College. The FEB serves as an advisory body to the Dean in the administration and management of the College.

VI. RELATED POLICIES:

- Academic Status: At Risk, Academic Warning, Probation, Dismissal, & Appeal Policy
- Medical Student Evaluations & Promotions Committee Policy
- Pre-clerkship Attendance and Absence Policy
- Clerkship Attendance and Absence Policy

VII. RELATED LINKS:

- Professionalism Concern Report (add link)
- Dress Code Policy (add link)
- Student Code of Conduct (add link)
- Pre-Clerkship Attendance and Absence Policy (add link)
- Clerkship Attendance and Absence Policy (add link)
- Student Completion of Evaluations Policy (add link)
- LCME Standards, Publications, & Notification [Forms](#)
- Professionalism Procedures: A Just Culture Model (add link)

- Professionalism Domains with examples (add link)

VIII. POLICY HISTORY:

Review Dates:	Change Description:
2/17/26	This policy was adapted from the UC Davis Health MD Program Professionalism Policy and has been tailored to reflect the values, expectations, and procedures of the CDU MD Program. Policy reviewed by the Medical Student Evaluation and Promotions (MSEP) Committee on 1/21/26. Approved by the COM Educational Policy and Curriculum Committee on by electronic vote 2/17/2026