



## DOMAIN SLAyR: PROFESSIONALISM

PROFESSIONALISM			
Professionalism means demonstrating ethical practice, high personal standards of behaviour and adhering to a profession's regulations and duties.			
On completion of Provisional Training, the trainee will strive to always demonstrate high standards of behaviour and ethical practice to their patients and colleagues, whilst continuing to learn how to improve them. The trainee will begin to appreciate mechanisms to protect themselves from the detrimental effects of work related stress. The trainee will also comply with their professional responsibilities and obligations.	On completion of Advanced Training Stage 1, the trainee will engage in reflective practice on an increasingly independent basis, focusing on self-improvement with regards to their professional ethics and standards of behaviour. In challenging circumstances the trainee will utilise basic strategies that enable continued professional behaviour that is in the best interests of their patients and colleagues.	On completion of Advanced Training Stage 2, the trainee will independently reflect on their professional ethics and standards of behaviour for the purpose of ongoing self-development. In times of clinical complexity and in the challenging Emergency Department environment, the trainee will routinely adapt their behaviour to perform professionally and in the best interests of their patients and colleagues. This will be aided by maintaining a healthy work-life balance.	On completion of Advanced Training Stage 3, a FACEM will express, through application of learned professional attributes, a responsibility to themselves, their patients, their colleagues, and to the community as a whole.

### (S): THINGS TO SAY

#### Say this:

- *"We must maintain clear professional responsibilities when it comes to..., irrespective of our personal views about..."*
- *"Our professional attributes are reflected in ACEM college core principles.."*
- *"Our responsibility extends to the patient, to the department, the needs of our hospital..."*
- *"Especially in times of high complexity/stress/challenge, we must maintain high standards of professional responsibility, I do this by...."*
- *"That conduct is below the line when it comes to the accepted professional expectations of us as a provider of emergency care.."*
- *"When I am under stress I like to focus on maintaining a clear line of professional responsibility and working on healthy ways to manage this stress, such as ..."*

### (LA): THINGS TO LOOK AT

- **ACEM's policy on violence in the ED:** <https://acem.org.au/getattachment/7b0819a6-93cc-4d89-8fe8-22c6ea307a22/Policy-on-Violence-in-Emergency-Departments.aspx>
- **ACEM's policy on domestic and family violence in the ED:** <https://acem.org.au/getattachment/68277f58-17a8-4754-a9ed-573a176bf572/P39-Policy-on-Domestic-and-Family-Violence.aspx>
- **ACEM's policy on what is the ED Consultation:** <https://acem.org.au/getattachment/4a5067d4-e906-467b-bf01-e6a599a4e45d/Policy-on-the-Components-of-an-Emergency-Medicine.aspx>
- **ACEM's statement on responsibility for care in the ED:** <https://acem.org.au/getattachment/1e5b1137-43b5-4304-af42-de4c00884d01/Statement-on-Responsibility-for-Care-in-Emergency.aspx>

- ACEM’s statement on smoking: <https://acem.org.au/getattachment/e34db59e-9f5f-4297-a784-aa8c67325143/Statement-on-Tobacco-Smoking.aspx>
- ACEM’s statement on alcohol: <https://acem.org.au/getattachment/dd8bc834-037d-4af6-969a-08bf51f29621/Statement-on-Alcohol-Misuse.aspx>

## (R): THINGS TO REHEARSE AND REMEMBER

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CORE STANDARD	REHEARSE AND REMEMBER COLUMN 4
Professional Conducts and its Regulation	<ul style="list-style-type: none"> <li>• Medical Board</li> <li>• APRHA</li> <li>• Other</li> </ul>
Medicolegal Frameworks	<ul style="list-style-type: none"> <li>• <i>“The complaint process must show natural justice and procedural fairness, transparency and openness..”</i></li> <li>• Explain duty of care</li> </ul>
Informed Consent	<ul style="list-style-type: none"> <li>• Always address it</li> <li>• Know the elements (see <i>rOSCE Informed consent mental scaffold</i>)</li> <li>• Substitute consent</li> </ul>
Mandatory Reporting	<ul style="list-style-type: none"> <li>• Be clear on when to report</li> </ul>
Ethical issues (team/communication/conflict)	<ul style="list-style-type: none"> <li>• <i>“Emergency patients aren’t patients without choices and we must ensure management is inclusive and invites shared decision making..”</i></li> <li>• Does the department have a set core values/principles/and how do they fit with the hospital/health service (ie Organizational ethics)?</li> <li>• Education/Consultation/Evaluation</li> <li>• Avoid discrimination/Avoid inpatient belittlement/Avoid tribalism</li> </ul>
Confidentiality	<ul style="list-style-type: none"> <li>• Strategies for ACTIVELY addressing and protecting this in patient care</li> </ul>
Responsibility to patients	<ul style="list-style-type: none"> <li>• Evidence based medicine</li> <li>• <i>“Shared decision making”</i></li> <li>• Justify breach of confidence if in patients best interests</li> <li>• <b>9 standards:</b> <u>Prioritise patient welfare; respond promptly and expertly without prejudice; respect patient rights and autonomy; communicate truthfully; respect privacy and confidentiality; protect patients from impaired, incompetent or fraudulent colleagues; work co-operatively; community standards of high quality care; improve access to public health services.</u></li> </ul>
Responsibility to society	<ul style="list-style-type: none"> <li>• Advocate for role of EP in society</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>"We are stewards of the health system.."</i></li> </ul>
<b>Mentoring</b>	<ul style="list-style-type: none"> <li>• Receptive mentor and target trainee needs</li> <li>• Open to 360 degree feedback. <u>Six steps of effective feedback</u>: supportive environment/lead by example/stick to specifics/Evaluate feedback before acting/revaluate/request feedback early</li> <li>• <u>How to review a trainee?:</u> commitment to learning/clinical judgment/communication of medical information/recognizes limits/professional behaviour/interpersonal skills/critical care and emergency</li> <li>• <i>"As a craft group we should..."</i></li> </ul>
<b>Professional relationships</b>	<ul style="list-style-type: none"> <li>• Seek to repair</li> <li>• Education</li> <li>• Standard set – <i>"above and below line behaviour.."</i></li> </ul>
<b>Self - reflection</b>	<ul style="list-style-type: none"> <li>• Have a structure to it <i>"metacognition"</i></li> <li>• <i>"Cognitively aware..."</i></li> </ul>
<b>Workplace challenges</b>	<ul style="list-style-type: none"> <li>• How do you respond to them?</li> <li>• What do you tell your juniors?</li> </ul>
<b>Impaired clinician</b>	<ul style="list-style-type: none"> <li>• Immediate support</li> <li>• Appropriate referral</li> <li>• Prioritise patient care</li> </ul>
<b>Interaction with ACEM</b>	<ul style="list-style-type: none"> <li>• Feedback to ACEM</li> </ul>
<b>Work Life Balance</b>	<ul style="list-style-type: none"> <li>• Identify strategies</li> <li>• Manage 'burn – out' see <a href="https://www.acep.org/Content.aspx?id=22722">https://www.acep.org/Content.aspx?id=22722</a></li> </ul>