

School of Medicine Code of Professional Conduct for Faculty

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Policy Background

- Policy approved by ABMF June 30, 2010
- Covers gifts to faculty members; supervisory roles involving family members; sexual and romantic relationships; behavior toward colleagues, staff and students

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Why Do We Need a Code of Professional Conduct for Faculty?

- In December 2006, JHH adopted a Code of Conduct for all staff including physicians
- In January 2009, Joint Commission required all hospitals to have a Code of Conduct
- Standards of conduct exist for SOM staff and students
- Absence of an SOM Code of Conduct for Faculty left gaps regarding faculty activity not addressed by JHH Code

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Why Do We Need a Code of Professional Conduct for Faculty?

A Faculty Code of Conduct:

- fosters a work environment that is civil and respectful of all persons
- sets forth clear expectations for faculty
- augments other SOM policies
- supports a work environment that encourages free and open exchange of ideas

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Why Do We Need a Code of Professional Conduct for Faculty?

Covers several important behaviors:

- Supervisory roles involving family members
- Sexual and romantic relationships
- Gifts to faculty members*
- Conduct toward colleagues, staff and students

*except gifts from industry (see JHM Policy on Interaction with Industry)

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Supervisory Roles Involving Family Members

- Faculty member must disclose supervisory roles over family members to his/her department director or Vice Dean for Faculty
- Must make appropriate transfer of supervisory authority

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Sexual and Romantic Relationships



- Faculty member must disclose romantic relationship with an individual that reports to him/her to his/her department director or Vice Dean for Faculty
- Must make appropriate transfer of supervisory authority

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Gifts



- Faculty member may retain gifts valued at \$2500 or less
- Faculty member may retain first \$2500 of gifts worth more than \$2500
- Faculty must disclose gifts valued over \$2500 and remit value in excess of \$2500 to department
- Institutional tax will be applied
- Remainder (minus institutional tax) will be distributed per department policy

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Treatment of Others



- Covers faculty member's expected treatment of:
 - Staff
 - Students
 - Trainees
 - Volunteers
 - Patients and their families
 - Research subjects and their families
 - Faculty
 - Health care professionals

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Expected Behavior Toward Colleagues, Staff, and Students



- Faculty as Supervisors and Leaders
 - Provide clear direction and timely feedback as well as constructive suggestions and opportunities for improvement or remediation when needed
 - Resolve conflicts and counsel colleagues and subordinates in a non-threatening, constructive and private manner
- And must refrain from
 - Behavior that is disrespectful of others and unprofessional interpersonal behavior that interferes with the working and learning environment
 - Loss of civility that interferes with the working and learning environment (For example shouting, personal attacks or insults, throwing objects or other displays of temper)

Why This Matters to Faculty Members



Because they are:

- Vested in the highest quality patient care, research and teaching outcomes
- Role models and leaders with exceptional influence internally within Hopkins and externally throughout the world
- Smart people who want to be and do their best
- Sometimes frustrated by barriers to effective patient care and research success due to lack of teamwork and challenging relationships

Our Faculty as Leaders



Think of a good or great leader you have worked with....

- What did he or she do to get others to do their jobs more effectively or obtain better outcomes?

Think of a destructive person you have worked with....

- What did he or she do that negatively impacted your and others' success and satisfaction?

Unfortunate Stimulus Event



- A surgeon and anesthesiologist have been in a conflicted relationship for more than a decade. It has become common to trade insults, and be non-responsive to the other's requests and needs.
- During a dangerous and stressful part of an operation, the surgeon and anesthesiologist engage in verbal conflict that escalates to a physical act that endangers members of the team.

Unfortunate Common Events



Consistent reports of:

- Condescending, rude, and demeaning language
- Public humiliation
- Contentious interactions
- Offensive comments
- Taking credit for others' work
- Passive-aggressive behavior – slow downs, incomplete info
- Deliberately not returning pages or other requests
- Email wars rather than face-to-face problem solving
- Explosive verbal interactions – shouting, dressing down
- Pushing, shoving, throwing objects

The JHUSOM Environment



What stressors or triggers can we identify that cause problems or difficult interactions within the OR, clinic, lab or teaching environments?

Which of these can you impact /influence as a faculty member?

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What Faculty Can Do When Responding to Unprofessional Behavior



- Address the behavior directly and non-confrontationally
- Get advice or seek intervention from a program director, division chief or department director, HR representative or assistant, associate or vice dean.
- Formally submit a complaint to the Dean for review.

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Resources Faculty Can Currently Use



- Patient Safety Net
- Anonymous Hotlines
- Department Directors and Division Chiefs
- SOM Office of Faculty Development
- Office of the Dean and Vice Dean for Faculty
- Office of Women in Science and Medicine
- Office of Diversity and Cultural Competence
- Risk Assessment Team
- Office of Institutional Equity
- Professional Assistance Committee
- Faculty and Staff Assistance Program
- Talent Management and Organization Development

Other Current Resources for SOM Senior and Executive Leaders

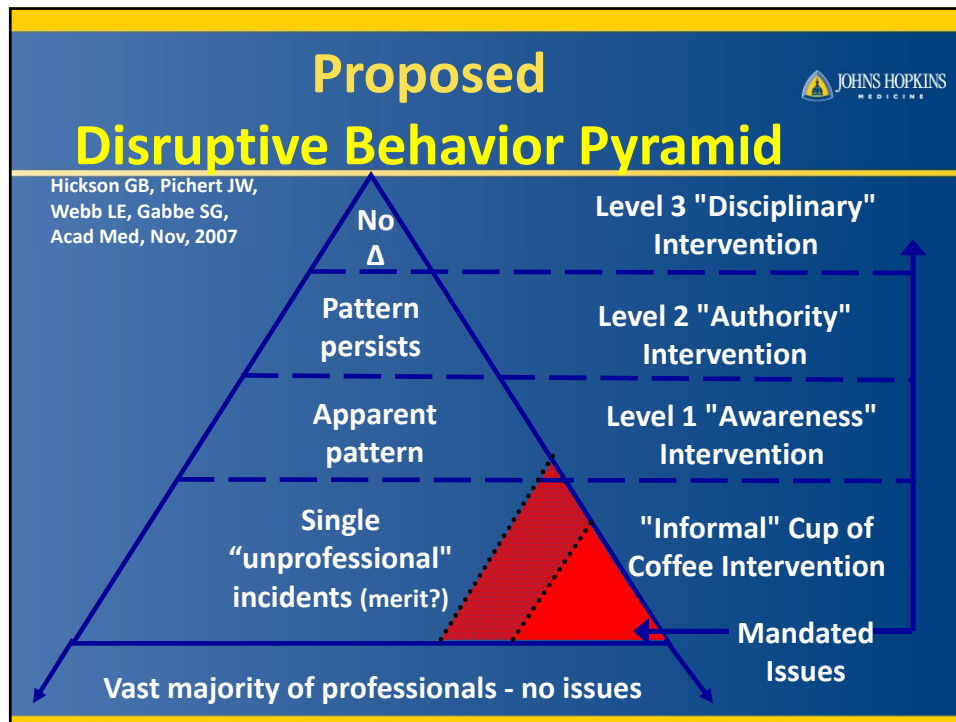


Coaching & Consulting Support

- Office of Faculty Development
- Office of Policy Coordination
- Vice Dean for Faculty
- Talent Management and Organization Development
- External Coaches

Additional Training & Consulting Resources

- Mediation Skills for Department Leaders (2 hours)
- Training Resources for Individual Faculty and Departmental Groups
 - Negotiation Skills: **Creating Agreement and Managing Conflict, Becoming a Conflict Competent Leader, Flex Talk, Dealing with Difficult People, Focus on Underlying Motives: The Key to More Productive Conflict, The Downside of Anger, Campus Conversations on Diversity and Inclusion**



Possible Next Steps For Department Directors



- Enable Faculty to Add Tools to their Toolkit as Faculty Leaders through Departmental Events
 - Feedback Skills for Addressing Disruptive Behavior (1 hr)
 - Conflict Management Skills (1.5 hours)
 - Crucial Conversations Training (3-4 hours)
- Build Discussions on Professional Conduct into Faculty Meetings and Faculty Annual Reviews
- **Proposed:** Identify a Messenger Peer from your Department to Commit to 8 Hour Training

You are the Key



What are you going to do?

How can we help?

Contact Us for Follow-up



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