



INTRODUCTION

Living our Professional Values: Essentials for Faculty Development Guide

Developed by: The Faculty of Medicine Professional Values Faculty Development Group

Welcome to the *Living our Professional Values: Essentials for Faculty Development Guide*.

Background

The Faculty of Medicine's (FOM) 2018-2023 Academic Strategic Plan emphasizes to an unprecedented extent the importance of professional values and healthy academic environments in supporting excellence and innovation, highlighting the interdependence of these three pillars. More recently the Black Lives Matter movement has once again highlighted for Canadian society as a whole - and more specifically for our Faculty of Medicine community - the importance of actively ensuring that Black, Indigenous, and People of Colour (BIPOC) feel valued, welcome and supported in their education and work environments. Non-BIPOC individuals play an essential role in committing to allyship and advocacy for structural change, such that all groups who have previously experienced structural marginalization and exclusion, experience genuine and authentic inclusion in their day to day lives and within our Faculty of Medicine campuses.

The bi-directional impact of respect, inclusivity, and psychological and cultural safety on mental health within society's work and educational environments and specifically within the FOM's academic environments, has also been highlighted for us in recent years by surveys of learners and faculty within the FOM, and supported by research by the Mental Health Commission of Canada on mental health in the workplace (see appendix 5 for reference).

Finally, the research literature continues to show us that equitable and inclusive practices within health care and post-secondary institutions enhances excellence in scholarship, research, and teaching, while at the same time creating better health outcomes for all, and particularly for those who have suffered the greatest health disparities in our communities.

To cite a recent Institute for Healthcare Improvement paper, “There can be no quality without equity”. (see appendix 5 for reference).

The Academic Strategic Plan therefore includes the following calls to action:

- Optimize our learning environments to deepen the integration of wellness, respect and resilience (focusing on optimizing our learning environments), including the promotion of professional values.
- A learning environment that is welcoming and supportive across the continuum is integral to learner/trainee health and wellbeing.
- Consider and address where possible how curricular structures and wellness/resiliency programming can enable and support the health and wellbeing of learners/trainees, faculty and staff.
- Ensure there is clarity (and, where possible, harmonization/ integration) regarding relevant mistreatment policies, procedures, reporting practices/expectations, and corresponding supports.
- Develop an integrated encounter/record information system.
- Provide training/development opportunities to faculty, staff and students that is tailored to principles, roles and responsibilities.

This Guide to our academic community’s renewed professional values was developed by a group of Faculty of Medicine experts in faculty development, teaching and learning, and professional values. Group members are drawn from medical clinical departments, rehabilitation sciences, and basic science departments and research institutes.

Purpose of this Guide

This guide is meant to be used in a variety of ways to engage faculty members in discussions about the critical role that professional values play in teaching and learning contexts, as well as the evolution of how we articulate and support these values today. The Guide has been designed to be integrated into the core educational activities and materials in your specific departmental or program context.

Content

The Guide itself includes a power point and accompanying facilitator notes that elucidate the Faculty of Medicine's Professional Values and the behaviours expected of its faculty members; a Tips sheet on creating psychologically safe learning environments; an interactive online module that defines and gives examples of behaviours that do and do not support the FOM's Professional Values, as well as introduces faculty to relevant FOM and University policies, processes, and resources; materials on conducting difficult conversations with colleagues relevant to when professional values are perceived to have been breached. This content has been designed to be delivered online and/or in person.

Process & Coaching

Throughout the Guide we invite faculty developers and educators to engage in a parallel process of:

- 1) Engaging with the professional values content
- 2) Embodying professional values in their facilitation

We are also delighted to provide coaching support to facilitators. Contact information is provided at the end of this Guide.

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