

Title of Proposed Workshop:

**Positive Vibes: Creating a Culture of Civility and Respect in Your Clinical Learning Environment**

Authors (please highlight trainees via *italics*)

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Learning objectives of proposed workshop:

- a. Recognize that medical professionalism is a core component in the delivery of patient care for GME programs
- b. Improve understanding of the negative impact of incivility on individuals, teams, organizations, and patient safety
- c. Heighten awareness of uncivil behaviors in the clinical learning environment, institutions, and health care organizations through case-based discussion
- d. Propose guidelines and share resources to assist GME training programs in implementing approaches that promote civility in their clinical learning environments

One paragraph description of proposed workshop including relevance to the medical education community at the University (150 words maximum)

Medical professionalism is difficult to define, yet its basic elements include respect, dignity, and compassion for colleagues, patients, and their families within the Clinical Learning Environment (CLE). The ACGME assesses professionalism in graduate medical education (GME) through surveys and milestones, highlighting the following: Professional Conduct/Accountability, Humanism and Cultural Proficiency, Emotional, Physical, and Mental Health, Pursuing Continual Personal and Professional Growth. Nurturing and supporting professionalism and civility in GME requires integration of individual, organizational, and societal values. Unprofessionalism and incivility are associated with increased medical error, poor quality of care, and negatively impact the CLE. This workshop aims to define medical professionalism through case studies designed identify root causes of unprofessional behavior in the CLE. Cases will stimulate small-group discussion on individual GME program approaches to and institutional definitions of medical professionalism. Sample guidelines and resources will be provided for participants to address challenges to medical professionalism in their own CLE.