



Fostering Professionalism: Role Modelling and Addressing Student and Faculty Behaviours

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Why is professionalism important in medical education?



Impact on student wellbeing, attainment and therefore progression



Impact on patient care, trust, and institutional culture



Objective of this talk:



Explore role modelling in fostering professionalism



Discuss how to address unprofessional behaviours (breakout rooms)

Defining Professionalism in Medicine



Set of values, behaviours, and relationships that underpin public trust in doctors (GMC, 2024)



Core elements:

Integrity
Respect
Compassion
Accountability

Role Modelling in Professionalism



Who are role models? Faculty, clinicians, and peers



Explicit vs. Implicit Role Modelling

Explicit: Teaching professionalism through curriculum

Implicit: Everyday interactions, clinical practice, respect in team dynamics



“Hidden curriculum” and its impact

Recognising and Addressing Unprofessional Behaviour



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Common
examples:

- Disrespectful communication
- Lapses in integrity (e.g., plagiarism, dishonesty)
- Lack of accountability in teamwork

Why
address
it?

- Sets expectations
- Prevents normalisation of poor behaviours

Framework for Addressing Behaviour



Early Identification: Observe and document concerns



Direct Feedback: Provide constructive, timely feedback



Support & Guidance: Offer mentoring or remediation



Escalation if Needed: Institutional policies (GMC, University Codes)

Faculty Responsibilities



Create a culture of professionalism: Lead by example



Ensure psychological safety: Encourage open discussions about challenges



Reflect on personal biases: Be aware of how behaviour affects students

Student Reflection

Professional Behaviour Expectations

It has come to my attention that during a recent lecture, inappropriate language was used when describing individuals in examples. I was disappointed to learn that some of you chose to laugh at remarks made at the expense of others. While we may not always have control over the words or actions of others, we do have control over how we respond. As future clinicians, you have a responsibility to uphold the highest standards of professionalism, not only in your direct interactions but also in how you respond to the behaviours around you and, by doing so, are able to foster an environment where everyone is treated with respect and dignity. This includes standing against behaviours and attitudes that ridicules, belittles, or undermines others. I therefore ask those who chose to laugh to take a moment to reflect on how they would feel if they were the one being spoken about in a derogatory manner and, the message it send when you set yourself above others.

Finally, I encourage each of you to be mindful of your role in shaping a culture of respect, both within your academic environment and in your future careers.

Staff Reflection

Professional Behaviour Expectations

Unfortunately, the incident in question was as a result of language used by the lecturer and this is not the first time this academic year this has been raised as an issue by students. I feel strongly that we role model the behaviours we expect of our students not follow the ‘do as I say not as I do’ approach. Unfortunately, we have not always met these standards....