



Professional and Ethical Practice

Professional and ethical practice is a fundamental component of quality general practice. Reflecting this, the professional and ethical role of the GP is identified as a core domain in the curricula of both the RACGP and ACRRM. The professional and ethical role embraces a wide range of areas: duty of care, boundaries, end-of-life care, professional standards, self-appraisal and self-care, teaching and mentorship, practicing within an ethical framework and life-long learning. Supervisors play an important role in instilling and nurturing professional and ethical values, attitudes and behaviours in their registrars. Fundamentally, these embrace the primacy of the duty of care to patients, the rights of patients to access competent, compassionate care, and the need to practice safely, effectively and ethically.

<p>TEACHING AND LEARNING AREAS</p> 	<ul style="list-style-type: none"> Professional and ethical standards, including online professionalism Privacy Duty of care, including duty to follow up patients Consent Confidentiality End-of-life care Working with colleagues Boundaries of prescribing for self and family Managing conflicts of interest, including accepting gifts Medical certification Doctors health and self-care – Doctors' Health Advisory Service Teaching and mentoring 				
<p>PRE-SESSION ACTIVITIES</p>	<ul style="list-style-type: none"> Read 2007 AFP article Professionalism and the quality framework 				
<p>TEACHING TIPS AND TRAPS</p> 	<ul style="list-style-type: none"> Supervisors need to actively encourage professionalism and not just assume that registrars will passively acquire it Professionalism and ethics are often nuanced between workplaces. It is worth checking that you share the same understanding of what it means to be ethical and professional Set very clearly your own expectations for your registrars professionalism and ethical practice and role model it – walk the talk. Use roleplay, case-based discussion, and consultation observation to assess the professional behaviour of the registrar Seek feedback on the registrar's professionalism from a variety of sources, including staff, patients or colleagues Positive role modelling and facilitating reflection on observed behaviour is valuable 				
<p>RESOURCES</p> 	<table border="1"> <tbody> <tr> <td data-bbox="336 1805 437 1928">Read</td> <td data-bbox="437 1805 1498 1928"> <ul style="list-style-type: none"> Medical Board of Australia Good Medical Practice: A Code of Conduct for Doctors in Australia AMA Code of Ethics (revised 2016) </td> </tr> <tr> <td data-bbox="336 1928 437 2024">Listen</td> <td data-bbox="437 1928 1498 2024"> <ul style="list-style-type: none"> ABC Radio National Podcast 2013 – Addressing Unprofessional Behaviour by Doctors </td> </tr> </tbody> </table>	Read	<ul style="list-style-type: none"> Medical Board of Australia Good Medical Practice: A Code of Conduct for Doctors in Australia AMA Code of Ethics (revised 2016) 	Listen	<ul style="list-style-type: none"> ABC Radio National Podcast 2013 – Addressing Unprofessional Behaviour by Doctors
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<p>FOLLOW UP/ EXTENSION ACTIVITIES</p>	<ul style="list-style-type: none"> Use the GPSA Shades of Grey flash cards to discuss common ethical scenarios 				