

Objectives:

At the end of the lecture, students will be able to:

- Define the words “Professional” & “Medical Professionalism”.
- Understand and appreciate professional values, behaviors, attitudes, as well as commitments.
- Provide examples of behaviors that may be linked to professional behavior.
- Discuss the difficulties towards assessment of professionalism.

Professional: To conform to technical & ethical standards of one profession

Medical professionalism: It is the way we conduct (as physicians) with our interactions with patients & society.

- It includes values, behaviors & attitudes acquired during: medical school education, postgraduate training & daily experiences interacting with patients & physicians.

The professional role requires that physicians demonstrate a commitment to their patients, profession and society through ethical practice, participation in profession regulation and a commitment to physician health and sustainable practice.

Professional Values:

- Respect.
- Trust.
- Compassion.
- Altruism.
- Integrity.
- Justice.
- Protection of confidentiality.
- Leadership.
- Collegiality.

PRINCIPLES OF PROFESSIONAL BEHAVIOR FOR MEDICAL STUDENTS

- Good clinical care
- Maintaining good medical practice
- Teaching, training & assessing
- Relationships with patients
- Working with colleagues
- Probity
- Health
- Avoiding cheating and plagiarism

APPROPRIATE BEHAVIORS EXPECTED OF STUDENTS DURING TRAINING:

1- Respect for self, patients, peers, other physicians and health care professionals:

- Altruism and empathy,
- Honesty and integrity,
- Caring,
- Maintenance of patient confidentiality,
- A professional appearance,
- Sensitivity to multiple cultures and lifestyles,
- Punctuality.

2- Good communication with patients, colleagues and allied health professionals:

- Identification of your role to patients,
- Notification of your team, supervisors and the administrative office if you have any planned or unplanned absences,

3- Insight into the limits of one's knowledge and skills and a commitment to learning and maintenance of competence:

- The ability to receive and respond to feedback and critique of self, and to manage conflict appropriately,
- Attendance at scheduled teaching sessions and assigned clinical activities.

Professional Commitments

- Teaching and mentoring.
- Participating in and promoting medical research.
- Collaborating with colleagues and other health professionals for services potentially required and to those who need them.
- Advocating for social justice and the public health.
- Taking responsibility for one's own health and well-being.
- Supporting impaired colleagues.
- Protecting patient safety.

Difficulties towards assessment of professionalism:

- Objectivity
- Reliability
- Validity
- Symmetry
- What does a mark mean?
- Model answer vs. individual styles

Test questions:

1. Define medical professionalism. (Answered above)
2. What are the professional values? (Answered above)

3. Why should professionalism be assessed?

Assessment helps to:

- Demonstrate the importance of professionalism
- Motivate students to learn
- Identify those who are outstanding (should be rewarded)
- Identify those who are unsatisfactory (either refer for remedial action or dismiss)
- Evaluation of our curriculum: "Does our curriculum enable our students to learn what we want them to?"

4. When should professionalism be assessed?

1-Before entry (into medical school):

- Well-recognized that future doctors should possess not only cognitive skills but also professional characteristics
- Medical schools need to devise selection processes that would help identify candidates with the right attributes
- Focus on non-cognitive aspects
- Possible strategies to assess non-cognitive characteristics
 - Letters of recommendation
 - Interviews
 - Specific questionnaires?
- Problems:
 - Put on one's best front
 - Potential for development during medical education

2- continuous assessment

- Faculty observation during contact / other
 - Peer observation during academic year
 - Evaluation of what students 'do': observations in real clinical practice
 - More likely to be formative
- 'You cannot judge if someone is professional just based on observations for one or two days. You need to observe for a longtime.'

3- at exit:

- Too late
- Summative
- Could be useful for any future clinical practice requirements/selection procedures for higher education etc.