



(12) The Professional Medical Student (Committed Student)

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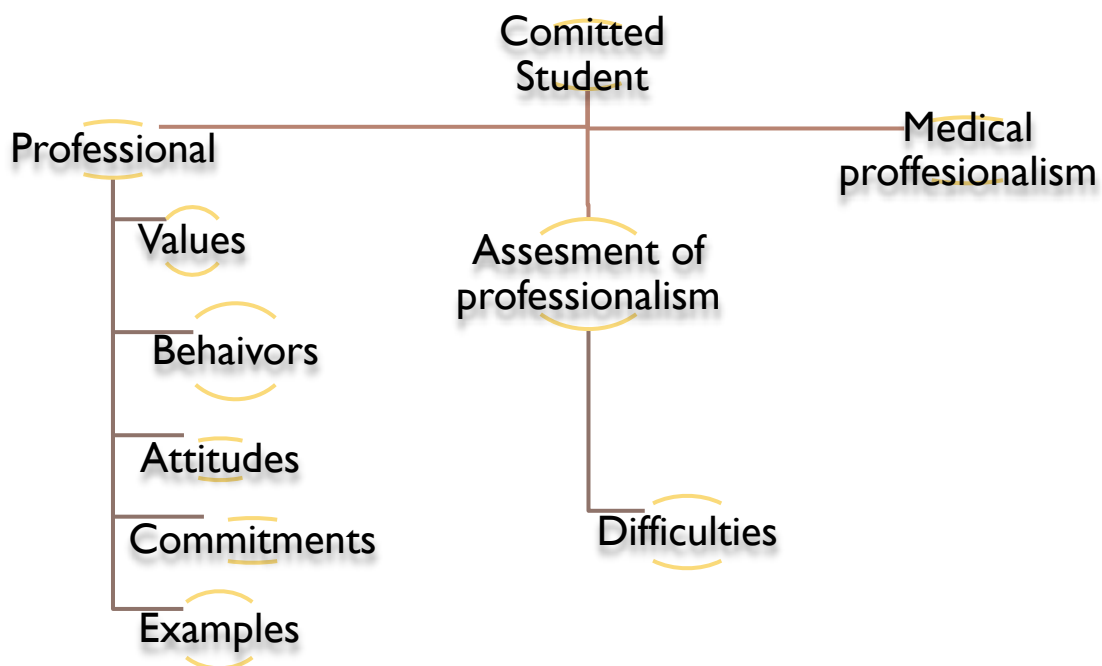
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Objectives and Mind Map

Objectives:

- 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.

Mind Map:



Strong and Positive self-image is the best possible preparation for Success.



The Professional Medical Student (Committed Student)

Professional:

- **WHAT?**

To conform to technical & ethical standards of one profession.

- **WHY?**

- Let's people know you are a reputable person to work with.
- Conveys intelligence and poise regarding your position.

- **HOW?**

By being:

- Polite.
- Well-spoken.
- Cool & calm under any circumstances.
- Well prepared ahead of / or in time.
- Able to communicate well with your team.
- Able to maintain certain standard/level of behavior consistently.

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.

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.

Professional Values

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



Assessing Professionalism:

• WHY TO ASSESS PROFESSIONALISM?

- 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”.

• WHAT SHOULD BE ASSESSED?

- In the past, focus on ‘deficit model’, i.e. looking for unprofessional behavior.
- Moving towards seeing professionalism as having a set of identifiable positive qualities and behavior.

Can those positive things be measured / scored?

- 1- Intangible
- 2- Intangible Based on opinion of assessor.
- 3- Curricular objectives are very diverse.

One suggestion to what should be assessed:

- 1- Clinical competence
- 2- Communication skills
- 3- Ethical and legal understanding
- 4- Wise application of principles of professionalism

- If it can't be measured, it can't be improved.

- Students don't respect what is expected; but they respect what is inspected.

Standard setting:

- Norm-referenced (compare to a reference group)
- Criterion-referenced (compare to a pre-set standard, usually decided by an expert panel).

Problems:

- 1- Do we know what is the norm?
- 2- Who are the experts?

The Know-Can-Do Learning Pyramid:



Know	Can	Do
Knowledge of theories, concepts and principles	Performance-based	Refers to how medical Students/ doctors actually Behave in practice
Ability to identify then analyze dilemmas	E.g. OSCE with standardized patient	Most relevant outcome
Usually within a context e.g. a case	Focuses on behavior and skills	However, it is also the most poorly done
Written test	Best behavior'	Needs direct observation: time-consuming
	At least, we know that the student possesses necessary skills	Privacy of the relationship between doctor and patient: covert observation unacceptable Patient satisfaction questionnaires

- **WHEN SHOULD BE ASSESSED?**

- **Before entry:**

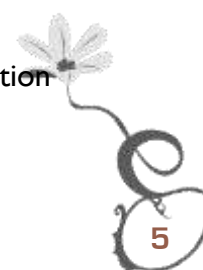
- Well-recognized that future doctors should possess not only cognitive skills but also professional characteristics
- Medical schools need to devise selection processes that would help identify candidates with the right attributes
- Focus on non-cognitive aspects.
- Possible strategies to assess non-cognitive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

- **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.

- **At Exit**

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



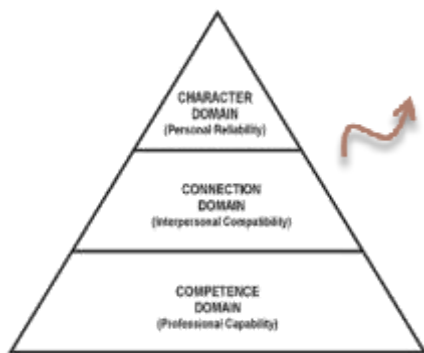
○ **Focus on:**

- Multiple assessments
- Multiple assessors
- Contextual
- Share experiences and examples

○ **Difficulties:**

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

Professionalism Pyramid:



THE TAXONOMY OF PROFESSIONALISM

Competence Domain	Connection Domain	Character Domain
1. Self-Directed Learning	1. Compassion	1. Honesty/Integrity
2. Knowledge	2. Empathy	2. Humility
3. Applied Skill	3. Self Control	3. Responsibility
4. Proactivity	4. Kindness	4. Service
5. Wisdom	5. Influence	5. Moral Courage

Take Home Messages

- True patient care advocates are servant-leaders who demonstrate excellence with character by being fully expert in all 3 domains of professionalism.
- They are likely to be trusted and valued by those they serve and respected as leaders by those with whom they work.
- Their capability, compatibility, and reliability synergize in the workplace to produce optimal patient outcomes, while inspiring others to do the same.
- Assessment of professionalism is absolutely vital in medical education but yet loaded with difficulties and methodological limitations.
- Important for every medical school to develop a valid and reliable assessment system for professionalism.
- It is generally agreed that it is better to measure uncertainly the significant than to measure reliably and validly the trivial.
- Ultimate goal: Train better doctors.



Questions

Q1: Which one of the followings describes the Medical Professionalism?

- A- The way the physicians conduct with their interactions with patients and society.
- B- To be able to communicate well with your team.
- C- All of the above.

Q2: All of the followings are considered as difficulties towards the assessment of professionalism, Except:

- A- Reliability.
- B- Altruism.
- C- Symmetry.

Q3: There are many professional commitments such as

- A- Teaching and Mentoring.
- B- Protecting the patient safety.
- C- A and B

Answers: 1- C 2- B 3- C



Quiz:

- 1- Define the word "professionalism" and "medical professionalism"?
- 2- List 4 of professional commitments.
- 3- List 4 of professional values.
- 4- What should be assessed in professionalism?
- 5- Why professionalism should be assessed?
- 6- When professionalism should be assessed?
- 7- How to enhance professional behavior in medical student?

