

Professionalism

Defining Concrete and Specific
Methods through Roundtable
Discussions

Anthony Brenneman MPAS, PA-C
David Asprey PhD, PA-C

Objectives

- Describe the concept of professionalism in medicine as proposed by PA and medical regulatory groups
- Define six basic conceptual tenets of professionalism as they apply to the practice of medicine
- Explain how the tenets of professionalism fit into the core competencies laid out for the PA profession

Objectives - continued

- Identify existing methods of teaching the tenets of professionalism as currently used within PA programs
- Develop novel teaching methods for professionalism that may be utilized by participants

Definitions of Professionalism

- The American Board of Internal Medicine defined the "core of professionalism" as "constituting those attitudes and behaviors that serve to maintain patient interest above self-interest."

Tenets of Professionalism

- Altruism
- Accountability
- Excellence
- Duty
- Honor and Integrity
- Respect for others

Altruism

- Is the essence of professionalism. The best interest of patients, not self-interest, is the rule.

Accountability

- Is required at many levels – individual patients, society and the profession. Medical practitioners are accountable to their patients for fulfilling the implied contract governing the patient/practitioner relationship. They are also accountable to society for addressing the health needs of the public and to their profession for adhering to medicine's time-honored ethical precepts.

Excellence

- Entails a conscientious effort to exceed ordinary expectations and to make a commitment to life-long learning. Commitment to excellence is an acknowledged goal for all medical practitioners.

Duty

- Is the free acceptance of a commitment to service. This commitment entails being available and responsive when “on call,” accepting inconvenience to meet the needs of one’s patients, enduring unavoidable risks to oneself when a patient’s welfare is at stake, advocating the best possible care regardless of ability to pay, seeking active roles in professional organizations, and volunteering one’s skills and expertise for the welfare of the community.

Honor and Integrity

- Are the consistent regard for the highest standards of behavior and the refusal to violate one’s personal and professional codes. Honor and integrity imply being fair, being truthful, keeping one’s word, meeting commitments, and being straightforward. They also require recognition of the possibility of conflict of interest and avoidance of relationships that allow personal gain to supersede the best interest of the patient.

Respect for others

- Concern for and motivation to act for the welfare of others (patients and their families, other physicians and professional colleagues such as nurses, medical students, residents and subspecialty fellows) it is the essence of humanism, and humanism is both central to professionalism, and fundamental to enhancing collegiality among medical practitioners.

How the Tenets fit into the Core Competencies for the PA Profession

- “Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one’s own. PA’s must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency, or mental illness. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse population, and adherence to legal and regulatory requirements.”
- This is the opening paragraph and is Altruism.

How the Tenets fit into the Core Competencies for the PA Profession

- Physician assistants are expected to demonstrate:
 - Understanding of legal and regulatory requirements, as well as the appropriate role of the PA (Honor and Integrity)
 - Professional relationships with physician supervisors and other health care providers (Honor and Integrity)
 - Respect, compassion, and integrity (Honor and Integrity, Respect for others)
 - Responsiveness to the needs of patients and society (Duty)
 - Accountability to patients, society, and the profession (Accountability)
 - Commitment to excellence and ongoing professional development (Excellence)
 - Commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices (Duty)
 - Sensitivity and responsiveness to patients' culture, age, gender and disabilities (Respect for Others)
 - Self-reflection, critical curiosity, and initiative (Excellence)

Concrete and Novel Teaching Approaches

- Getting Started
 - Appoint a Scribe for each table
 - Appoint a Reporter for each table
- Spend 15 minutes on documenting current methods.
 - What do you do?
 - What is working – What isn't?
- Spend 15 minutes on brainstorming novel methods.
 - How else could the tenet be presented?
 - Be specific – Give Examples
- Last 20 minutes: Wrap Up and Reporting
 - Groups must turn in their lists
 - Information will be summarized and posted

Examples of Existing Methods of Teaching the Tenets

- Lecture Format
- Substance Training
- OSCE
- By Example (Clinician Mentor)
- Honors Council/Honor Code
- Ethics Courses
- Service Learning Projects

Concrete and Novel Teaching Approaches

- Getting Started
 - Appoint a Scribe for each table
 - Appoint a Reporter for each table
- Spend 15 minutes on documenting current methods.
 - What do you do?
 - What is working – What isn't?
- Spend 15 minutes on brainstorming novel methods.
 - How else could the tenet be presented?
 - Be specific – Give Examples
- Last 20 minutes: Wrap Up and Reporting
 - Groups must turn in their lists
 - Information will be summarized and posted

Roundtable Discussion Findings

- Through roundtable discussions, individuals identified current teaching methods that are being used at their institution to address each separate tenet. Following this discussion, they identified new methods that might be explored or adopted to incorporate the tenets into their current models. Some methods overlap between the tenets, or are applied in different ways depending on the area of professionalism that they are trying to teach to.
- The following slides include all the information discussed at each table followed by a bibliography for possible reference material.

Altruism – Current Methods for Teaching to the Tenet

- Ethics/professionalism courses, some are stand alone courses, some intertwined within other lectures.
- Mentor Courses – teaching people to be positive role models/mentors
- Service Learning Curriculum
- Readings from Professional Journals with discussions.

Altruism - Novel Methods for Teaching to the Tenet

- Quarterly/yearly professionalism review of each student at Advisor meetings. Comments for review may be done by Professors, Fellow Students, Staff, etc.
- Service learning projects/curriculum that teach to Altruism
- Adding Professionalism Seminar Course throughout the Didactic and Clinical Year and that may be added to the annual review of the students portfolio

Accountability - Current Methods for Teaching to the Tenet

- Mandatory attendance for didactic portions of education (5 minutes before start, doors are closed and no admittance after closing.) The effort is to teach about being on time and relating it to being on time for “rounds”, appointments, etc.
- Professors must be on time (modeling)
- Establish expected rules of behavior
- Working with Clinical Year Preceptors for positive modeling.
- Discuss poor Modeling behaviors and ways to avoid and reshape them into positive behaviors.

Accountability - Novel Methods for Teaching to the Tenet

- Peer teaching – Have 1st year students interact with beginning 2nd year students to discuss professional interactions in the first year. Perhaps develop OSCE's that the 2nd years perform with 1st years as learners.
- Ethics cases – One possible resource NCCPA
- Recognizing exceptional behavior and rewarding positive/exceptional behavior (not focus on poor)
- Recognize Professional Growth as it occurs.
- Professionalism checklist as a self-assessment tool that students fill out prior to their advisor meetings for discussion during advising.
- Scholarship utilizing professionalism behavior criteria

Excellence - Current Methods for Teaching to the Tenet

- Self reflection related to excellence (of goals, done prior to advising meetings, after site visits, etc)
- Professional performance evaluations through out program
- Dress code – Excellence in presentation of self; varying levels of dress codes depending upon clinical/didactic setting
- Vignettes from NCCPA on professionalism

Excellence - Novel Methods for Teaching to the Tenet

- Professionalism cards that identify positive behaviors
- Clinical evaluation forms requesting feedback on professionalism
- White Coat ceremony
- Role playing with emphasis on Excellence
- Journal Reading and associated CME completion in Clinical Year to reinforce excellence in life-long learning.

Duty - Current Methods for Teaching to the Tenet

- Duty to team recorded during PBL cases
- Clinical year evaluation of duty by student, using a critical incident paper. Document and report on critical incident where professionalism was personally not performed well or on other providers behavior and how it could be handled in a better way.
- Volunteer experiences at local clinic or service programs - a requirement during 1st or 2nd year (or both)
- Encouraging active roles in professional organizations as a commitment to duty to one's own profession.

Duty - Novel Methods for Teaching to the Tenet

- Inter-professionalism team activities for 1st year students – using members of a multidisciplinary team to teach to Duty during professionalism courses.
- Teams are required to do a service learning project and report to colleagues as part of course requirement

Honor and Integrity - Current Methods for Teaching to the Tenet

- Class on ethics discussing role
- Honor Codes adopted/developed by students
- Using Academic Integrity Statements prior to exams
- Developing a Professionalism Council
- Adding Professionalism to a portion of each course grade.

Honor and Integrity - Novel Methods for Teaching to the Tenet

- Ethical dilemmas – Using writing samples as a way to communicate Honor and Integrity topics
- NCCPA Ethics DVD
- Performing an OSCE, PBL where the interview is an ethical dilemma
- Role playing

Respect for others - Current Methods for Teaching to the Tenet

- Service projects, respect for other cultures – some use this as a capstone approach
- OSCE's evaluate respect for patient
- Courses on Cultural Diversity
- Role playing
- Using the White Coat ceremony as a way to address Respect for Others

Respect for Others - Novel Methods for Teaching to the Tenet

- Role playing to develop respect for others
- Portfolios with examples of demonstrating respect – both +/-
- Group projects where each person plays parts of the “superior” and the “inferior” roles.
- Diversifying Clinical Roles to place students in “new” experiences, such as inner city clinics, very rural clinics, culturally different settings.

Bibliography

- 1. Cruess, R. “Teaching Professionalism: Theory, Principles, and Practices.” *Clin Ortho and Related Research* 2006, 449: 177-185.
- 2. Kirk, L., Blank, L. “Professional Behavior – A Learner’s Permit for Licensure.” *N Engl J Med* 2005, 353(25): 2709-2711.
- 3. Cruess, R., Cruess, S. “Teaching Professionalism: General Principles.” *Med Teacher* 2006, 28(3): 205-208.
- 4. Papdakis, M., et al. “Disciplinary Action by Medical Boards and Prior Behavior in Medical School.” *NEJM* 2005, 353(25): 2673-2682.
- 5. Competencies for the Physician Assistant Profession. AAPA, 2006.
- 6. Toolbox of Assessment Methods: A Product of the Joint Initiative. ACGME Outcomes Project. September 2000.

Bibliography

- 7. Cruess, R., et al. “The Professionalism Mini-Evaluation Exercise: A Preliminary Investigation.” *Academic Medicine* 2006, 81(10): S74-S78.
- 8. Norcini, J., et al. “The Mini-CEX (Clinical Evaluation Exercise): A Preliminary Investigation.” *Ann Intern Med* 1995, 123(10): 795-799.
- 9. Embedding Professionalism in Medical Education: Assessment as a Tool for Implementation. Report from an Invitational Conference Cosponsored by the AAMC and the NBME. May 2002.
- 10. Project Professionalism. ABIM. 1995 and updated annually <http://www.abimfoundation.org/professionalism/charter.shtml>
- 11. Advancing Education in Medical Professionalism: An Educational Resource. From the ACGME Outcome Project: Enhancing Residency Education through outcomes assessment. 2004 <http://www.acgme.org/outcome/implement/interperComSkills.pdf>
- 12. Assessment of Professionalism: Annotated Bibliography. AAMC. June 2004. http://www.nbme.org/PDF/NBME_AAMC_ProfessReport.pdf

Questions?

- If you should have questions about this material please feel free to contact:
- anthony-brenneman@uiowa.edu