Professionalism

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What is professionalism?
What is a profession?

Medicine, Law, Clergy, Teaching, Engineering

- Specialized body of knowledge
- Autonomy in practice and self-regulation
- Altruistic service to individuals and society
- Responsibility for maintaining & expanding professional knowledge & skills

Think of a doctor, whom you impress and want to have as a role model.

Describe his/her characters.
Behaviors reflecting professionalism

• **Altruism** - essence of professionalism. The best interest of the patients, not self-interest

• **Accountability** to individual patients, society and the profession

• **Excellence** - conscientious effort to exceed normal expectations and make a commitment to life-long learning
• **Duty** - commitment to service

• **Honour and integrity** - consistent regard for the highest standards of behaviour and refusal to violate one’s personal and professional codes.

• **Respect for others** (patients and their families, other physicians and professional colleagues such as nurses, medical students, residents, subspecialty fellows, and self) is the essence of humanism…”
ABIM Foundation, ACP-ASIM Foundation and European Federation of Internal Medicine (2002) created:

“A Physician Charter: Medical Professionalism in the New Millennium”

A PHYSICIAN CHARTER

• Fundamental Principles
  – Primacy of patient welfare
  – Patient autonomy
  – Social justice
A PHYSICIAN CHARTER

Set of professional commitment to:

– Professional competence
– Honesty with patients
– Patient confidentiality
– Maintaining appropriate relations with patients
– Improving quality of care
– Improving access to care
– Just distribution of finite resources
– Scientific knowledge
– Maintaining trust by managing conflicts of interest
– Professional responsibilities
“Outcome Measurements”

- 1999- David Leach inspired effort- define residents by new “Outcome measurements”

- Creation of six new general competencies

  Goals of the- ACGME/RRC: alter some of the focus of residency education by measuring new outcomes
The six general competencies:

- Patient Care
- Medical Knowledge
- Professionalism
- Systems-based Practice
- Practice-based Learning and Improvement
- Interpersonal and communication Skills
Patient Care

• Compassionate
• Appropriate
• Effective
  – For treatment of health problems
  – For the promotion of health
Medical Knowledge

• Established and evolving science
  – Biomedical
  – Clinical
  – Cognate (epidemiological & social-behavioral)

• Application of this knowledge to patient care

• Ability to critically assess “new” knowledge
Practice-based Learning and Improvement

- Investigation and evaluation of their own patient care
- Appraisal and assimilation of scientific evidence
- Improvements in patient care
Interpersonal and Communication Skills

- Effective information exchange and teaming with
  - Patients
  - Their families
  - Other health professionals

- Enhances therapeutic relationship
Professionalism

Manifested through

• A commitment to carrying out professional responsibilities

• Adherence to ethical principles

• Sensitivity to diverse patient populations
Manifested by

- Actions that demonstrate awareness of and responsiveness to larger context and system of health care
- Ability to effectively call on system resources to provide care that is of optimal value
Stanford Professionalism in Contemporary Practice
Reflection: A key skill

Self-awareness & Reflection: key skill to develop and enhance professionalism at every level of training and practice


Exercise #1a

• What’s the most frustrating clinical experience you’ve had in the past week?
• How did you respond?

________________________________
________________________________
________________________________
________________________________
Exercise #1b

• Now, in retrospect, how might you have handled this differently?

_________________________________________________________________________________________________________
Reflective practice

Framework

Concrete experience

Incorporate

Critical reflection

Identify new perspective

Schön, 1983
Reflection

“Considering the larger context, the meaning, and the implications of an experience or action”

- **Reflection-on-action**
  - Understanding what just happened
  - Example: “How do you think that went?”

- **Reflection-in-action**
  - Simultaneously performing while making continuous adjustments according to what you discern about the process
  - Example:
    - The baseball pitcher
    - The jazz musician

Schön, 1983
Exercise #2a

• Turn to your neighbor -- one of you share your story of a frustrating clinical situation
• Discuss with goal of finding one new insight.
Reflective practice

- Self-reflection
- Reflection with others
- Reflection with pre-established criteria
Other activities to foster reflection

- Reflective journaling
- Reflective seminars
- Portfolios
Learning about professionalism

By instruction

From feedback

From experience

By reflection

From medical staff

From patients

From peers

From other colleagues
What is the KKU’s formal curriculum for Professionalism?

BRAINSTORMING
ลักษณะบัณฑิตพิเศษ (KKU)

- ความสามารถในการศึกษาต่อเนื่องตลอดชีวิต มีทักษะการจัดการความรู้
- ความสามารถในการทำงานเป็นทีมทั้งกับแพทย์และบุคลากรทางการแพทย์สาขาอื่น ๆ รวมทั้งกับประชาชน
- ความสามารถในการคิดเชิงระบบ การคิดอย่างมีวิจารญาณและคิดเชิงจริยธรรม เพื่อให้สามารถตรวจสอบและปรับปรุงคุณภาพของระบบบริการได้อย่างต่อเนื่อง
- ความสามารถในการสื่อสารและเข้าใจในมนุษย์ เพื่อให้คำปรึกษาให้ความรู้แก่ประชาชนได้อย่างเป็นองค์รวม
- ความสามารถในการวิเคราะห์ปัญหาสุขภาพ โดยเข้าใจความเชื่อมโยงกับปัจจัยต่าง ๆ ภายในระบบบริการสุขภาพ เพื่อให้สามารถทำกิจกรรมส่งเสริมสุขภาพและป้องกันโรคอย่างได้ผล
How Professional Behavior is Taught?
How Student Learn Professional Values

- Bring some to medical school with them
- Learn some through the formal curriculum
- Learn some from role models
Formal Curriculum

- Lectures
- Seminars
- Reading

*Passive:* reading, listening, thinking
Informal Curriculum (Hidden Curriculum)

- General clinical experience
- Peer interactions
- Ward rounds
- Multi disciplinary teams
- Role model

**Powerful** embedded in action
Year 2

- Small group activities
- How to learn
- Preparation for preclinical years
PDM in Preclinical years

**Year 3**

- Small group sessions
- Preparation for clinical years
- Medical ethics
<table>
<thead>
<tr>
<th>Medicine</th>
<th>Surgery</th>
<th>Obstetrics-Gynecology</th>
<th>Orthopedics</th>
<th>Community Medicine</th>
<th>Forensic Medicine</th>
<th>Rehab Med</th>
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<tr>
<td>Physical exam</td>
<td>Procedural skills</td>
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<td>History and physical exam.</td>
<td>Communication &amp; Ethico-legal issues</td>
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<td>PDM Med: Writing prescription</td>
<td>PDM Surg10: Incision and drainage</td>
<td>PDM OB-Gyn8: Pap smear, cervical Bx, vaginal packing, IUD, TR implant contraception</td>
<td>PDM Ortho 8: upper limbs</td>
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<td>Others</td>
<td>PDM Surg15: Malpractice and negligence</td>
<td>Procedural skills</td>
<td>PDM Ped8: Identification of child abuse and child protection law</td>
<td>Procedural skills</td>
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<td>PDM Surg11: Suture</td>
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## Clinical years - Communication skills

<table>
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<tr>
<th>Topics</th>
<th>Department</th>
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<tbody>
<tr>
<td>Communication to patient</td>
<td>Community Medicine (PDM CM1&amp;2) Communications in Medicine (PDM ENT2)</td>
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<tr>
<td>Communication with children and adolescents</td>
<td>Pediatrics (PDM Ped2)</td>
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<td>Consent for procedure</td>
<td>Surgery (PDM Surg6)</td>
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<td>Telling the truth</td>
<td>Medicine (PDM Med)</td>
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<tr>
<td>Medical advice</td>
<td>Pediatrics (PDM Ped2)</td>
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<tr>
<td>Breaking bad news</td>
<td>Medicine (PDM Med)</td>
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<td>Communication to relatives/parents</td>
<td>Pediatrics (PDM Ped2)</td>
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<td>Family-centered communication</td>
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<td>Counseling technique</td>
<td>Psychiatry (PDM Psy2)</td>
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<td>Counseling for genetic disease/HIV</td>
<td>OB-Gyn (PDM OB-Gyn4)</td>
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<td>Asking for autopsy/necropsy</td>
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<tr>
<td>Withhold/withdraw life support</td>
<td>Medicine, Pediatrics (PDM Ped3)</td>
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<tr>
<td>Asking for organ transplant donation</td>
<td>Surgery (PDM Surg13)</td>
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<td>Death certification</td>
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<td>Palliative care</td>
<td>Medicine (PDM Med), Ped (PDM Ped6)</td>
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<td>Ethical decision making</td>
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<td>Team working</td>
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<td>Confidentiality</td>
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<td>Surrogate decision making</td>
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<td>Abortion/unwanted pregnancy</td>
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<td>Reproductive dilemma</td>
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<td>OB-Gyn- Forensic- Ped</td>
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<td>Medico-legal cases</td>
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<td>Research in human</td>
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<td>Evaluation for trauma, severity of</td>
<td>Surgery (PDM Surg14)</td>
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<td>disease and complications</td>
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<td>Topic</td>
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<td>การชันสูตรพลิกศพ</td>
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<td>พ.ร.บ.วิชาชีพแพทย์และการจดทะเบียนแพทย์</td>
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<td>พิจารณาคดีที่ศาล</td>
<td>Forensic Medicine (PDM FM8)</td>
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<td>พยานทางการแพทย์</td>
<td>Forensic Medicine (PDM FM11)</td>
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<td>Medical malpractice</td>
<td>Forensic Medicine (PDM FM14)</td>
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<tr>
<td>Child protection law, child’s rights</td>
<td>Pediatrics (PDM Ped9)</td>
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Faculty Conference

- Bioethic conference 6-7 sessions/year (Lecture/case discussion/debate)
- Medico-legal case conference 3 session/year
- Medical law 2 sessions (Lecture/case conference)
- National Health System / Hospital accreditation / Palliative medicine
The Hidden Curriculum

- **Training workshops for teachers:**
  - Communication skills
  - Medical professionalism
  - Clinical teaching
  - Other medical education trainings

- **Training workshops for residents**
  - Communication skills
  - Medical professionalism
  - Clinical teaching
Unprofessional behavior in Med School predicts unprofessional behavior in practice

Problem behaviors in Med school described in course evaluations or administrative correspondence predicted future discipline problems

Case-control study of all UCSF graduates disciplines by California Medical Board 1990-2000.

Papadakis M et al. Unprofessional behavior in Medical school is associated with subsequent disciplinary action by a state medical board. Acad Med 2004; 79: 244-249.
Predictive Traits: unprofessional behavior in practice

- Low academic achievement
- Severe irresponsibility
- Diminished capacity for self-improvement

