

The P Word

Can we teach professionalism?

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Why are you here?

I DON'T KNOW.
AND NEITHER DO YOU.
EVEN IF YOU THINK YOU
DO.

Aims of this session

- To consider some definitions of professionalism
- To look at (a bit of) educational theory
- To discuss how we might apply this in helping our learners
- To provoke thought and disagreement

What is wrong with the premise?

- Can we teach professionalism?

“Teaching” professionalism

- Bordieu and Passeron (1990) - “symbolic violence”
- Superficial acceptance of rules (Coulehan, 2005)
- Professionalism as trouble avoidance (Brainard and Brislen, 2007)

What do we mean by “Professionalism”?



Some definitions...

- “...covers everything that patients and society expect of their health professionals”

NCAS 2009

- “...a set of values, behaviours and relationships that underpins the trust the public has in doctors”.

RCP, 2005

GMC: Good Medical Practice

Domain 4:

- Be open, honest and act with integrity
- Never discriminate unfairly against patients or colleagues
- Never abuse your patient's trust in you or the public's trust in the profession

Wear 2008

- a true professional...
- “...one who is able to apply knowledge with judgement to individual situations “

What problems do our trainees have with professionalism?



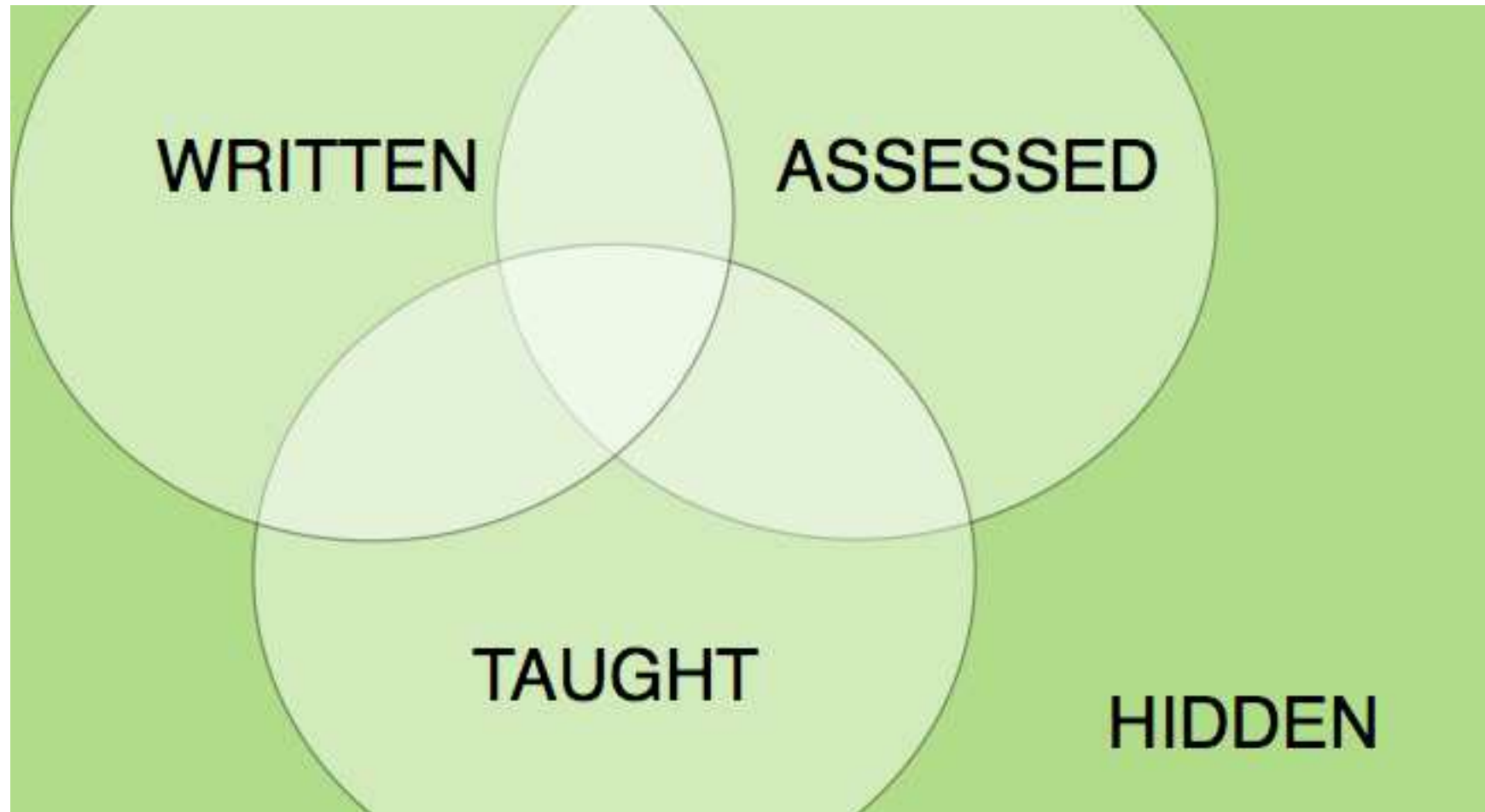
Failures of professionalism



Confession time...

- On a piece of paper...
- Write down an unprofessional behaviour that you are (or have been) guilty of
- Drop it in the Box of Shame

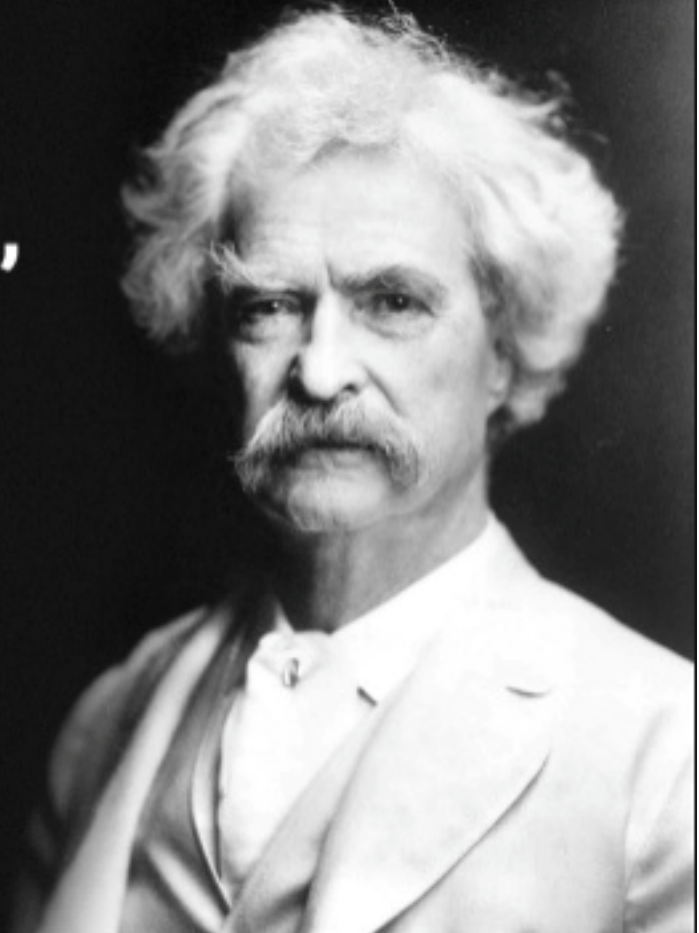
The hidden curriculum



What works?

**Find what works for you,
and exploit it.**

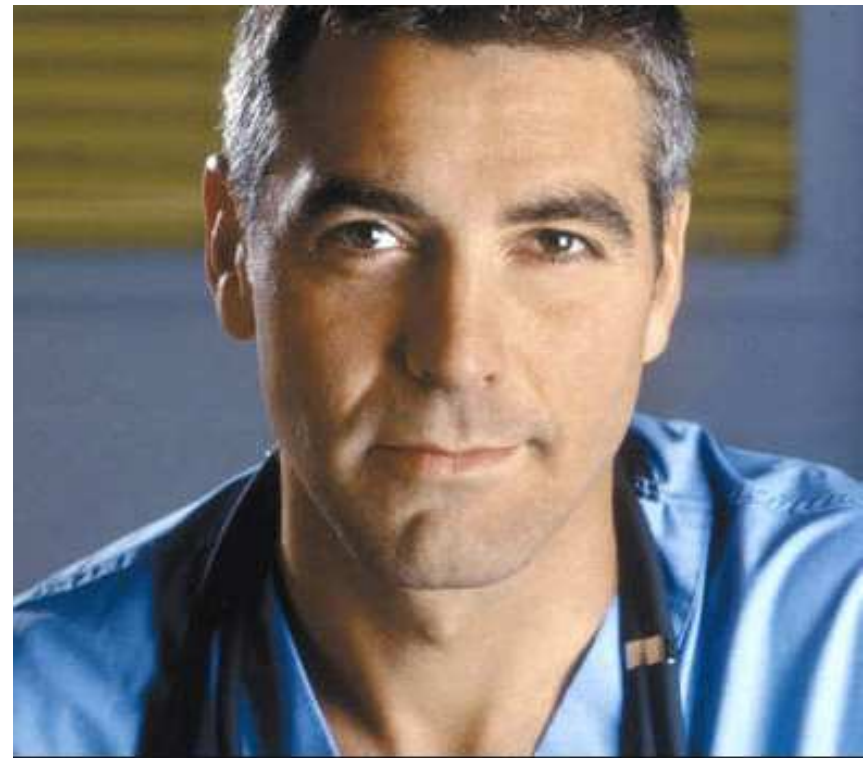
Mark Twain



Coulehan (2005): Narrative-based professionalism

- Professionalism role modelling
- Self-awareness
- Narrative competence
- Community service

1. Role-modelling



Role-modelling



2. Self Awareness

Swick et al (1999)

- ...a commitment to professional development and....
-an ability to reflect critically on action....
-(are) defining traits of professionalism

3. Narrative competence

- Monrouxe et al (2011) ...the importance of involving students in conversations about professionalism ...and engaging them in “sense making activities”
- Karnieli Miller (2010) ...reflective narratives that provide examples of both positive and negative professional behaviour can powerfully influence students’ perceptions of professional values

4. Community Service

Wenger (1988) : Communities of Practice

“Communities of practice are groups of people who share a concern or passion for something they do and interact regularly to learn how to do it better”

The 64,000 dollar question...



Does it work?

- Passi et al (2010). Systematic review of teaching professionalism... is little empirical evidence to justify particular curricular or assessment strategies
- Stern, Frohna and Gruppen (2005)... the best predictor of future professional conduct is not to be found in formal assessments