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Catherine Cervin Dalhousie Family Medicine Faculty Development June, 2018

INNOVATIVE EDUCATION AND RESEARCH FOR A HEALTHIER NORTH

Professionalism Nature..... or Nurture?



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Faculty / Presenter Disclosure

- Faculty: Catherine Cervin, MD
- Relationships with commercial interests:
 - I have no financial or personal relationships to disclose



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Thanks to Drs. James Goertzen, Lee Toner, Adina Kalet and Jennifer Fawcett



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Describe and discuss a developmental framework for professional identity formation.

How do we define and foster professional behavior?



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2 minutes dyads



- Think of someone who exemplifies
 professionalism
- Discuss with your neighbor and list some of the characteristics



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Professionalism Frameworks



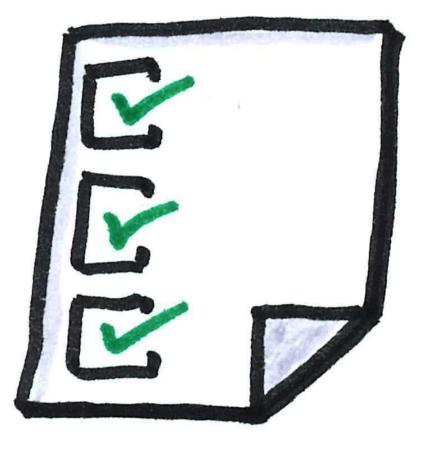
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Virtue based



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Behaviour Based



Developmentally Based Professional Identity Formation

A lapse in professionalism is clinical incompetence..



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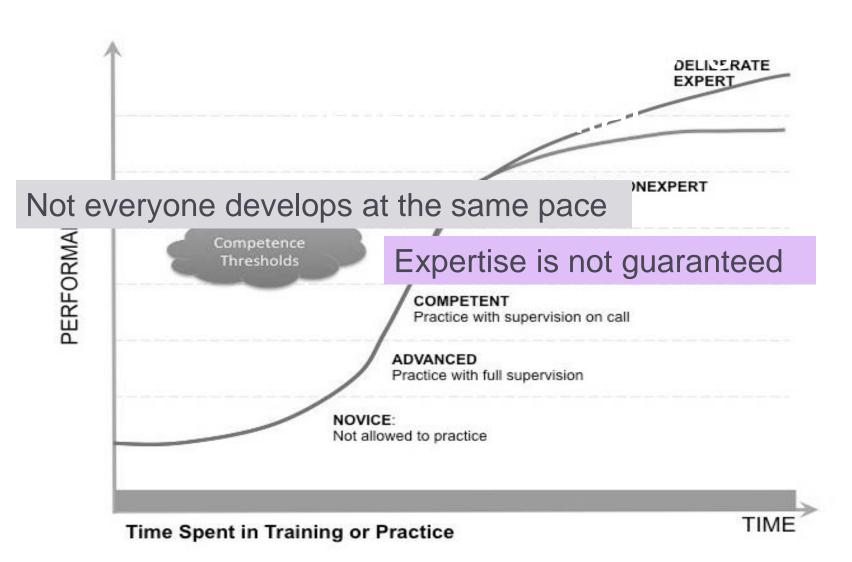
of a Professional Identity in Medicine

Stage	Personal characteristics	Manifestations in a professional context
2: Imperial	An individual who takes into account the views of others but whose own needs and interests predominate	An individual who can assume professional roles but is primarily motivated to follow rules and to be correct; self-reflection is low. Emotions can overwhelm reason.
3: Interpersonal	An individual who is able to view multiple perspectives simultaneously and subordinate self-interest; who is concerned about how she or he is perceived by others	An individual who can assume professional roles and is oriented towards sharing obligations; tends to seek out those to emulate; is idealistic and self-reflective. Emotions are generally under control, and she or he generally does the right thing.
4: Institutional	An individual who can assume a role and enter into relationships while assessing them in terms of self- authored principles and standards; the self is defined independently of others	An individual who is able to understand relationships in terms of different values and expectations. The external values of the professional become internal values. Reason is in full control over needs, desires, and passion.

Note: Adapted from Kegan R. The Evolving Self: Problem and Process in Human Development. Cambridge, Mass: Harvard University Press; 1982.⁸



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Kalet, Adina, and Martin Pusic. "Defining and Assessing Competence." *Remediation in Medical Education.* Springer New York, 2014. 3-15.



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Session reflection & feedback

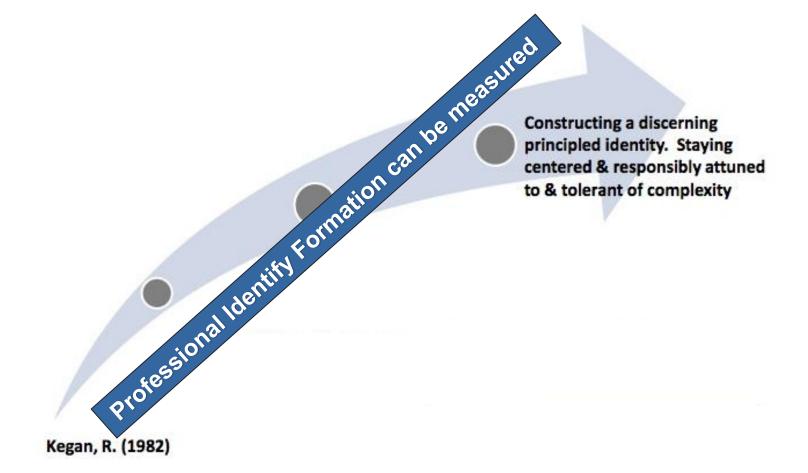


"We do not learn from experience...we learn from reflecting on experience." –John Dewey



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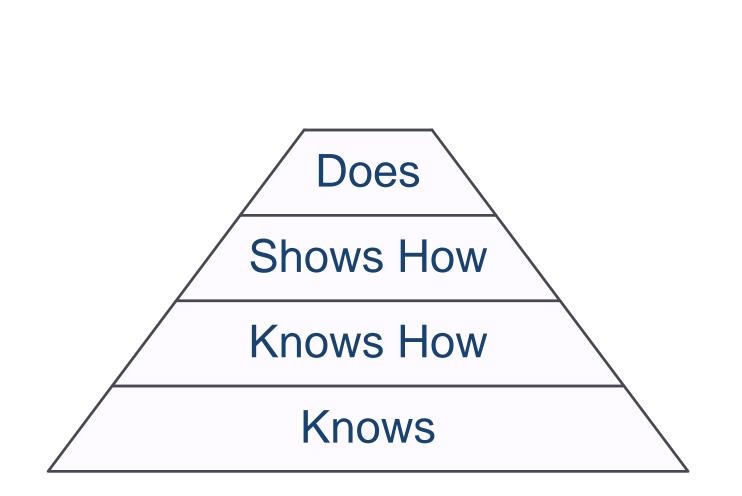
The Evolving Professional Identity



Bebeau, Muriel J., and Kathy Faber-Langendoen. "Remediating lapses in professionalism." *Remediation in Medical Education*. Springer New York, 2014. 103-127.

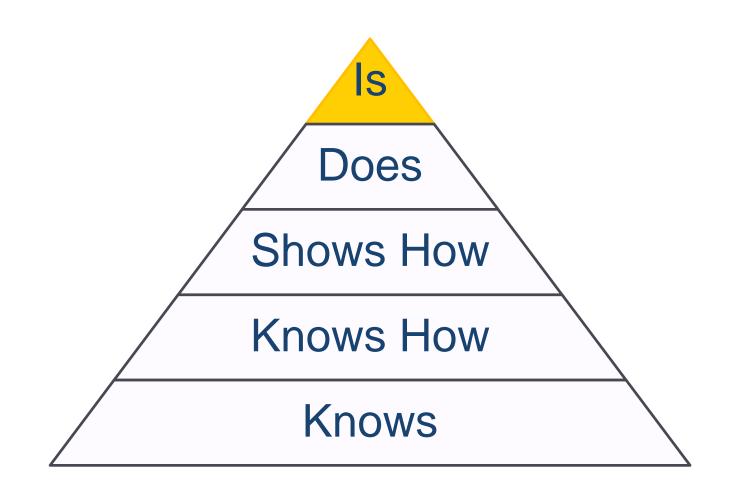


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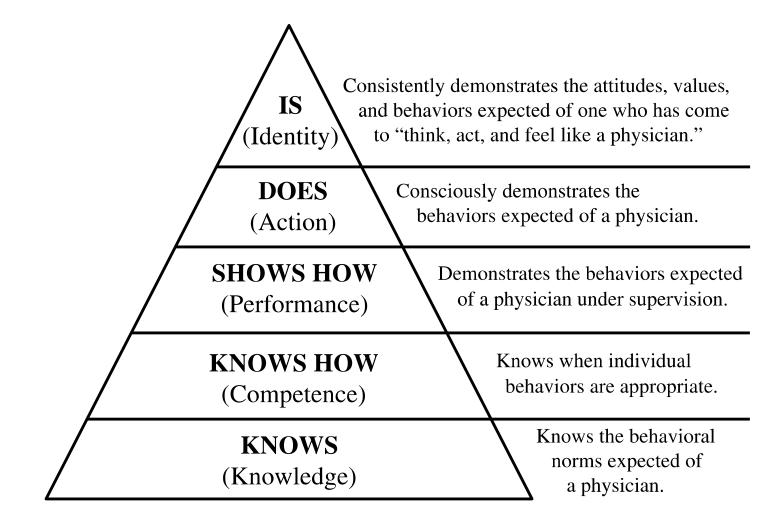


Figure 2 The amended version of Miller's pyramid with the addition of "Is" and an outline of what is to be assessed at each level. Sources: Adapted with permission from Miller GE. The assessment of clinical skills/competence/performance. Acad Med. 1990;65(9 suppl):s63–s67. Quotation from Merton, 1957.²²



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Kolhberg's Theory of Moral Reasoning

Personal Interest

Maintaining Norms

What's in it for me?

motivated to obey rules, avoid punishment, and receive rewards for personal interest.

Law and order morality

Concern and loyalty for <u>maintaining the</u> <u>expectations/ norms</u> of others.

Post-Conventional

Principled conscience

<u>universal moral principles</u> that are apart from the authority of others and identification with groups

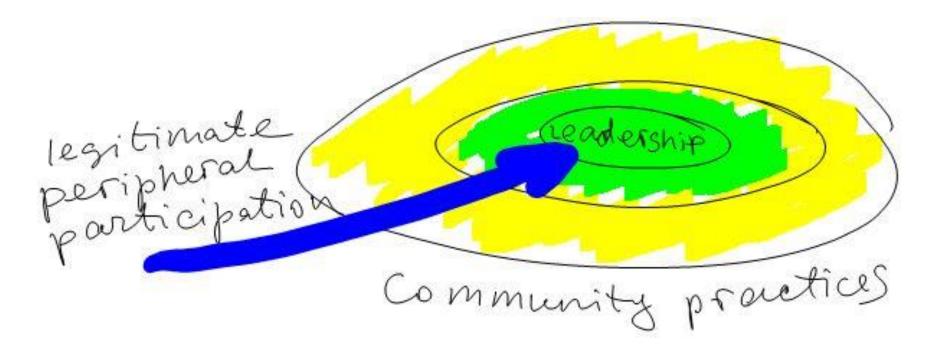


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How to Teach and Assess???

WAEN





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"Coaching, in short, requires a shift in philosophy. It isn't about the finite exercise of teac something to someone, but rather about the infinite exercise of continuous improvement"

Chris Watling: Coaching in CBME: Lessons from Sport and Music



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Stern and Arnold, Measuring Professionalism, 2006



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Assess

- **Knowledge**? Does he know or ascribe to the values of the profession?
- Judgement? Can he articulate the dilemma but chooses the wrong solution?
- **Skills**? Can he articulate the right solution but can't operationalize it?
- **Support**? Is the system supporting him to do the "right" thing?

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Take home messages

- Professionalism is developmental and can be learned and assessed
- Professionalism lapse is clinical incompetence
- Coaching and guided reflection are key to effective professional identity development



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Questions or Comments



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