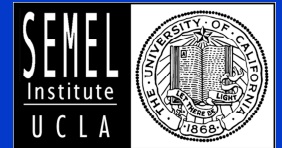


Modeling Professionalism

Margaret L. Stuber, M.D.

**Taskforce on Professionalism & Communications
David Geffen School of Medicine at UCLA**

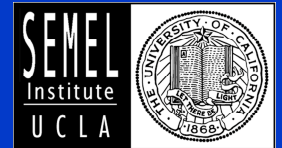


Task Force Members

- Margaret Stuber, M.D., Chair
- Susan Baillie, Ph.D.
- Brenda Bursch, Ph.D.
- Ian A. Cook, M.D.
- Hanna Zackson, M.D.

with support from Marlene Castaneda

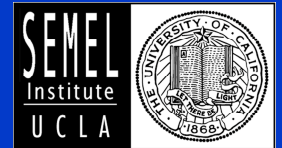
Supported in part by K07-AT003346



The Noble Profession of Medicine

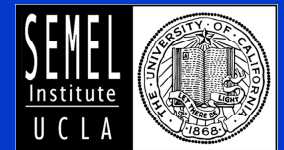
“There is no career nobler than that of the physician. The progress and welfare of society is more intimately bound up with the prevailing tone and influence of the medical profession than with the status of any other class”

Elizabeth Blackwell, M.D., 1889



“The practice of medicine is an art, not a trade; a calling, not a business; a calling in which your heart will be exercised equally with your head. Often the best part of your work will have nothing to do with potions and powders”

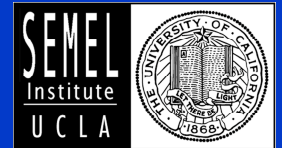
William Osler, M.D.
1925



What is Professionalism?

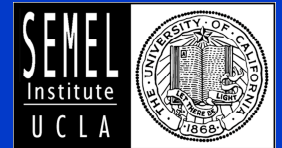
“... I know it when I see it”

Supreme Court Justice Potter Stewart
1964



Origins of “Professionalism”

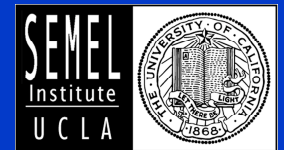
from Latin by way of Middle English,
professio, the taking of vows of a
religious order



ACGME Competencies

PROFESSIONALISM

Residents must demonstrate a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.



Residents are expected to:

- demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supercedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development

Residents are expected to:

- demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- demonstrate sensitivity and responsiveness to patients' culture, age, gender, and disabilities

Consequences

- The strongest predictor of later career disciplinary action is unprofessional behaviors during training (more than grades, test scores, or demographics).
- Especially worrisome may be:
 - poor reliability & responsibility
 - lack of self-improvement and adaptability
 - poor initiative and motivation
- Adverse outcomes from non-technical errors frequently have a root cause in *poor communication*

Papadakis *Acad Med* 2004; Teherani *Acad Med* 2005; Papadakis
N Engl J Med 2005



Teaching Professionalism

Elements of teaching this include

- Setting Expectations
- Providing Experiences
- Evaluating Outcomes

Stern & Papadakis. *N Engl J Med* 2006

Table 1. Teaching Professionalism.

Setting expectations

White-coat ceremonies
Orientation sessions
Policies and procedures
Codes and charters

Providing experiences

Formal curriculum
Problem-based learning
Ethics courses
Patient–doctor courses
Community-based education
International electives
Hidden curriculum
Role models
Parables
The environment as teacher

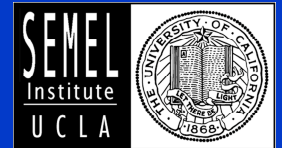
Evaluating outcomes

Assessment before entry into medical school (multiple medical interview)
Assessment by faculty
Assessment by peers
Assessment by patients (patient satisfaction)
Multiperspective (360-degree) evaluation

Broadening the Setting

“The concept of ‘teaching’ must include not only lectures in the classroom, small group discussions, exercises in the laboratory, and care for patients in clinic *but also conversations held in the hallway, jokes told in the cafeteria, and stories exchanged about a ‘great case’ on our way to the parking lot.*”

Stern & Papadakis. *N Engl J Med* 2006 [emphasis added]



Six Behaviors of Professionalism

- Altruism - best interests of patients, not self interest
- Accountability - fulfilling the multiple levels of the contract of the doctor-patient relationship, to the profession & society
- Excellence - exceed ordinary expectations
- Duty - free acceptance of commitment to service
- Respect for Others - patients, students, staff
- Honor & Integrity - highest standards of behavior and the refusal to violate one's personal and professional codes

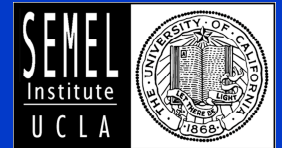
Explicit Curriculum Topics

- Bioethical dilemmas
- Conflicts of Interest
- Breaking “bad news”
- Dealing with death & dying
- “Hand-off” in patient care
- Conflict resolution
- Boundary issues
- Impaired physician
- Student & resident abuse
- Medication errors and “reconciliation”

Multiple Formats for Teaching

- “... just as case presentations of morbidity and mortality can provide compelling teachings, discussion of misconduct may be the most effective way to critically examine principles of professionalism.”

Cornwall *J Bone Joint Surg Am* 2001



Professionalism in Action

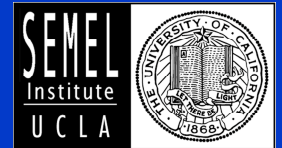
“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”

Aristotle

“... in trying to foster professionalism, very little progress has been made in addressing a fundamental issue: the nature of the clinical environments in which students and residents learn medicine.”

Michael Whitcomb, M.D.

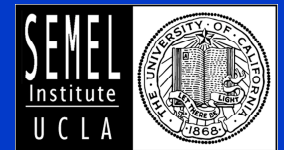
Acad Med 2005



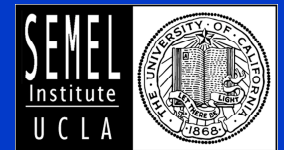
An Implicit or Hidden Curriculum ?

- Day-to-day experiences that challenge or diminish professionalism in trainees include acceptance or tolerance by “The System” of
 - Abuse of power
 - Arrogance
 - Greed
 - Misrepresentation
 - Impairment in colleagues
 - Lack of conscientiousness
 - Conflicts of interest that influence decision-making

Hafferty *Acad Med* 1994; Hunnert *Acad Med* 1996; Wear *Ann Intern Med* 1998;
Stephenson *Lancet* 2001; Coulehan *Acad Med* 2005; Hafferty *N Engl J Med* 2006



Modeling and Feedback



Feedback on Professionalism

1. Established a positive rapport with patients & colleagues
2. Set and maintained standards of appropriate, ethical behavior (honesty, punctuality, appearance, confidentiality)
3. Acted respectfully and courteously
4. Remained calm under pressure
5. Accepted responsibility for his or her actions and their consequences
6. Was able to give and take criticism positively

