Professionalism and Excellence in Medical Education

"Substance is enduring, form is ephemeral"[1]

Sean Hilton

NW Annual PGMDE Conference 2016 – Liverpool 8th September 2016

1. Dee Hock. The Art of Chaordic Leadership

Content

- Let's be clear what we mean

- Professionalism in E&T

- Frameworks

- Educational environment

- Conclusions

Papers in PubMed with 'Professionalism' in Title

Definitions (1)

- **UK's GMC**
  - Duties of a Doctor, Good Medical Practice
  - Generic Professional Capabilities
- **ABIM/ACP/EFIM** – "A Physician Charter"
  - Patient welfare
  - Patient autonomy
  - Social justice
- **Cosgrove**
  - Professionalism – state not trait

Definitions (2)

ACGME

– **Patient care, medical knowledge, practice based learning and improvement, interpersonal and communication skills, professionalism, systems based learning**

CanMEDS 2000

– **Medical expert, communicator, collaborator, manager, health advocate, scholar, professional**

Definitions (3)

Calman "The Profession of Medicine"

- High ethical standards
- CPD, change and improvement, R&D
- Teamwork
- Health as well as illness
- Concern with clinical effectiveness & outcomes
- Ability to communicate

What do I mean by Professionalism?

Six Domains:

- Ethical practice*
- Reflection / self awareness*
- Responsibility for actions*
- Respect for patients
- Working with others
- Social responsibility

Royal College of Physicians Working Party 2005

The nature and role of medical professionalism in modern society

Areas of
- – unchanging professionalism
- – modified professionalism
- – changing professionalism

Areas of unchanging professionalism

- Trust
- Competence
- Ethical practice
- Integrity
- Honesty
- 'Altruism' and vocation

Areas of modified professionalism

From

- Internal self regulation

- Mastery of knowledge

To

- Accountability and openness

- Continued professional development

Areas of changing professionalism

From

- Paternalism

- Tribalism

- Self sacrifice

To

- Partnership and mutuality

- Collegiality
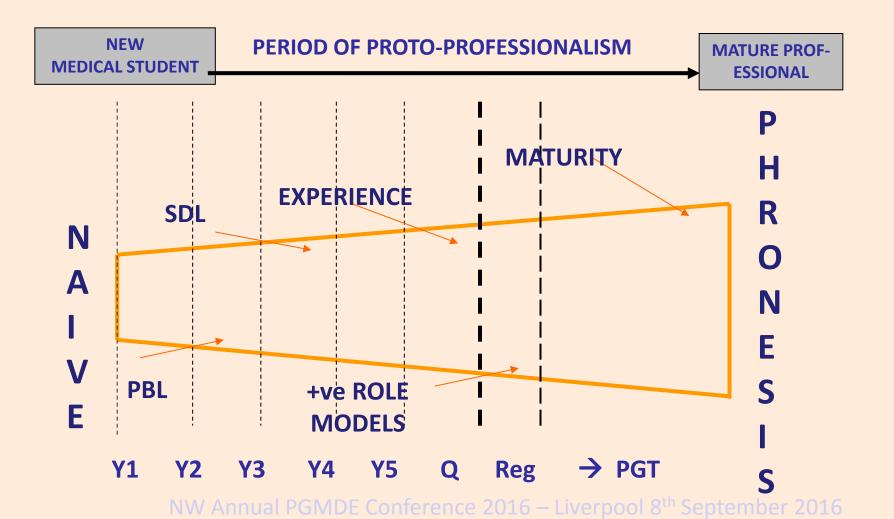
- Shared responsibility

Phronesis

Practical wisdom, or *prudence*

"Knowing when and how far to break the rules in order to accommodate the realities presented, *based on principled reasoning*"

NEW MEDICAL STUDENT

PERIOD OF PROTO-PROFESSIONALISM

MATURE PROF-ESSIONAL

MATURITY

EXPERIENCE

SDL

NAIVE

PBL

+ve ROLE MODELS

PHRONESIS

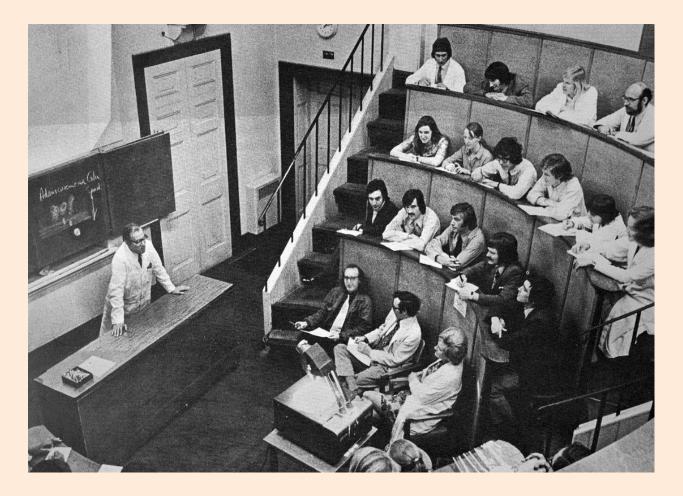Y1 Y2 Y3 Y4 Y5 Q Reg → PGT

Patient Centredness

"We could, with advantage, be seen to be more humble. The patient is the focal point for the medical care team. He must be part of the team which constructs and evaluates experiments in medical care"

Byrne P

RCGP Pickles Lecture 1968

Content

- Let's be clear what we mean

- Professionalism in E&T

- Frameworks

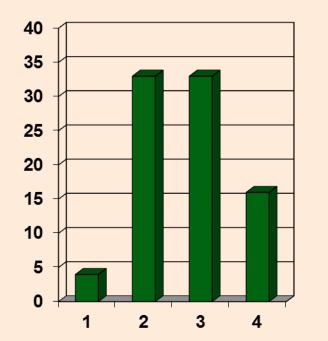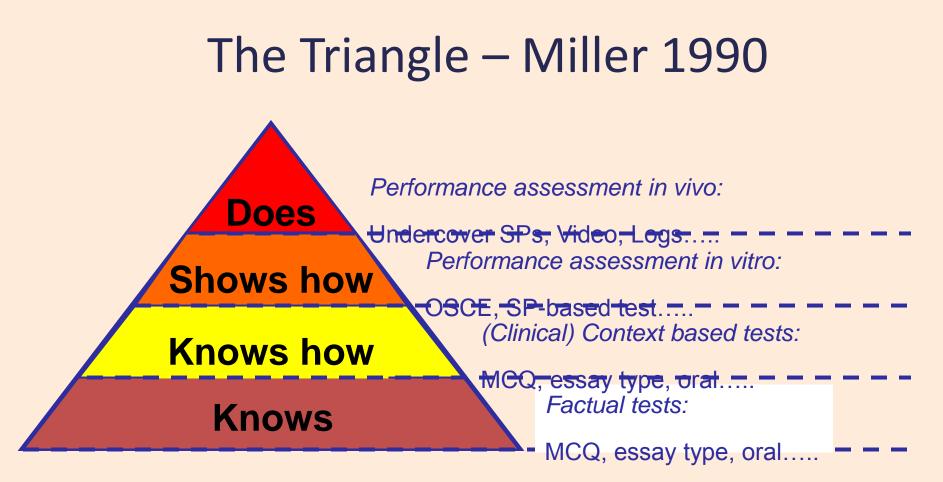- Educational environment

- Conclusions

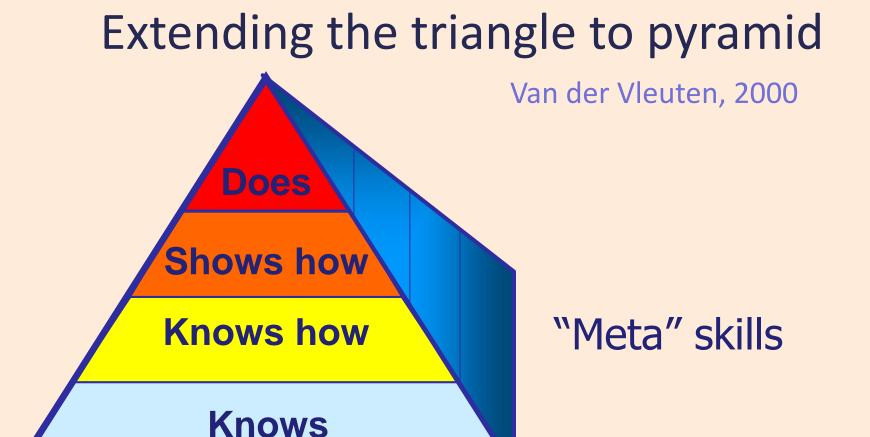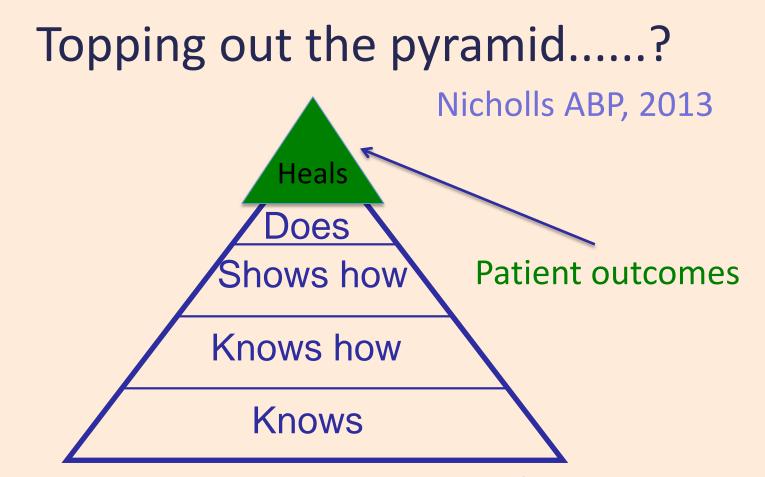NW Annual PGMDE Conference 2016 – Liverpool 8th September 2016

Knowing is just the start

2002 BNF

(v Laurence 1973)

- 15 chapters, 86 drug classes

- Classified

  - **1** Substantially unchanged

  - **2** <50% changed

  - **3** Substantially changed (>50%)

  - **4** Wholly replaced/New

The Triangle – Miller 1990

Performance assessment in vivo:

Undercover SPs, Video, Logs…..

Performance assessment in vitro:

OSCE, SP-based test…..

(Clinical) Context based tests:

MCQ, essay type, oral…..

Factual tests:

MCQ, essay type, oral…..

Pyramid levels (top to bottom): Does, Shows how, Knows how, Knows

Extending the triangle to pyramid

Van der Vleuten, 2000

Does

Shows how

Knows how

Knows

"Meta" skills

Topping out the pyramid……?

Nicholls ABP, 2013

Heals

Does

Shows how

Knows how

Knows

Patient outcomes

Data and new technology…..

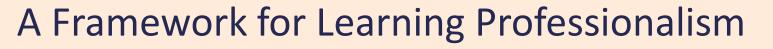- ELearning

- Simulation based learning

- ……

… but BIG DATA..
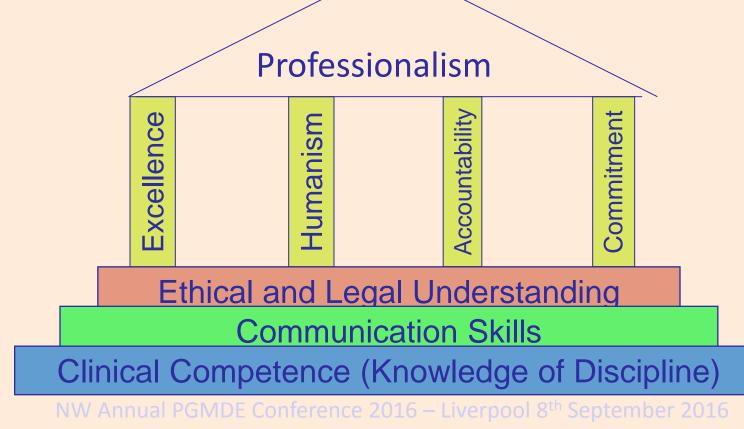
- Google – USA Flu figures

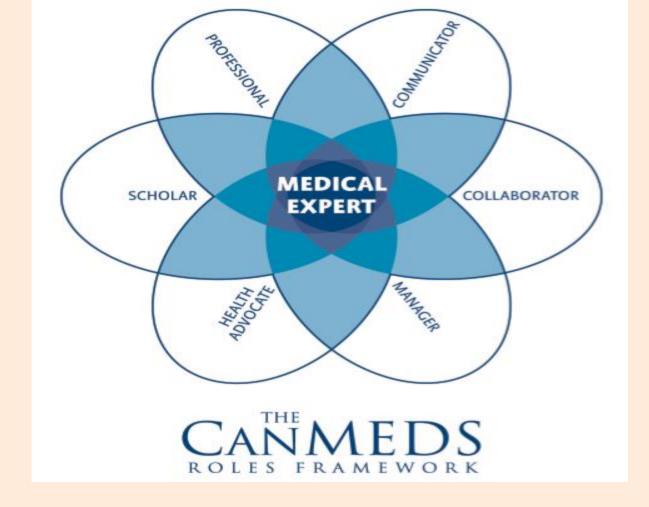- Education
  - MOOCs
  - In action learning

Content

- Let's be clear what we mean

- E&T and Patient care

- **Frameworks**

- Educational environment

- Conclusions

A Framework for Learning Professionalism

Adapted from Stern D, 2005

Professionalism

Excellence

Humanism

Accountability

Commitment

Ethical and Legal Understanding

Communication Skills

Clinical Competence (Knowledge of Discipline)

THE CANMEDS ROLES FRAMEWORK

Academy of Medical Educators

Designing and planning learning

Teaching and facilitating learning

Educational management and leadership

Core values of medical educators

Assessment of learning

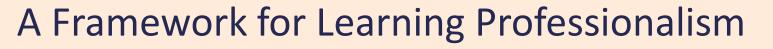Educational research and scholarship

Professional Standards Framework

Core Values:
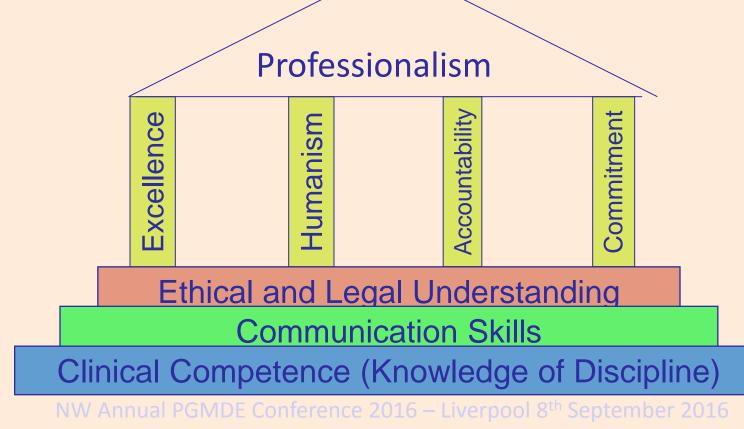Quality of patient care
Respect
Integrity
Scholarship

GMC Framework for Generic Professional Capabilities
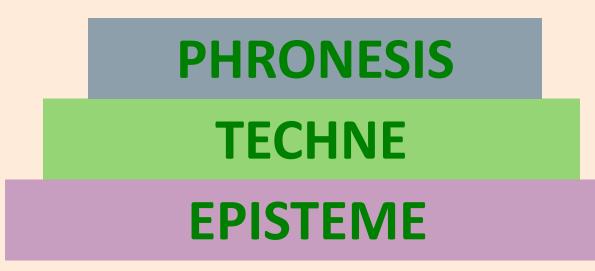
(Draft 2016)

A Framework for Learning Professionalism
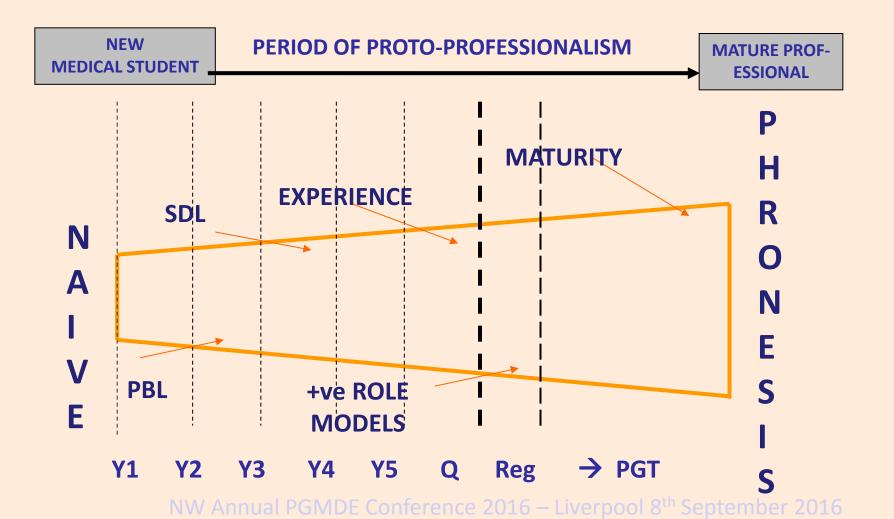
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Professionalism

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An Aristotelian View of Professionalism

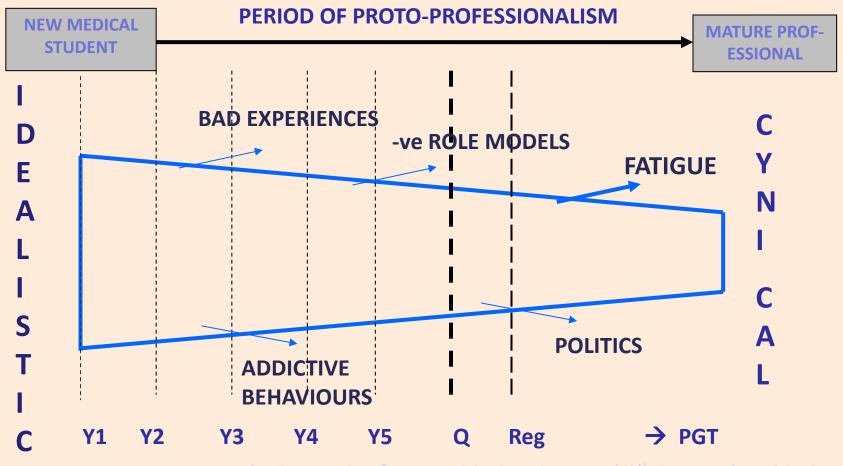**PHRONESIS**
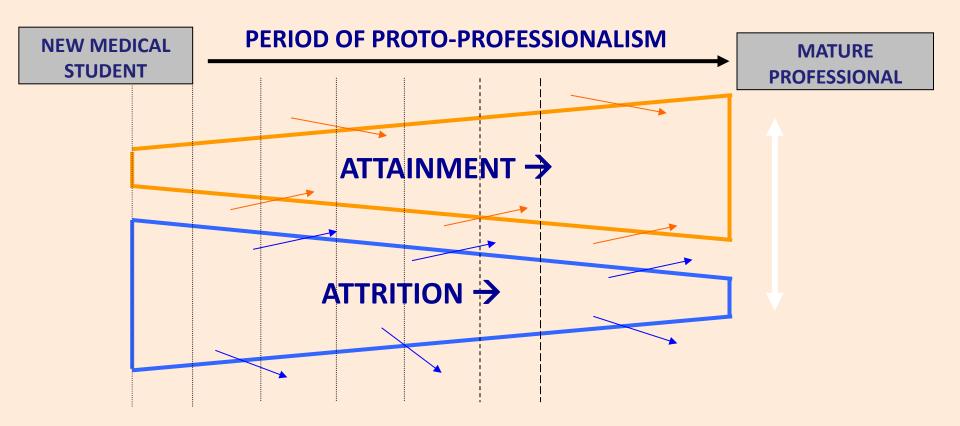
TECHNE

EPISTEME

Phronesis

Variously expressed:

– Practical wisdom (Aristotle)

– Professional judgement (Coles and Fish)

– Intuitive knowledge (Eraut)

– Knowing in action   (Schon)

– Capability   (Greenhalgh)

– Reflective judgement (King and Kitchener)

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PERIOD OF PROTO-PROFESSIONALISM

NEW MEDICAL STUDENT → MATURE PROF-ESSIONAL

IDEALISTIC — CYNICAL

BAD EXPERIENCES

-ve ROLE MODELS

FATIGUE

ADDICTIVE BEHAVIOURS

POLITICS

Y1   Y2   Y3   Y4   Y5   Q   Reg   → PGT

PERIOD OF PROTO-PROFESSIONALISM

NEW MEDICAL STUDENT

MATURE PROFESSIONAL

ATTAINMENT →

ATTRITION →

Good Professional Practice

Developed during proto-professionalism,
expressed through professionalism
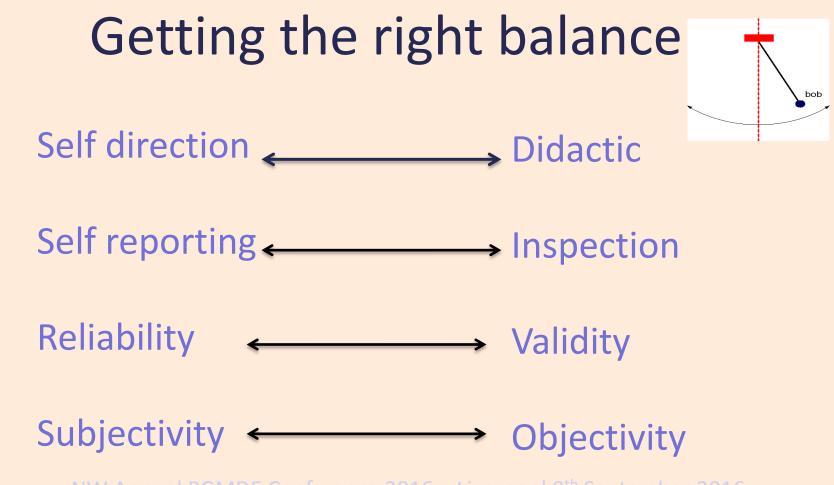
Good Clinical Care

Competence

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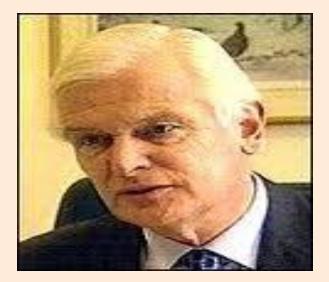- Educational environment

- Conclusions

The House of Medicine (Alper)

… activities grew more frenzied. Workers worked harder. Teachers taught harder. Measurers measured harder. And police policed harder. The walls bulged and the roof threatened to collapse

In the UK in the last 20 years we have increased regulation and accountability massively, and gone from Bristol to Mid-Staffs….

Getting the right balance

Self direction ⟷ Didactic

Self reporting ⟷ Inspection

Reliability ⟷ Validity

Subjectivity ⟷ Objectivity

"The Mayo Clinic has got it right.."

Donald Irvine

"The needs of the patient come first"

Mayo models 1

Patient care
- Collegial integrated teamwork
- Unhurried examination and time to listen
- Physician takes personal repsonsibility
- Compassion and trust
- Respect for patient, family and local physician
- Timely and efficient assessment and treatment
- Advanced technology and techniques

Mayo models 2

Mayo Clinic Environment
- – All staff valued and mentored in Mayo culture
- – Scholarly environment of research and education
- – Physician leadership
- – Integrate IP OP records
- – 'Professional compensation' allowing focus on quality not quantity
- – Unique professional dress, decorum and facilities

CONCLUSIONS

'Experience is not what happens to you, it is what you do with what happens to you"

Aldous Huxley

"All clinical practice is practice"

Judah Folkman

"Patient centredness is not the sole province of GPs. Patients and the NHS need doctors throughout primary, secondary and tertiary care who are able to understand the patients' perspective and share management plans."

Hayden J

RCGP Pickles Lecture 2002

The Art of Chaordic Leadership

Dee Hock, CEO Visa Organisation

"Substance is enduring, form is ephemeral"

"Success follows those adept at preserving the substance of the past by clothing it in the forms of the future"

The Rose Coloured Rear-View Mirror

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