Defining and Assessing Professionalism in Medical Education: Lessons Learned at Duke University Medical School: A Case Study
Professionalism in Medical Education

**Agenda**

- Why?:
- Defining Professionalism:
- Assessing Professionalism:
- Professionalism Intervention:
- Duke Program Results:
- Lessons Learned:
Why Professionalism?
Huge Push to Focus on Professionalism in Medical Education

ACGME: New Accreditation System
Josiah Macy Foundation
Arthur Gold Foundation
Duke University Medical Center

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Focus on Professionalism at Duke University Medical Center

Duke Otolaryngology – Head & Neck Virtues:

- Integrity
- Initiative
- Accountability
- Self-discipline
- Responsibility

Leadership Lived Out:

Professional Intervention

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Lack of Professionalism in Medicine

• Jeopardize Patient Care
• Aimless Leadership – opening doors for others to lead
• Limits Currency – lifelong learning which leads to mastery of communication, behavioral and attitudinal skills in patient care
• Early lapses in professionalism in medical education correlates with lapses later in practice
• Loss of key virtues necessary in excellent patient care through improper or inadequate learning environments – those without professionalism focus
• Loss of balance between ‘heart’ and ‘mind’ of medicine – humanism vs. cognitive intelligence focus

Defining Professionalism
Defining Professionalism
The TOTAL Physician Triad™

Professionalism
1) Initiative
2) Integrity
3) Self-discipline
4) Responsibility
5) Accountability
Every Physician is a leader: Self, Patient, Team, Organization/vocation

Emotional Intelligence and Leadership Intelligence can be modified/improved through direct intervention programs

Behaviors arise from certain emotions and are conditioned (limited or promoted) by one’s cognitive intelligence and certain virtues
Defining Professionalism
Miller’s Prism (Pyramid) of Clinical Competence

Miller’s Model of Clinical Competence

Performance Integrated Into Practice
(eg. through direct observation, workplace based assessment)

Demonstration of Learning
(eg. via simulations, OSCEs)

Interpretation/Application
(eg. through case presentation, essays, extended matching type MCQs)

Fact Gathering
(eg. traditional true/false MCQs)

KNOWS

KNOWS HOW

SHOWS HOW
(SHOWS CAN DO)

DOES

Experts

Novice

“Habitual Practice”
Evaluation
Tools

Psychometrically
Validated
“Objective”
Measurement Tools

It is only in the “does” triangle that the doctor truly performs
Assessing Professionalism
Emotional Quotient Inventory
EQ-i Scales

Intrapersonal

Do I understand my own feelings?

- Self-Regard
- Emotional Self-Awareness
- Assertiveness
- Independence
- Self-Actualization

Interpersonal

Do I understand the feelings of others?

- Empathy
- Social Responsibility
- Interpersonal Relationship

General Mood

Do I enjoy an overall feeling of contentment and satisfaction?

- Optimism
- Happiness

Adaptability

Can I use my understanding of others for positive impact?

- Reality Testing
- Flexibility
- Problem Solving

Stress Management

Can I manage my own emotions and behaviors?

- Stress Tolerance
- Impulse Control
Professionalism and the Five Practices of Exemplary Leaders (LQ)

Behaviors
Professionalism Intervention
Intervention

• Begins with assessment

• **Awareness of current status**

• Coaching – to draw out commitment to change/betterment

• **Coaching – to develop enhancement strategies**

• Coaching – to encourage practice -- accountability

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Duke Program Results
Duke Program Results

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- Coaching – to develop enhancement strategies
- Coaching – to encourage practice -- accountability
Lessons Learned
Lessons Learned

• Can produce positive change
• Culture trumps global change
• Better results moving to UME or sooner
• Requires a commitment to excellence and self-betterment
• Faculty/department chairs are not exempt from intervention
Steps to Improve professionalism:

1. **AWARE**
   - Awareness of the habit, behavior, response
   - Realize you are better to change it

2. **DRIVE**
   - Care about it
   - Need to want to change
   - Need the “drive” to change it

3. **CHANGE**
   - Intentionally counter or change that habit, behavior, response
   - Create a contract with yourself

4. **PRACTICE**
   - Practice at each opportunity
   - Overcome the habit, behavior, response with a new one
Questions & Comments
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