

New Tools and Paradigms for Assessing Professionalism in the Health Sciences



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Objectives

1. Define 3 models for framing professionalism in the health sciences
2. Describe 3 effective methods for assessing professionalism in health science learners
3. Identify 1-2 methods that you can explore using in assessing professionalism in your learners



Professionalism

- "There seems to be no agreement on what the term (i.e., professionalism) means." *DeAngelis*
- "Role modeling must be combined with reflection on the action to truly teach professionalism." *Stern*
- "Because of the nature of professionalism, no single tool for assessing it among medical learners and practicing physicians exists." *Mueller*
- "Indeed, if the values and commitment that have made modern medicine possible, creating both the powerfully effective technologies and forging the therapeutic partnership with patients, are lost, then medicine will very quickly run into serious difficulties." *Tallis*



Professionalism

- "You are in this profession as a calling, not as a business; as a calling which extracts from you at every turn self-sacrifice, devotion, love and tenderness to your fellow man. We must work in the missionary spirit with a breadth of charity that raises you far above the petty jealousies of life." *Osler*



Professionalism in the 21st Century

Complex, challenging world

Roots in traditions and age-old truths

Multiple approaches, multiple insights

**We need to do better in educating, assessing,
reinforcing Professionalism in our learners, and
ourselves**



Professionalism Models

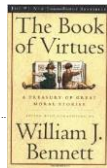


Irby, Hamstra. Acad Med 2016



Model 1 - Virtues

- Moral character
- Moral reasoning
- Humanism

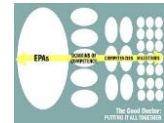


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Model 2 - Behaviors

- Behaviors
- Milestones
- Competencies



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Model 3 – Professional Identity

- Developmental
- Socialization
- Social compact



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Question 1

Given that all 3 Professionalism models (constructs) have a long history and real value, which one speaks most powerfully to you as a means to frame the professionalism development and assessment of your learners?



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Professionalism Models

Models	Assumptions (Actions result from.....)	Strengths
<i>Virtue based</i>	Internalizing right values and ethics until habits created	Internal values first, moral reasoning later
<i>Behavior based</i>	Clear expectations, feedback and reinforcement	Expectations, direct feedback and evaluation for competence
<i>Professional identity</i>	Developed identity by socialization and community of practice	Developmental arc to 'proper' identity

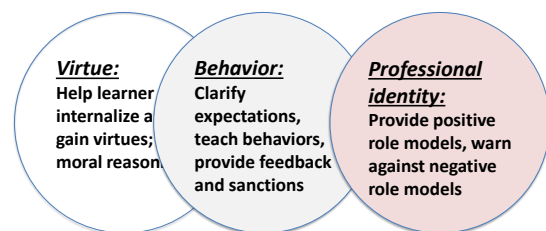
Adapted from: Irby, Hamstra. Acad Med 2016



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Professionalism Development: Recommendations



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Professionalism Models: Assessment Strategies

Virtues	Behaviors	Professional identity
Written exams	Written exams	Reflective (self-assessment) exercises
Reflective (self-assessment) exercises	Reflective (self-assessment) exercises	Multisource assessments
Observation/feedback	Observation/feedback	Moral reasoning exercises
Moral reasoning exercises	Multisource assessments	
	Critical incident/lapses reports	
	Professionalism MEX	

Adapted from: Irby, Hamstra. Acad Med 2016



Professionalism Assessment: Challenges

- Lack of clarity about best educational methods & assessments
- Complexity of modern society
- Recognition of moral imperative
- Many choices
- *Thoughtful attempts, with sound bases, and careful application, can add value to our learners, our profession and society!*



Question 2

Which Professionalism assessment models do you currently use with your learners?



Professionalism Assessment Methods

Methods	Examples
Observed Clinical Encounter	P-MEX, Standardized Direct Observation Tool
Multisource Feedback	Multisource assessment tools
Simulation/Observed Structured Clinical Exam	Patient simulation with ethical dilemmas
Global Evaluation	Rotation, course evaluations
Patient Feedback	RCP Patient Questionnaire, Wake Forest Physician Trust Scheme
Self-Assessment	Groningen Reflection Ability Scale, Interpersonal Reactivity Index
Reflection/Essays	Reflective writing grading/discussion
Knowledge/Moral Reasoning Exams	Case based scenarios: MCQ, essays
Professionalism Lapses/Critical Incident Reports	Formal evaluation of observed lapse or self-reported critical incident

Adapted from: Wilkinson. Acad Med 2009

Professionalism Mini-Evaluation Exercise (P-MEX)

- Mini-CEX framework –
 - Structured Clinical Observation
 - Observed Structured Clinical Exercise
- Evaluates 21 specific behaviors
- Trained raters
- Valuable for formative assessment, feedback, reflection



Cruess. Adapted from: Wilkinson. Acad Med 2009



Standardized Direct Observation Assessment Tool (SDOT)

- Not Professionalism specific
 - contains useful professionalism items in context of clinical encounter
- High inter-rater agreement with minimal training
- Good real world applicability – practical
- Useful for formative feedback and evaluation
- Use of other Direct Observation tools



Cruess. Adapted from: Wilkinson. Acad Med 2009



360° Multisource Feedback (MSF)

- Widely used construct in industry; increasing use in academia
- Good MSF models for formative decisions and feedback about professional behaviors
- Best practices: Large sample of raters (10–30) clustered into groups, rating scales on professionalism competencies, consistent anchor responses, paper vrs online, proper and timely feedback critical to formative assessment process
- Challenges in implementation – potentially great value



Berk. Med Teach 2009



Reflection – a Window to Professionalism Development & Status

- Reflection on real cases, clinical scenarios and/or professional interactions
- Insights can be important starting point for discussion/exploration
- Groningen Reflection Ability Scale (GRAS) – 23 items, 5-point Likert = 1 GRAS score (some ability to explore domain scores)
- GRAS measures personal reflection on important multi-faceted medical problems - one-dimensional scale, covering 3 relevant aspects of personal reflection: *self-reflection*, *empathetic reflection*, *reflective communication*



Aukes. Med Teach 2007



Professionalism Climate Assessment

- Professionalism milieu is important for the learner and can reveal much about the 'hidden curricula' for the learner
- Formative evaluation of the professionalism climate within a department/work area by learners and faculty ('power of the group'):**
 - provide 'needs assessment' to direct education
 - identify specific areas for improvement (systems issues)
- Penn State Professionalism Questionnaire**
- OSU Professionalism Climate Survey**



Aukes. Med Teach 2007



Professionalism Climate Assessment

- Penn State Professionalism Questionnaire**
 - 36 items (ABIM)
 - 7 factors of professionalism
- OSU Professionalism Climate Survey**
 - 36 items [based on Safety Attitudes Questionnaire]
 - 7 factors of professional behavior (including teamwork)
 - More behaviorally based

Sexton. BMC HSR 2006
Mahan. CGEA 2016

Question 3

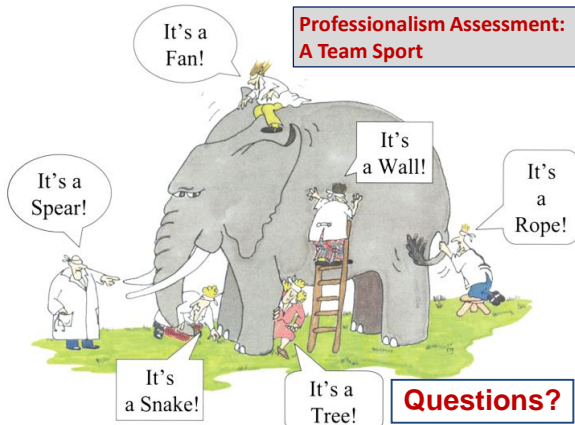
Which Professionalism assessment tool would you like to explore using with your learners?

And why?

Recommendations

- Define the Professionalism model underlying the assessment tool to be employed.
- Link assessment to educational task and effort – what is being taught/learned.
- Multiple assessment methods are superior to 1!
- Utilize assessments that address multiple Professionalism models (best if all 3).





Summary



1. The 3 Professionalism models: virtues, behavior, professionalism identity – are constructs that all have merit and power for learners and teachers.
2. There are multiple methods developed to assess professionalism from at least 10 different assessment methods - multiple methods addressing important Professionalism constructs can allow useful approximation of the learner's state and open areas for further development.
3. Assessment of the Professionalism climate can provide a valuable 360° measure of the 'hidden curriculum' surrounding your learners.



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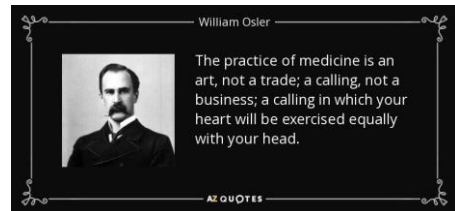


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