

IAMSE Webcast

Professional Identity Formation

September 29, 2011

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Thanks to IAMSE

Facilitation of the
Stanford Faculty Development Center's
focus on Basic Science Teaching

Thanks to Dennis Baker

Invitation

Thanks to Nehad El-Sawi

Introduction

Disclosure of Financial Relationships

Consultant

Wolters Kluwer Health

Session Goal

- Provide schemes for opportunistic reflection on the many areas related to identity formation in teaching, patient care, and overall medical education

Goals for You

- Become familiar with analytical schemes for medical education and, therefore, for professional identity formation
- Identify particular educational areas where there are new opportunities for individuals and for the field of medicine

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Reflection by Professionals

Donald Schon:

(1930-1997) MIT – 1972-1997

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Reflection of Professionals

- **Reflection ON Action:** after performing the act/role, reflecting on the process and outcome of the action
- **Reflection IN Action:** while performing an act/role, analyze what is being done

Schön, 1983

Reflection on Experience

- **Reflection ABOUT Action:** reflecting on a performance or issue using a scheme to ensure a systematic review

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Reflection on Medical Education

- Process of teaching
- Content of teaching
- Evolution of content

Three Schemes for Reflection on Medical Education

- **Process:** The Teaching Triangle
 - Reflecting on teacher's role
- **Content:** The Physician's Role
 - Reflecting on roles of physicians
- **Evolution** of Medical Education
 - Reflecting on the Care-Education Evolution

Three Schemes for Reflection on Medical Education

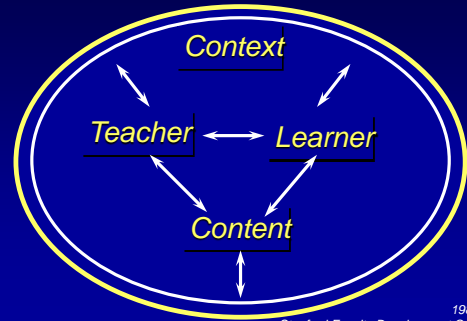
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Schemes for Reflection

The Teaching Triangle

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Interactions in Education - How Lessons Are Learned

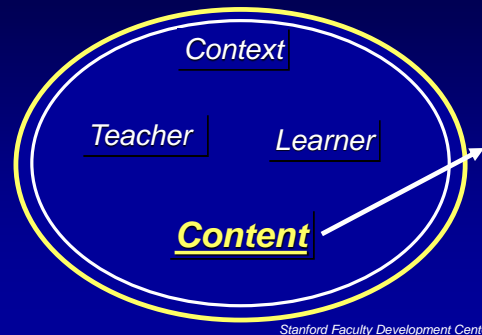


1986
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Three Schemes for Reflection on Medical Education

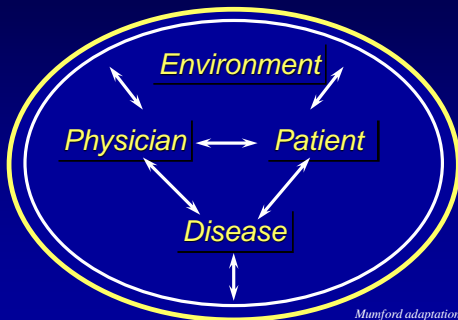
- Process: The Teaching Triangle
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Defining the Curriculum of Medical Education



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Curriculum in Medical Education - Defining the Areas for Learning

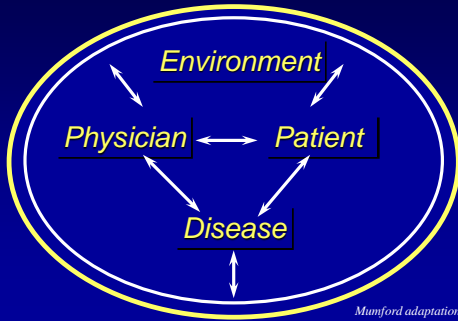


Mumford adaptation - 1989
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Reflection on gaps in overall educational success

Discussion

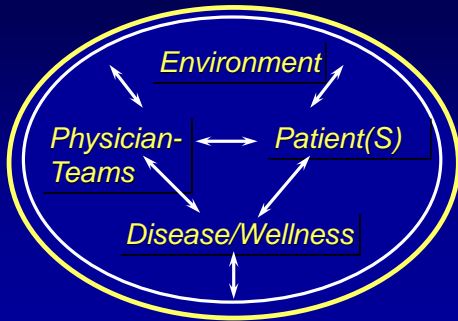
Reflection on gaps in overall educational success



Three Schemes for Reflection on Medical Education

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**Expanding the Curriculum
New Areas to Learn**

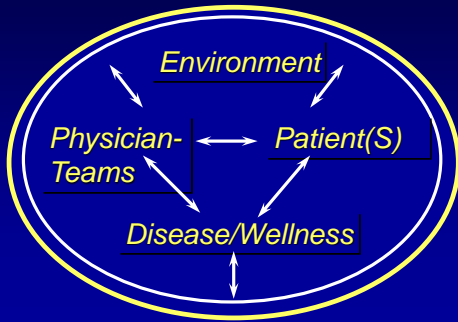


Identify areas of importance in Professional Identity Formation

Discussion

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Areas of Concern for Professional Identity Formation



New Attitudes
for
Professional Identity

One important example

Commitment to the Profession:

From Individual to Collective Responsibility

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Challenge to Teachers:

From Individual to Collective Responsibility

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Lives of Students Lives of Physicians

Challenge to Teachers:

From Individual to Collective Responsibility

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<http://sfde.stanford.edu>

Stanford Faculty Development Center for Medical Teachers, Stanford University School of Medicine, Mozilla Firefox

Stanford Faculty Development Center for Medical Teachers

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OBJECTIVES

The Stanford Faculty Development Center for Medical Teachers has two major objectives:

- To disseminate teaching improvement courses to medical faculty nationally and internationally through our facilitator training programs in Clinical Teaching and Basic Science Teaching.

SFDC graduates are available to conduct workshops for other institutions and organizations. Large groups of

FACILITATOR TRAINING COURSE IN CLINICAL TEACHING

Each year ten medical faculty members are selected to attend the 1-year SFDC Clinical Teaching for Training course. The training provides participants with background knowledge and research in teaching skills to be delivered in a series of seven seminars to their colleagues.

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