

Professionalism

What do we share?

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Defining a profession

Shared features:

- A profession is an occupation that has:
 - an extensive training
 - a specialized knowledge base
 - a professional association
 - an ethical code
 - a process of certification or licensing
- Service to others
- Standing in the community
- Self-regulating & autonomous
 - Commitment to regulate and govern its members
 - A profession sets its own standards of behaviour and practice

Defining medical professionalism

Consists of those behaviours that demonstrate physicians are worthy of the trust bestowed upon them by their patients and by the public because they are working for the patients' and the public's good.

Failure to demonstrate that they deserve that trust will result in its loss, and, hence loss of medicine's status as a profession.

Swick, H. M. (2000). Toward a normative definition of medical professionalism. *Academic medicine*, 75(6), 612-616.

Social contract

‘The Contract is a bargain between medicine and society. Medicine is granted prestige, autonomy, a monopoly, the privilege of self-regulation and rewards, on the understanding that it will be altruistic, self-regulate well, be trustworthy and address the concerns of society’

(Cruess, Cruess & Steinert 2010)

Values of medicine

- **Altruism:** A physician is obligated to attend to the best interest of patients, rather than self-interest.
- **Accountability:** Physicians are accountable to their patients, to society on issues of public health, and to their profession.
- **Excellence:** Physicians are obligated to make a commitment to life-long learning.
- **Duty:** A physician should be available and responsive when "on call," accepting a commitment to service within the profession and the community.
- **Honour and integrity:** Physicians should be committed to being fair, truthful and straightforward in their interactions with patients and the profession.
- **Respect for others:** A physician should demonstrate respect for patients and their families, other physicians and team members, medical students, residents and fellows.

Attributes of the professional

- Responsibility to the profession: the commitment to maintain the integrity of the moral and collegial nature of the profession and to be accountable for one's conduct to the profession
- Self-regulation: the privilege of setting standards; being accountable for one's actions and conduct in medical practice and for the conduct of one's colleagues
- Responsibility to society: the obligation to use one's expertise for, and to be accountable to, society for those actions, both personal and of the profession, which relate to the public good
- Teamwork: the ability to recognise and respect the expertise of others and work with them in the patient's best interest

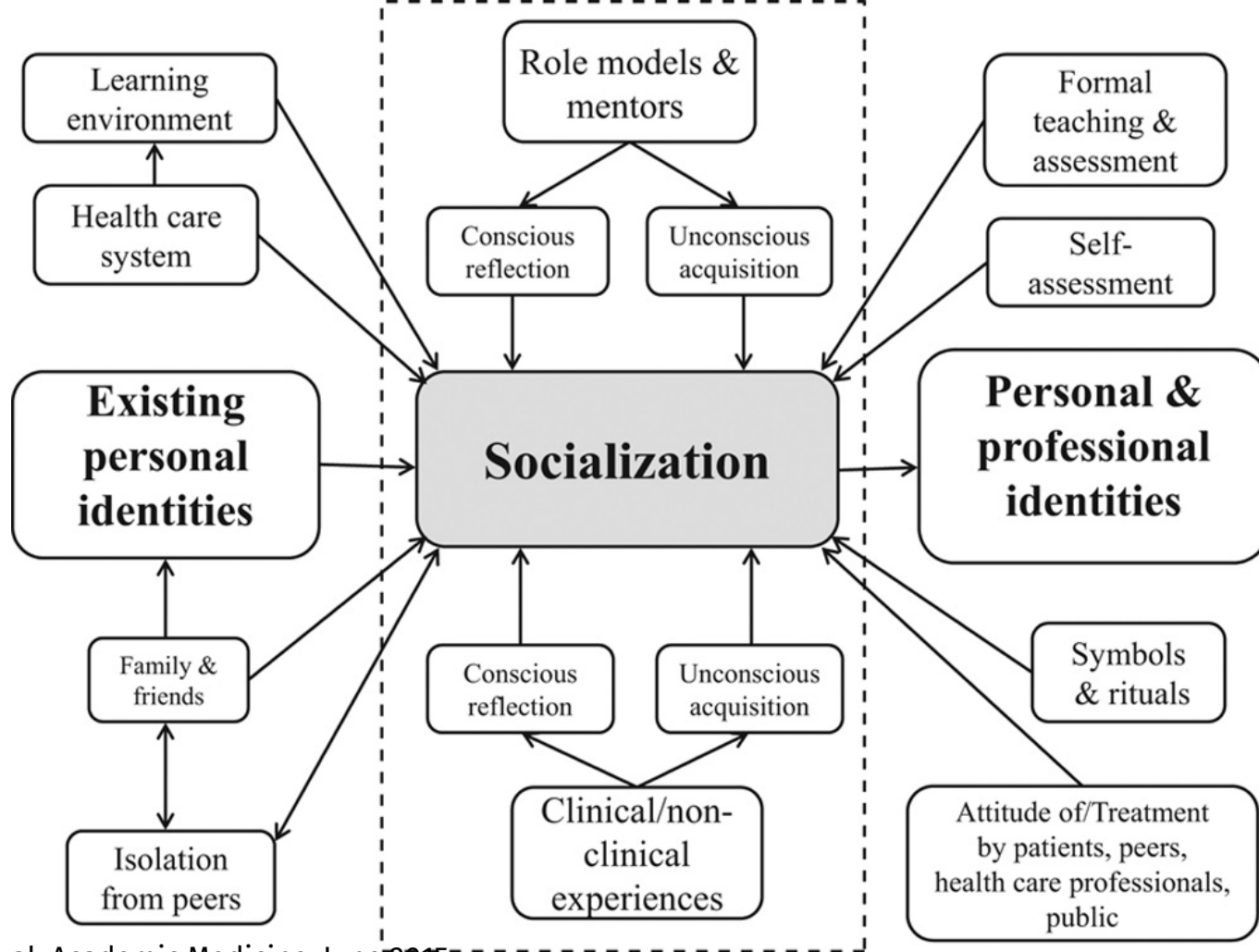
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Professional identity formation

‘Professional identity formation is a complex and transformational process of internalizing a profession’s core values and beliefs. It requires intentional educational strategies that result in students thinking, acting and feeling like a [professional] upon graduation.’

American Association of Colleges of
Pharmacy 2020

A decorative graphic in the bottom right corner consisting of three purple brushstroke-like lines of varying lengths and orientations.



Interprofessional Education (IPE) occurs when members from two or more professions associated with health or social service are engaged in learning with, from and about each other to improve collaboration and the quality of care. IPE fosters high quality, safe, patient-centred health care, where members of different health disciplines work together for the patient, as their common goal.

University of Otago



Novel IPE Initiative

Shared professional values

Teaching professional ethics

Focus on what we share rather than what divides us

Early intervention

By Zoom in 2022 (normally will be face to face)

Logistics: Student numbers by professional school

Dental Technology Y3	Dentistry Y2*	Medical students Y2*	Med Lab Y2	Nursing Y1	Occup Therapy Y1	Oral Health Y2	Pharmacy Y2*	Physioth Y2*	Social Services Y2	TOTAL
18	65	298	10	125	64	47	88	137	21	873

*Denotes first year of professional training following a general science year
873 across two institutions with 10 professional schools
63 mixed small groups of approximately 13 per group
2-3 hour tutorial with pre-reading and post tutorial assessments

Learning outcomes:

1. To describe shared values commonly held by all health professions
2. To demonstrate effective and respectful interprofessional communication
3. To discuss how health professional roles involve regulatory standards
4. To describe possible consequences when professional standards and values are not upheld
5. To discuss the ethical complexity of some clinical situations in relation to professional codes of conduct
6. To begin developing self-reflection skills as a health professional student

Content of initiative

1. Familiar focus

- Values of a good housemate
- Consider what makes a 'good' health care practitioner (look at different ethical codes)

2. Student based scenarios

- Senior dental student picked up by police for disorderly conduct
- Senior pharmacy student sharing vaccine pass codes with other students limited to health care workers
- Nursing student social media post about a famous patient

3. Health care based scenarios

- Did it work?
 - We have some results we are analysing currently.
 - Initial feedback from staff and students is very positive
 - Will it improve professionalism?

‘The breakout rooms were great for encouraging discussion between students! This made us realise we all have a lot in common and made me excited to communicate with other health care professionals in the future’

‘Prior to the IPE programme, I assumed my profession (Medicine) was underpinned by substantially more values and standards, compared to other health professions. This assumption stems from my background, in which Medicine is regarded as the most ‘prestigious’ profession within society, and doctors are viewed as having greater influence and responsibility, compared to other health professionals.

After engaging in the IPE programme, I have learned that other health professions are also governed by values and standards, which show remarkable similarity to those underpinning Medicine. ...I now recognise that other health professionals also have a strong influence and sense of responsibility within society, and that all health professions ultimately have the same end goal of helping to better the health of patients.

Overall, the IPE programme has taught me not to undermine other health professions. Furthermore, I now appreciate that collaboration between all health professions is pivotal for a successful healthcare system.’



We all have much more in common than we have difference. I would say that about people all over the world. They don't know how much in common that they have

— Ernest Gaines —

AZ QUOTES



Thank you