

Assessing Professionalism: How Do Different Departments Perform?

Trisha Thompson BS, Kimberly Ephgrave MD, Kristi Ferguson PhD

Why Study Professionalism?

- ACGME added professionalism as one of six core competencies for residents (1999)
- “What one can define, one can measure. What one can measure, one can teach¹”
- Previous UIHC studies suggest varying levels of professional behavior between departments as well as between residents and faculty

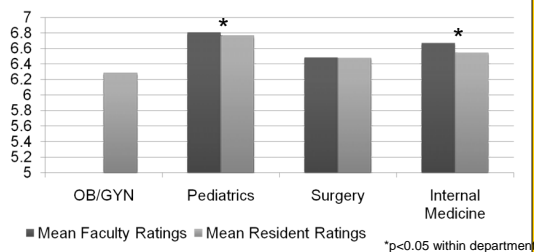
Purpose

- Assess how often residents and faculty perform professional behaviors, as rated by each other vs. students
- Recognize differences in specific behaviors and overall professionalism exhibited between departments
- Improve and refine a professionalism assessment tool that is efficient and useful to all departments

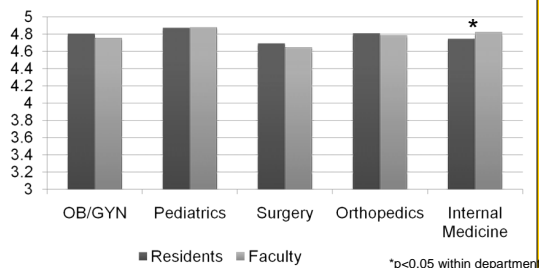
Methods

- 12-item survey including behaviors associated with “professionalism” adapted from previous instrument developed and used at UIHC
- Residents and faculty rating each other, and students rating both
- 3 professionalism items from CCOM student assessment of clinical teaching
- Results measured using ANOVA, t-test, Pearson correlation coefficient, Cronbach alpha, and factor analysis

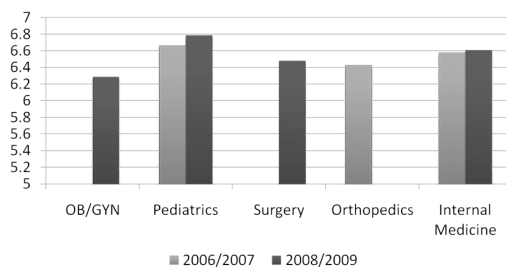
Faculty vs. Resident Viewpoint: 2008/2009 Data of Overall Professionalism



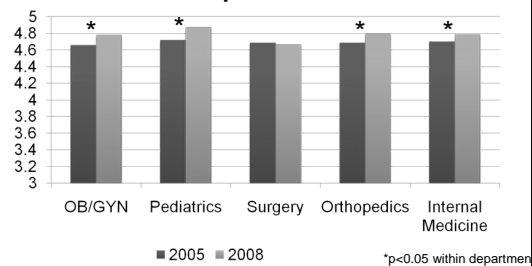
Student Viewpoint: 2008 Data of Overall Professionalism



2006/2007 vs. 2008/2009 Faculty Rating Residents and Vice Versa



2005 vs 2008: Student View of Departments



Resident/Faculty Evaluation Items

1. Listens well and responds appropriately.
2. Inspires trust in patients, team members, and hospital staff.
3. Tactfully offers assistance to team members and hospital staff; responds well to direct requests.
4. Demonstrates respect for all others, both in person and in indirect references.
5. Answers questions directly and respectfully.
6. Understands and demonstrates concern for learner's needs.
7. Gives colleagues due credit.
8. Acknowledges own limitations; accepts constructive feedback.
9. Exemplifies professional behavior.
10. Maintains control over emotions, e.g. never yells, swears, or throws objects.
11. Fair in decisions affecting students, residents or staff.
12. Demonstrates personal integrity; willing to take a stand on principle.

Student Evaluation Items

7. Shows support and respect for students.
8. Shows respect for patients.
9. Works well with members of the health care team.

Conclusions

- Pediatrics out-performs all other departments in professionalism-associated behavior
- Surgery faculty and OB/GYN residents fall below other departments
- Individual departments have differing views of which professional behaviors are most important