


Professionalism Education: Getting to the top of Bloom's Taxonomy

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Introduction

- Overview of Professionalism Education at OSU
- Bloom's Taxonomy
- Example of student created projects
 - Stories of Value
 - Facebook module
 - Class Oath
- Discussion.

Overview of Professionalism Education at Ohio State

- A Process of Discovery
 - Use of Error Analysis
 - Humility
- Becoming a Professional is Transforming
 - Learner Centered
 - Collaborative

Concepts from Error Analysis

*Culture Change:
Prevent, not Punish*

- **Blame free** environment
 - to analyze situations
 - to understand, prevent and educate
 - find the **actionable cause**

To Err is Human, Building a Safer Health System, IOM, 1999

A New Model for Understanding Professionalism

- **Moral Readiness**
 - Acceptance of Values
- **Development**
 - Knowledge
 - Judgment
 - Skills
 - Systems impact (settings, processes)

Not just attitude....it's perception:
what are the **words, actions, and behaviors** that communicate professional values

Can we teach *Professionalism*?

	Conventional Method	New Method
Professionalism is...	Character trait	Resiliency!
Perceived lapses are...	Character flaw, so sanction or deem unsuitable	COMMON, happen to good people
Teach by..	Rules, rituals, role modeling	Developing Knowledge, Judgment, Skills, Better Systems
Evaluate by...	Assume professional, until lapse is seen	Professionalism Stress Test, -low & high stress

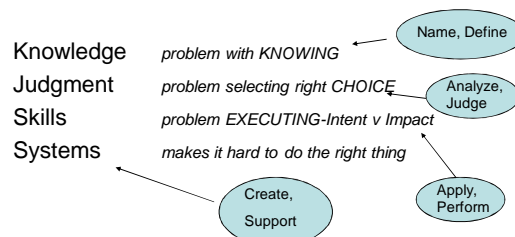
Literature on Professionalism

- Rules/Behavior are contextually based– the right action may require subjugating one value in favor of another
- Professionally resilient physicians know and embrace values but also have developed skills which allow them to implement these values under stressful conditions.
- The nature of these skills needs further identification so they can be effectively taught

Ginsburg S. *Academic Medicine*
79(10):S1-4. Oct 2005

How to Analyze a Situation

- Why might a reasonable person...?
- Find actionable causes using framework



Using Analysis of Student Professionalism Lapses/Dilemmas

- **Diagnose the learner** by analyzing student's professionalism lapses to identify
 - Deficiencies
 - Opportunities to do better
- Recognize the **types of challenges** to professionalism that students face
- Identify **skills** that help student achieve and maintain the highest of professional standards

The beginnings of a professionalism curriculum

- **Knowledge**
 - Define values
 - Recognize how actions/behaviors communicate values to others
 - Appreciate the variations across cultures and people
- **Judgment**
 - Analyze and control Emotional responses¹
 - Manage unmet personal needs (stress, burnout)
 - Appreciate presence of competing values
- **Skills**
 - Demonstrate ability to conduct Crucial conversations²
 - Demonstrate Empathy and active listening
 - Perform effective Negotiation and conflict resolution
 - Skillfully provide Peer coaching

¹Goleman, Daniel, *Working with Emotional Intelligence*, 1998.
²Patterson, K et.al *Crucial Conversations*, 2002

Blooms Taxonomy

Original Domains	Sample Verbs
• Evaluation	• Experimenting, Critiquing
• Synthesis	• Planning, Devising
• Analysis	• Comparing, Integrating
• Application	• Implementing, Executing
• Comprehension	• Interpreting, Classifying
• Knowledge	• Listing, Describing

Blooms taxonomy revised

Original Domain		New Domain
•Evaluation	→	•Creating
•Synthesis	→	•Evaluating
•Analysis	→	•Analysis
•Application	→	•Applying
•Comprehension	→	•Understanding
•Knowledge	→	•Remembering

Lorin Anderson

New Blooms - Digital

Domain	Relevant Verbs
Creating	program, film, animate, blog, mix, remix, wiki, publish, podcast, direct/produce
Evaluating	blog/comment, review, post, moderate, collaborate, network,
Analysis	mash, tag, link, reverse engineer
Applying	run, load, play, operate, share, edit
Understanding	advance/boolean search, blog/journal, tweet, categorize, comment, annotate, subscribe
Remembering	bullet point, highlight, bookmark, social network, social/sharing bookmark, search/google,

Andrew Churches
<http://edorigami.wikispaces.com/file/view/bloom%27s+Digital+taxonomy+v3.01.pdf>

Stories of Value

- Summer Scholars program
- 6 students, 6 interviews each
- Met weekly, shared stories
 - WOSU, “Whisper Room”
- HOURS of dialogue edited down to short segments, each with a theme
- Showcase at the end of summer
- Presentation open to all medical students in the Fall
- Women In Medicine -- “Girls’ Night Out”



Stories of Value

- Themes:
 - Your A-Game
 - Teamwork
 - A Passion for Medicine
 - The Privilege of Serving
 - Witnessing Heroism
 - The Ripple

Stories of Value

Reflections

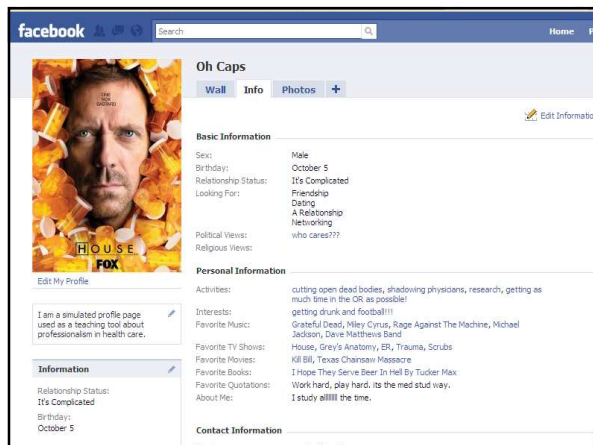
- How did it make you feel?
- Student and faculty response
 - Inspired by our mentors and colleagues
 - “Beat the Burnout”
 - “I’m doing this for a reason”
- Student motivation to participate
- Choosing interviewees

Social Networking

- Reality of behavior
 - Prompted by status updates about lecturers
- New Age Dilemmas
 - How would residencies perceive me?
 - Who can I friend?
 - Where can I browse Facebook?
 - Do I impact potential incoming students?
- Disseminating new social networking policy
 - Honor & Professionalism Council

Facebook demo

- CAPS & ICM curriculum
 - Lead by 2nd & 3rd year medical students
 - Students used their own laptops
 - **Illegal vs. Unprofessional vs. Unsophisticated**
 - Small group discussion and “roaming microphone” lecture format



Facebook demo

- *Reflections*
 - A little extreme? Based on actual posts!
 - Effective
 - Real-time
 - Controversial teaching tool
- Student Feedback
 - “engaging”
 - “realistic”
 - “provocative”
 - “fun”
 - “hilarious”
 - “promoted change”



Hippocratic Oath

- Written by Hippocrates, the father western medicine
- Historical and traditional value/modernized versions
- Rite of passage
- Moral and ethical conduct of physicians



Medical Oaths and Declarations

- Explicit commitment to ethical behavior
- Declaration of intentions
- May strengthen resolve to behave with integrity in extreme circumstances
- Resurgence of popularity with increasing complexity of healthcare and waning physician respect
- 98% of American medical students swear some kind of oath, either on entry or on graduation

Sriharan, Russell, Fritz et al. Medical Oaths and Declarations. BMJ 2001; 323(7327): 1440-1441.

Class Oath Project

- Each class generates its own oath
- Recited at the Hooding Ceremony (graduation)
- Four year WIP project
- Students sign up for the class oath committee (open access)

Class Oath Committee

- Creative process
- Portraits in Professionalism submissions generate ideas and form the foundation
- Initial draft written first year
- New draft written each year with feedback from entire class
- Final oath completed during senior year

Class Oath 2009

"I swear before all those present - my family, my friends, my teachers and my peers that according to my ability and judgment I will keep this Oath:

To go forward from this place of learning, compassion, and encouragement and continue to live in the spirit of Ohio State full of gentle support, active improvement, and unending pursuit of excellence.

I will recall the gentle humility, the passionate pursuit of knowledge, the calming ease, and all of the unique qualities and examples of our mentors and teachers. I will work to incorporate these lessons learned into my practice in order to exude the spirit of medicine at its best.

Class Oath 2009

I will not forgo myself and my family for only in being whole can I heal. As I appreciate and admire my mentors and colleagues, I will appreciate and be thankful for those who give me support outside of the hospital walls.

I will live my life humbly utilizing the power of my knowledge with the utmost respect for human life. Knowing the simplest meaning of doctor as teacher, I will share my knowledge with those who follow in my footsteps.

Class Oath 2009

I vow to always be prepared for my patients in knowledge, skill, spirit and time. I will counsel and guide respecting our differences as well as similarities.

I will not lose site of my promise to first do no harm and will truthfully self-reflect on my intentions, practices, and self education and amend my ways if I stray from my ideals.

Class Oath 2009

I will not ignore the social and economic disparities that exist in the world. Be it through care of the indigent of our country or another, I will work to provide care to all in need.

Throughout my career I will strive to conduct myself with the kindness and respect that I hope will be associated with my name.

With this oath may I enjoy the privilege of practicing the art and science of medicine."

Class Oath -- Common Themes

- Respect for patient autonomy
- Non-maleficence, beneficence, justice
- Virtues of humility, honesty, compassion, altruism
- Guiding principles of confidentiality, informed consent, non-prejudice

Class Oath -- Common Themes

• Importance of education and professional development

• Principles of openness and accountability

- Role of research and public health

Class Oath -- Student Perspective

• Creation involves self-discovery

• Formative aspect of professional development

• Meaningful, personal

Summary discussion

- What are your professionalism projects?
- How would you engage students?
- Who are your faculty champions?
- Q&A



Thank You

