

# Measuring Professionalism as a Motivator for Culture Change

Hugh A. Stoddard, M.Ed., Ph.D.

Assistant Dean for Medical Education

University of Nebraska College of Medicine

Carol R. Thrush, Ed.D.

Office of Educational Development

University of Arkansas for Medical Sciences

# Acknowledgements

- UAMS “Ripple Team”
  - Jan Shorey, MD
  - John Spollen, MD
  - Sara Tariq, MD
  - Carol Thrush, EdD
- Dr. Thomas Inui, MD
  - Relationship Centered-Care Immersion Conference II (2007)

# Workshop Goal

This workshop will take the topic of medical school professionalism **beyond theoretical** discussion to consider how **measurement** of student professionalism and the professional environment for students have **stimulated changes in the 'culture'** of two medical schools.

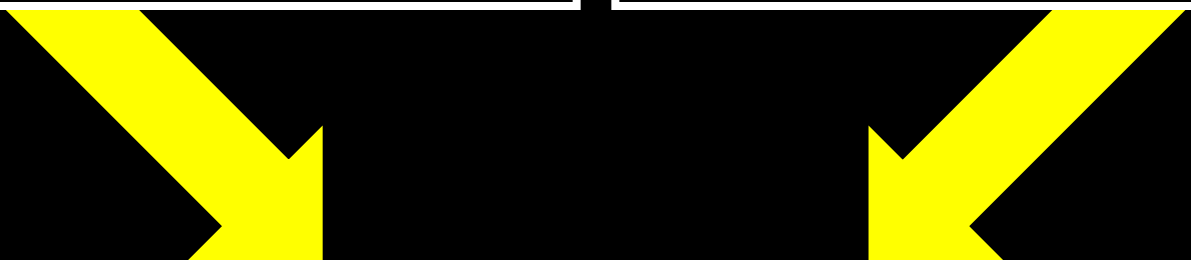
# 2 Aspects of Professionalism

## Student behavior/attitudes:

- Measured with the UNCOM Professionalism Rating form
  - traits assessed
  - underlying philosophy of measurement

## Learning environment:

- Measured with the Learning Environment for Professionalism (LEP) survey
  - theoretical basis
  - psychometric properties



Change in institutional culture  
Management of the “informal curriculum”

## Professionalism Rating Form

Student Name \_\_\_\_\_ Core/Clerkship \_\_\_\_\_ Evaluator Name \_\_\_\_\_

Instructions: Indicate the appropriate rating for each student in each category. The expected rating for all students is between -1 to +1.  
**Any checkmarks in the shaded "Needs Improvement" or "Exceptional" columns require written comments in the space below.**

Category	Needs Improvement		Acceptable			Exceptional	
	Major transgressions occurred or minor errors habitually exhibited WRITTEN COMMENTS REQ'D		No major incidents; any minor events were resolved			No negative incidents of any kind; specific commendable events observed WRITTEN COMMENTS REQ'D	
	-3	-2	-1	EXPECTED	1	2	3
Reliability and Responsibility	Is consistently tardy; does not complete assigned tasks			Is punctual and dependable			Assumes tasks beyond those assigned and completes them efficiently
Teachability/Intellectual Curiosity	Does not adapt behavior in accordance with advice and feedback offered			Is receptive to instruction by faculty and staff			Seeks out opportunities to learn beyond the amount necessary for routine patient care
Communication Skills	Discourages interaction through poor language skills, inappropriate terminology, or an unreceptive attitude			Interacts comfortably with others			Facilitates interactions even under difficult circumstances
Demeanor and Personal Health	Performance of duties is impeded by health, grooming, or lifestyle			Exhibits grooming, dress, and hygiene commensurate with responsibilities			Demonstrates the maturity and manner of a long-standing professional
Honesty and Integrity	Is distrusted by others owing to incidents of being deceitful or indiscrete			Demonstrates integrity in all situations			
Respect	Overtly belittles or demeans other people through words or mannerisms			Treats all people with courtesy both publicly and privately			

Written Comments (specify relevant category):


The UNCOM

Professionalism

Rating Form

– used by faculty to rate students

# Uses of Professionalism Ratings

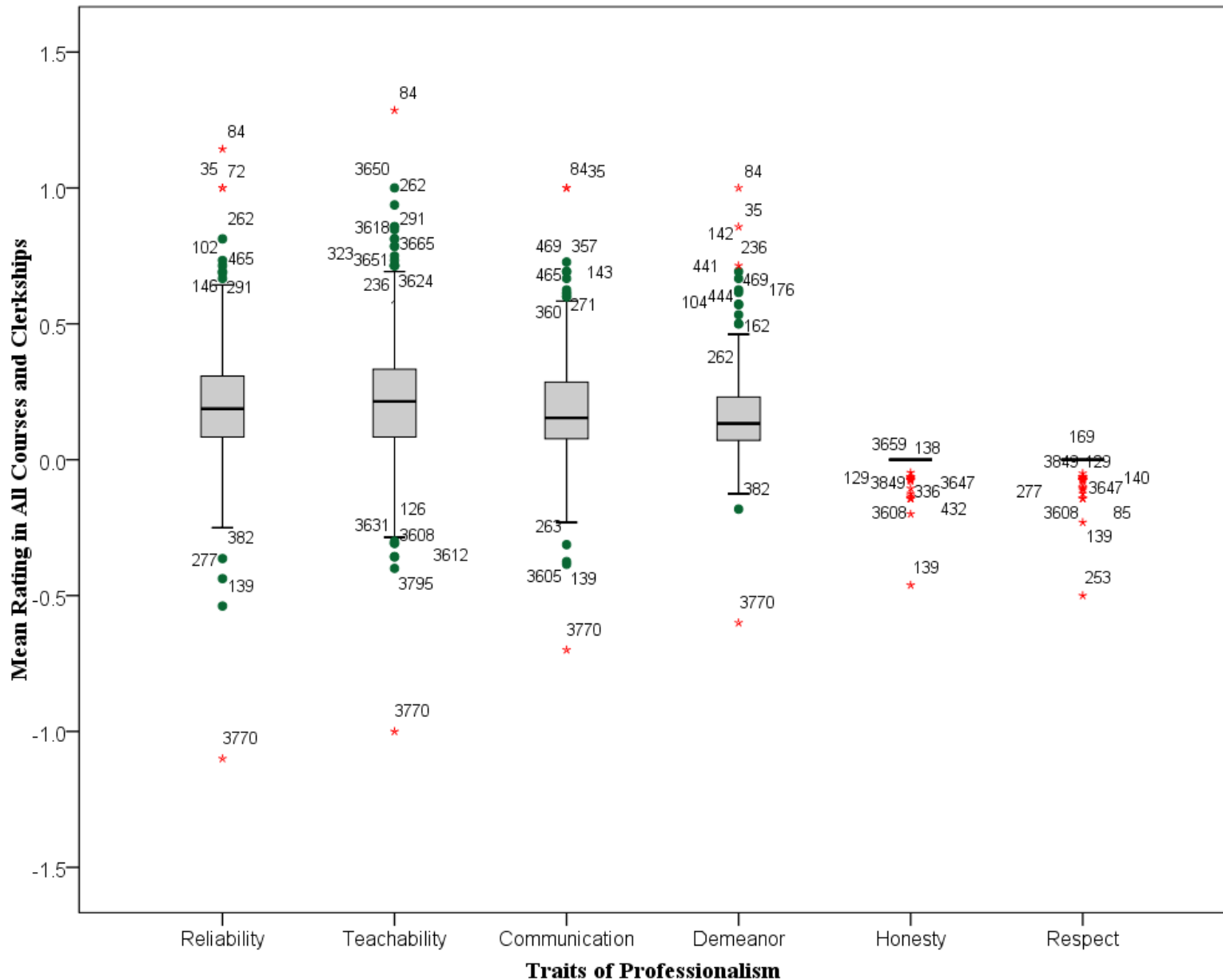
- **Formative**

- Ratings by each course director
- Ratings by advisors
  - Basis for discussion each semester
- Student perception
  - “assessment drives the curriculum”

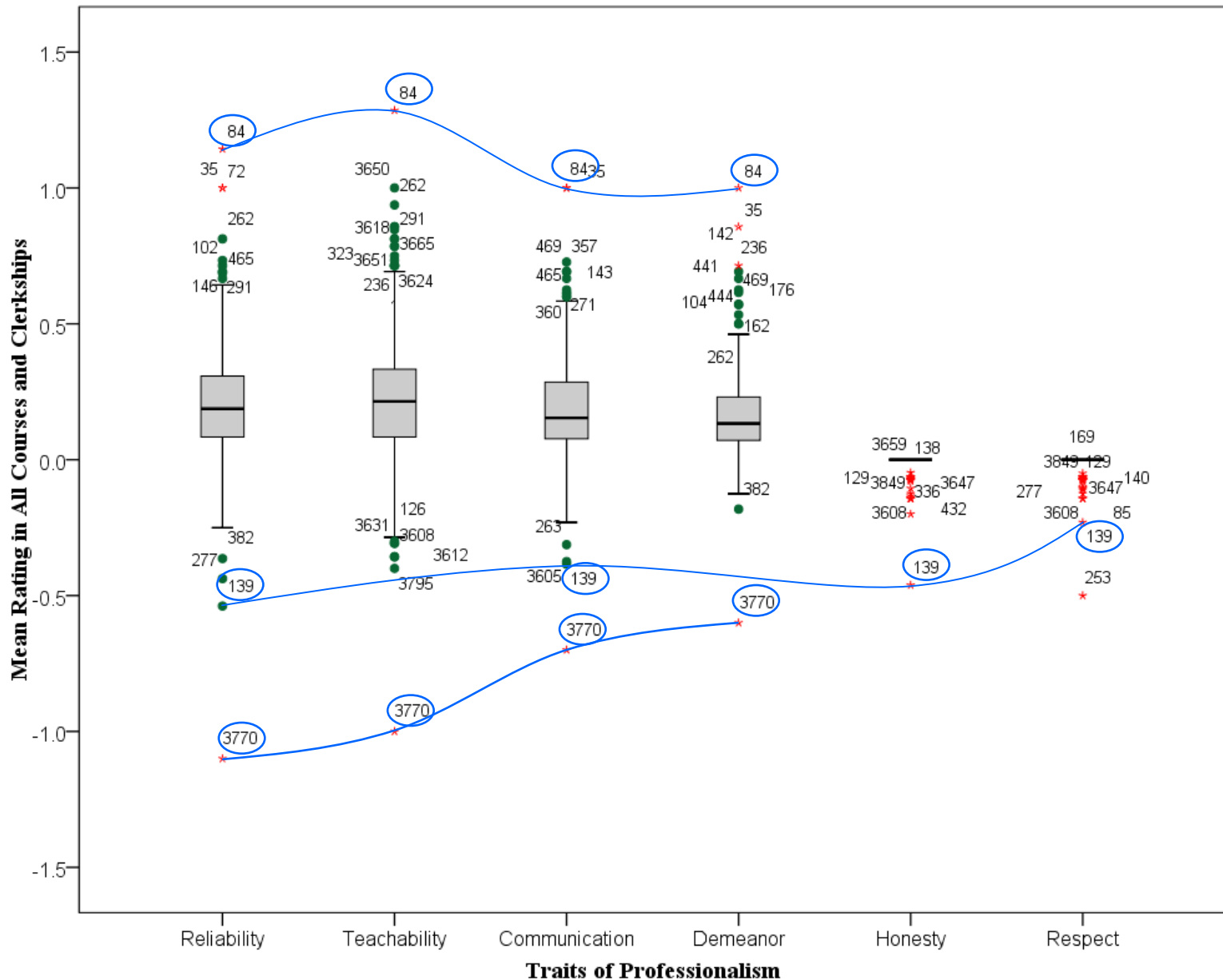
- **Summative**

- Annual report to Student Affairs of ‘outliers’
- Individual record is available for discussions of student performance
- Data included in MSPE (dean’s letter)

# Sample Results



# Sample Results





# The Learning Environment for Professionalism survey

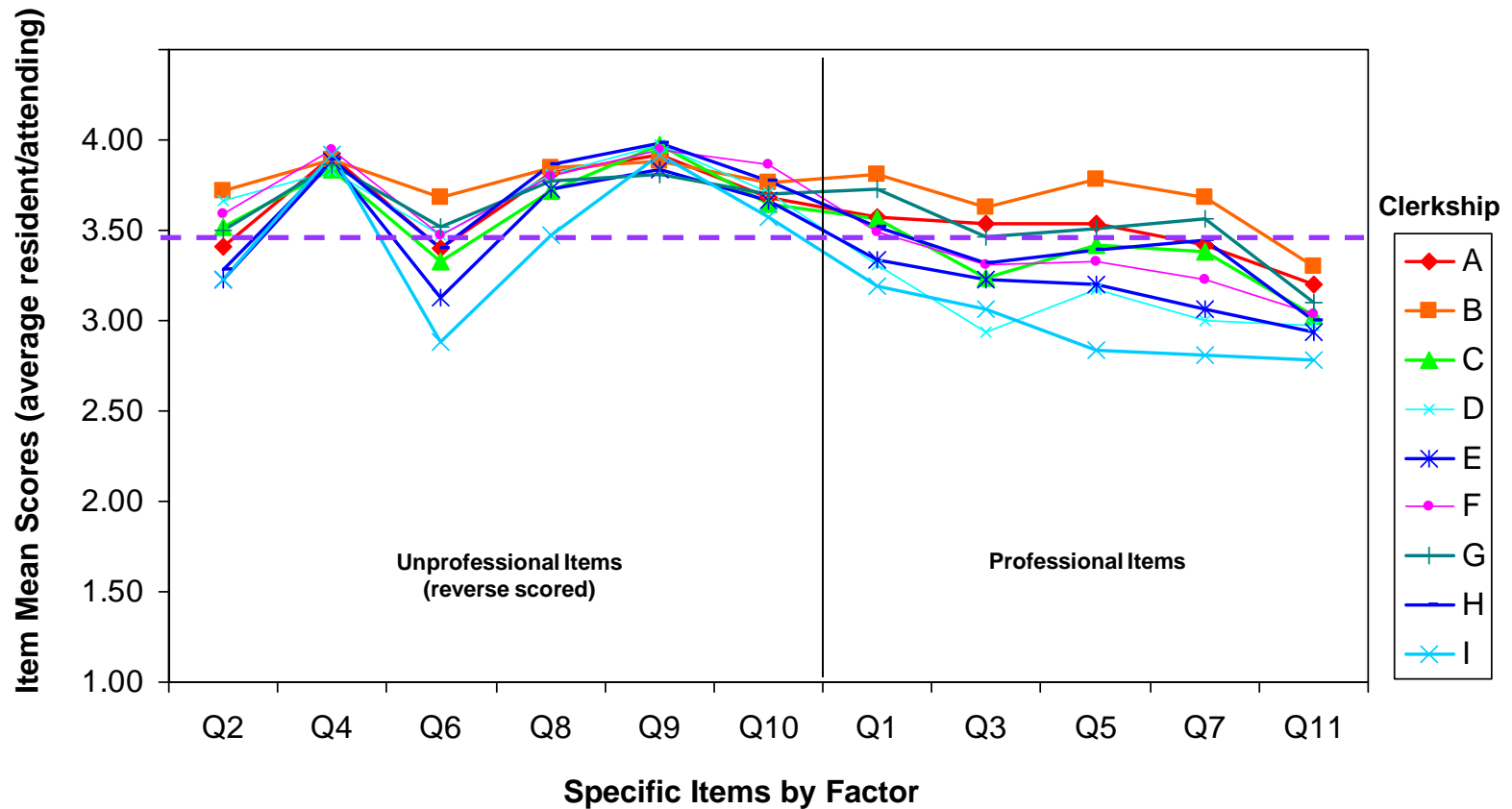
- students rate resident and faculty behavior collectively (no ratings of individuals)

# Uses of LEP Data

- Summary data are presented to Department Chairs, then Clerkship and Residency Directors
- Data give **evidence** to identify environments in need of remediation as well identifying exemplars
- LEP Survey allows administrators to **monitor** students' educational experience
- LEP provides a platform for **discourse** at the institutional level

# Sample Results 1

Figure 1. LEP average mean scores for different clerkships



# Activity

You are in an administrative position at a medical school

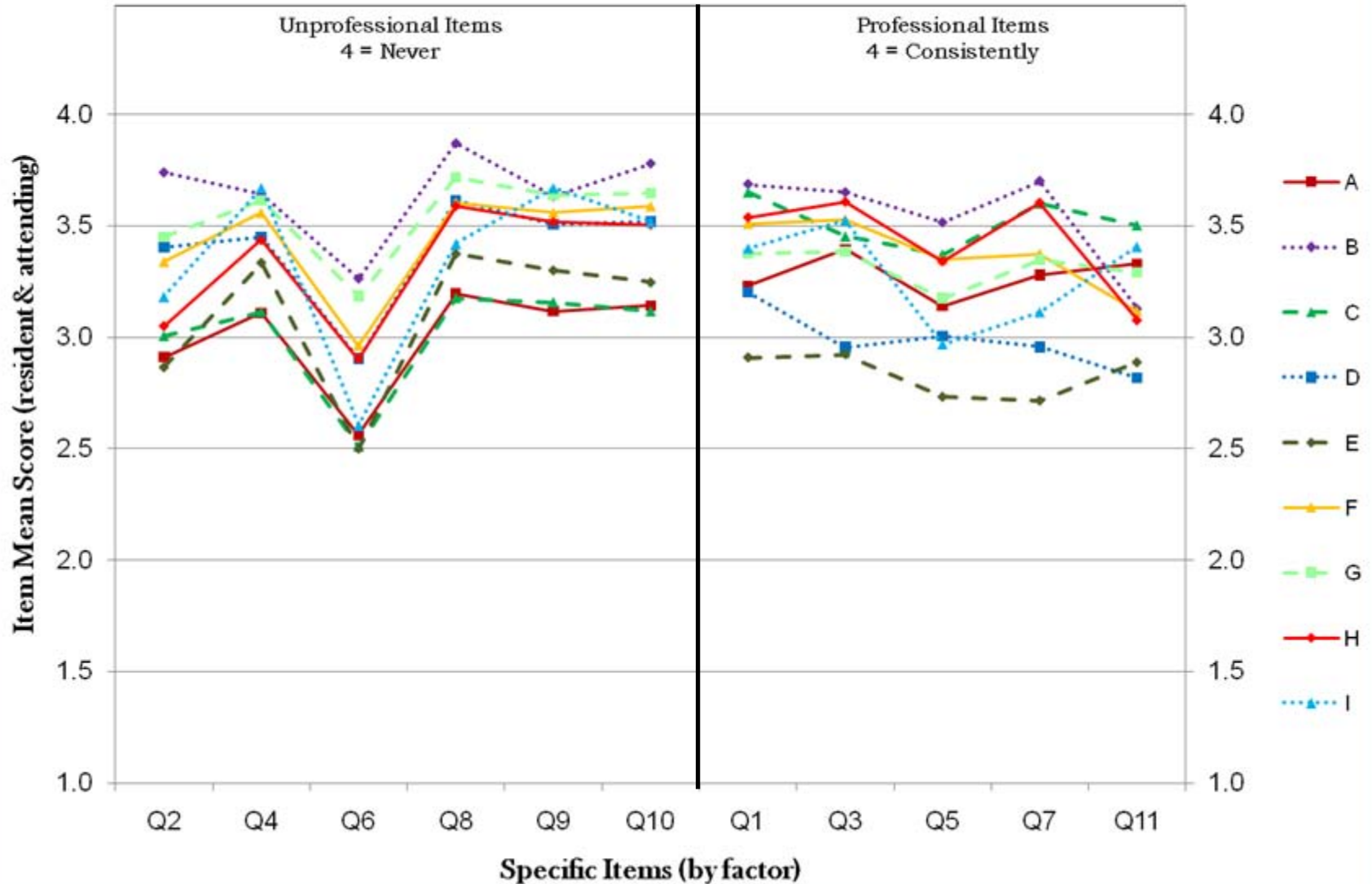
- Use the hypothetical data you've been given:
  - describe the situation
  - formulate an appropriate response
    - To the dean
    - To the department
    - To the students

Report back to the group

- What do the data tell you?
- What will you do?

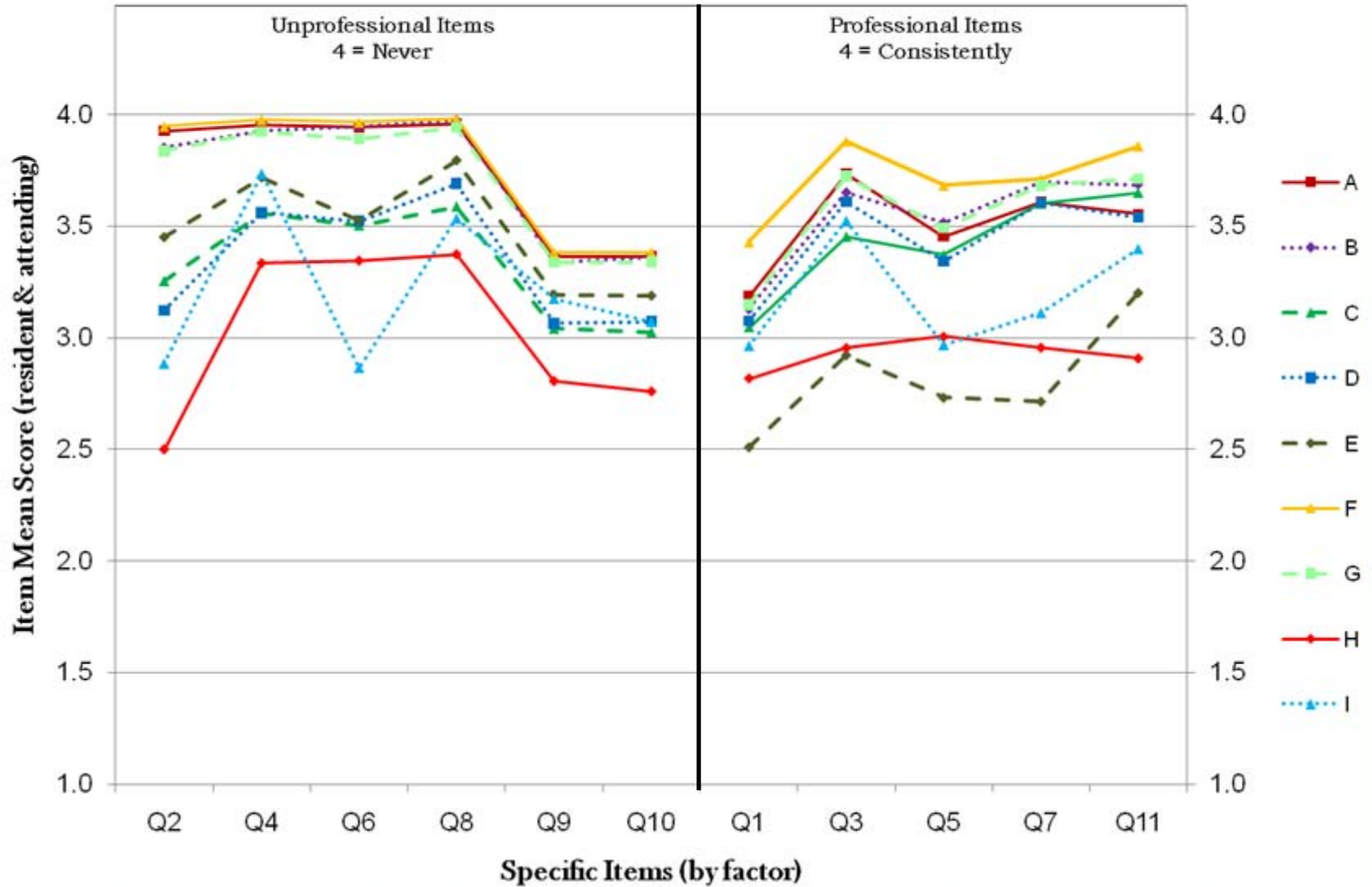
# Group 1 Data

## LEP Mean Scores by Clerkship



# Group 2 Data

## LEP Mean Scores by Clerkship



# Another Approach to Culture Change

- **Appreciative Inquiry**

- David Cooperrider, 1986

- AI is a new method of organizational development

- Identify what in an organization ‘works’

- AI is the opposite of traditional change management process which seeks out problems to solve

- AI intends to change how people think, not just what they do



# Appreciative Inquiry and Professionalism

- Looking for problems in a health care or educational organization may put people on the defensive
- LEP and Professionalism Rating Form report the **strengths** of the organization or individual
  - Identifying and recognizing such strengths may increase the incidences

# Conclusion

- Can this work at your institution?
  - Facilitators?
  - Inhibitors?