PROFESSIONALISM & ITS IMPLICATIONS FOR GENERAL PRACTICE TRAINING

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OBJECTIVES

- How can professionalism be defined?
- How does culture impact on professionalism?
- Can professionalism be assessed and if so, what tools are appropriate for assessment?
- How can professionalism be promoted both at an individual and RTP level?
- What are the implications of professionalism on the selection process for GP training?
SESSION OUTLINE

• Introduction (5mins)
• Small group discussion (15mins)
• Video (10mins)
• General discussion (55mins)
• Summary (5mins)
SMALL GROUP DISCUSSION

• Break into 3 groups representing:
  GPR, DOT, GPS/ME

• Each group to consider professionalism from their designated perspective
  o What constitutes unprofessionalism?
  o What constitutes professionalism?
“John Lee”

- Each group, from your designated perspective, to consider:
  - What happened?
  - What are the professionalism issues?
  - Who has the problem?
  - How would you respond?
PROFESSIONALISM

• The Healer
• The Professional
• The Healer and the Professional

➢ Responsibility and accountability to the patient, the community and the profession
➢ Aspects of professionalism may differ according to the nature of the social contract

Y Steinert et al, Faculty Development as an Instrument of Change: A Case Study on Teaching professionalism
Academic Medicine, 82(11) 2007, pp1057-1064
SUMMARY

Professionalism:
• Complex problem
• Defining it is easier than assessing it
• Best to think of it in terms of behaviours
• Assessment tools - MSF, peer review, DISQ, P-MEX
• Can it be taught?
• What are the standards? Standards may differ. Who sets them?
• The standards should be clear and acceptable to all (Code of conduct)
• The same rules should apply to everyone
• Better selection processes?
The unexamined life is not worth living.

Socrates 469-399 BCE