



Professionalism

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The Business of Change: 2010 and Beyond

Perspective



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Centre of Excellence in Developing Professionalism

- In Liverpool
- We are developing an instrument which will allow us to
- Use peer and self evaluation of professionalism
- Monitor development as the student progresses through the programme



How?

- One of our aims is to find elements of professionalism which can be shown to alter as a student progresses.
- This study is aimed at determining what undergraduates consider constitutes professionalism at different stages of their programme.



Statements

- We used a series of 90 statements which have been used to describe professionalism.
 - van de Camp (2004) *Med Teach* **26** 696-702



Examples of terms

- Accountability
- Adherence to guidelines
- Altruism
- Communication skills
- Compassion
- Competence
- Courage
- Humility
- Integrity
- Interpersonal skills
- Tolerance
- Transparent rules
- Treat patients politely
- Trust

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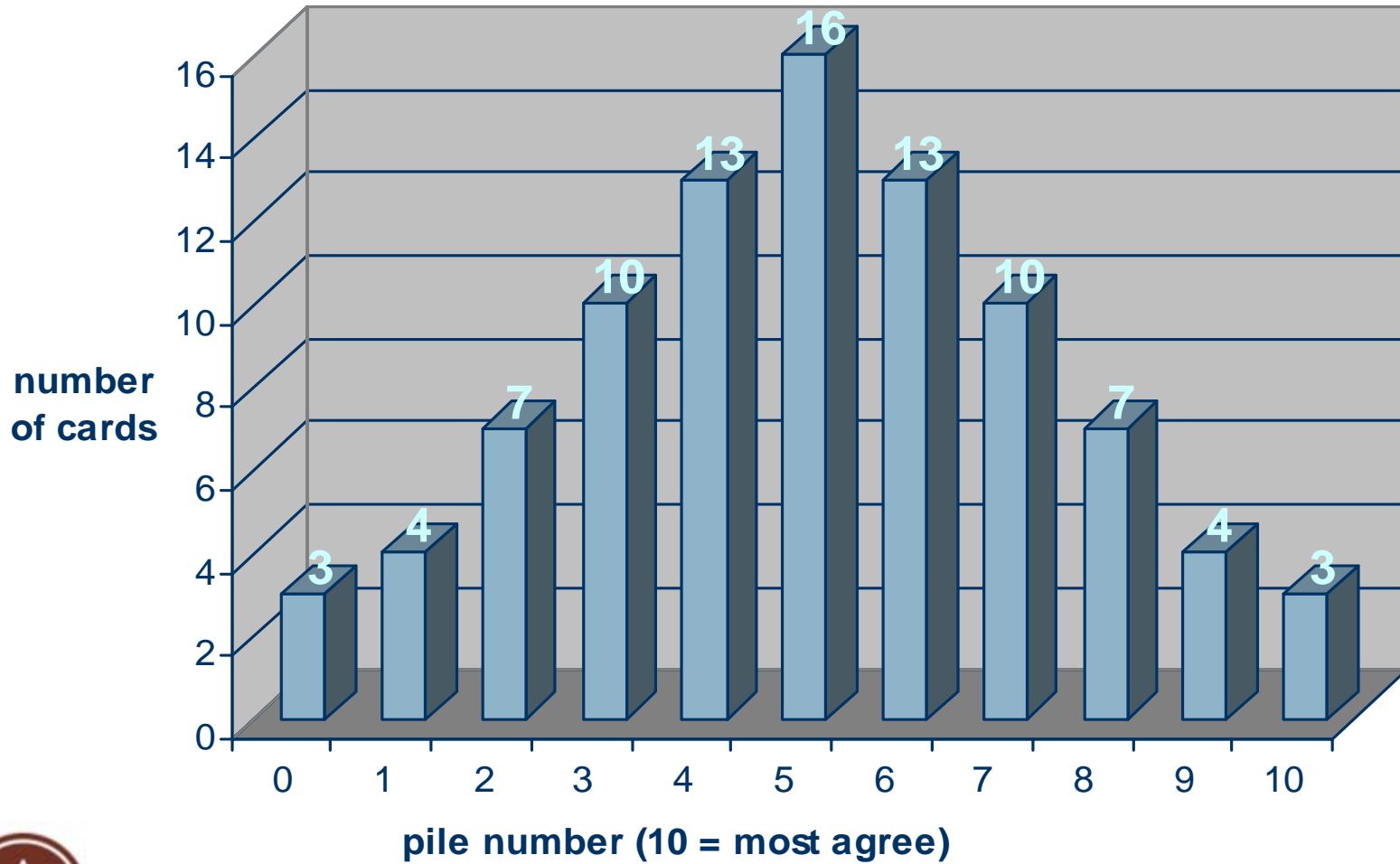


Statements

- Each statement is placed on a card, and the students are asked to sort the statements into piles.
- Each pile has a numerical value associated with it



Q-sort



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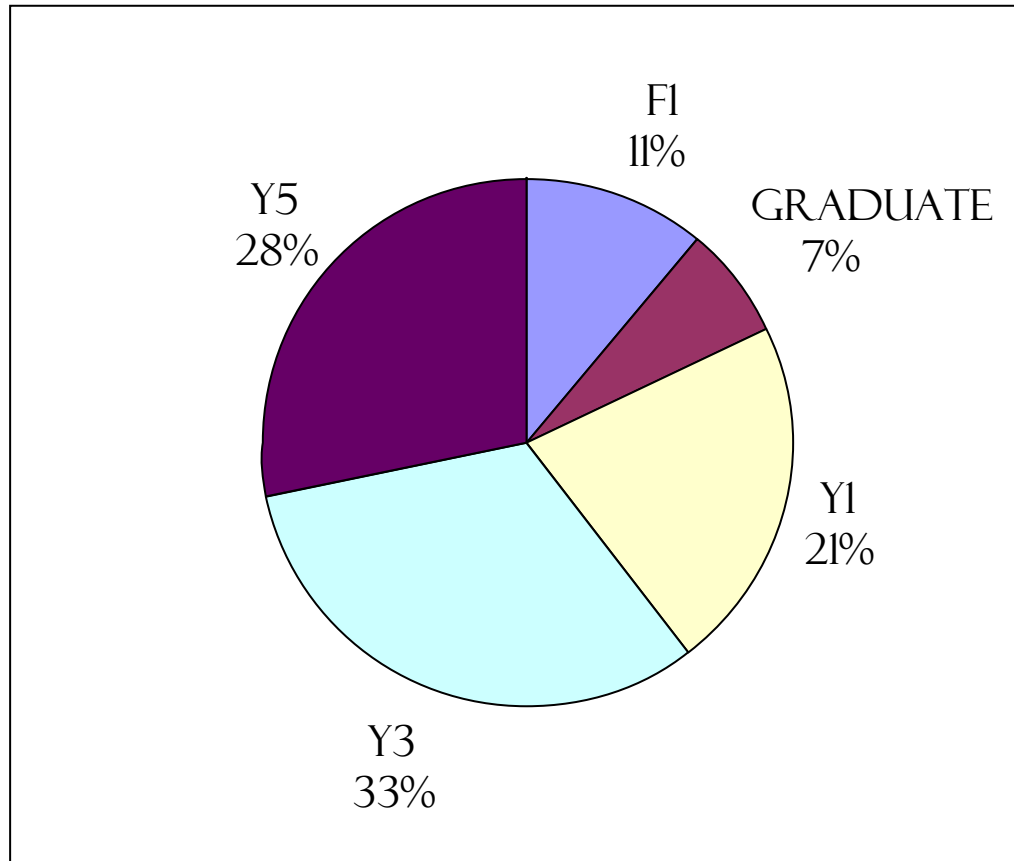
Mode scores (n=99)

Competence	10
Good clinical judgement	9
Ask for help when necessary	8
Give patients information they can understand	8
Know limits of professional competence	8
Professional conduct	8

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Respondents (n=99)



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Difference between 1st and 5th year

Y1 (n=21)	mode	Y 5 (n=28)	mode
Competence	10	Competence	10
Good clinical judgement	9	Know limits of professional competence	10
Give patients information they can understand	8	Good clinical judgement	9
Ask for help when necessary	8	Professional conduct	8
		Ask for help when necessary	8

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And F1? (n=11)

Honesty	10
Ask for help when necessary	9
Trust	9
Responsibility	9
Morality	9
Give patients information they understand	8
Good clinical judgement	8
Know limits of professional competence	8
Interpersonal skills	8

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And F1? (n=11)

Honesty	10
Ask for help when necessary	9
Trust	9
Responsibility	9
Morality	9
Give patients information they understand	8
Good clinical judgement	8
Know limits of professional competence	8
Interpersonal skills	8

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Two Main Factors (whole study)

- Factor 1 Eigenvalue 31.5, explains 32% of variance
 - Competence
 - Know limits of professional competence
 - Good clinical judgement
 - Ask help when necessary
 - Protect confidential information
- Factor 2 Eigenvalue 5.4, explains 5% of variance
 - Honesty
 - Respect
 - Trust
 - Compassion
 - Protect confidential information



Broadly speaking

- There are two principal factors
 - Clinical competence
 - Personal qualities
- Clinical competence is valued at all levels
- Personal qualities become progressively more important
- But *n* is too small for the number of items, so this is only a guide

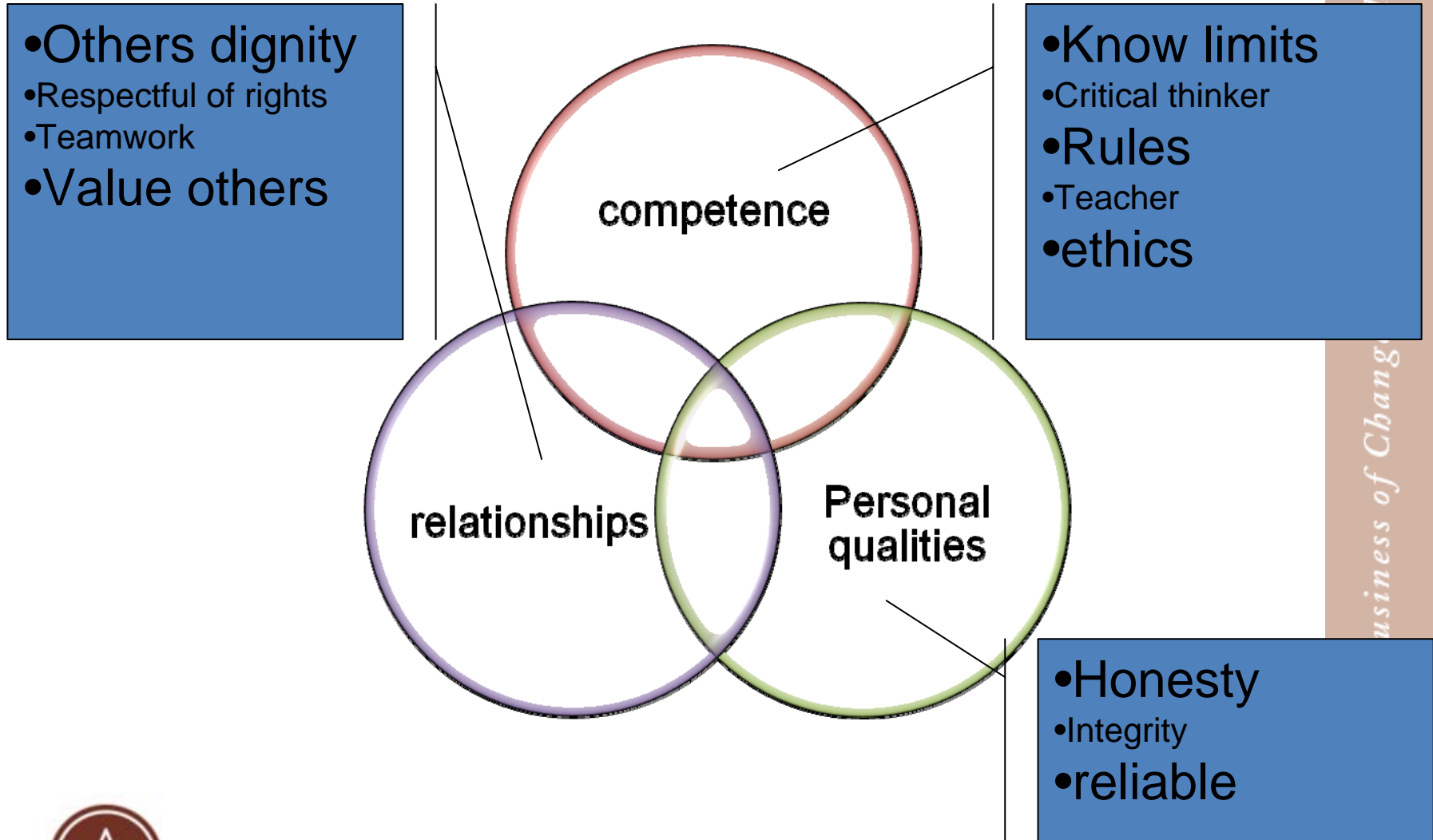


Confidence?

- In a series of 6 focus groups
 - 2 each from years 1,3 and 5 (40 students in all)
- We have checked what the students' understanding of “competence” is
- And started to examine the components that lie within it.
- There is quite a lot of overlap between the different terms



domains



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Choose 20 elements

- Items from the Q-sort (or paraphrases of)
- Important to the students
- Important to us
- Vary across the years
- Understandable to the students!

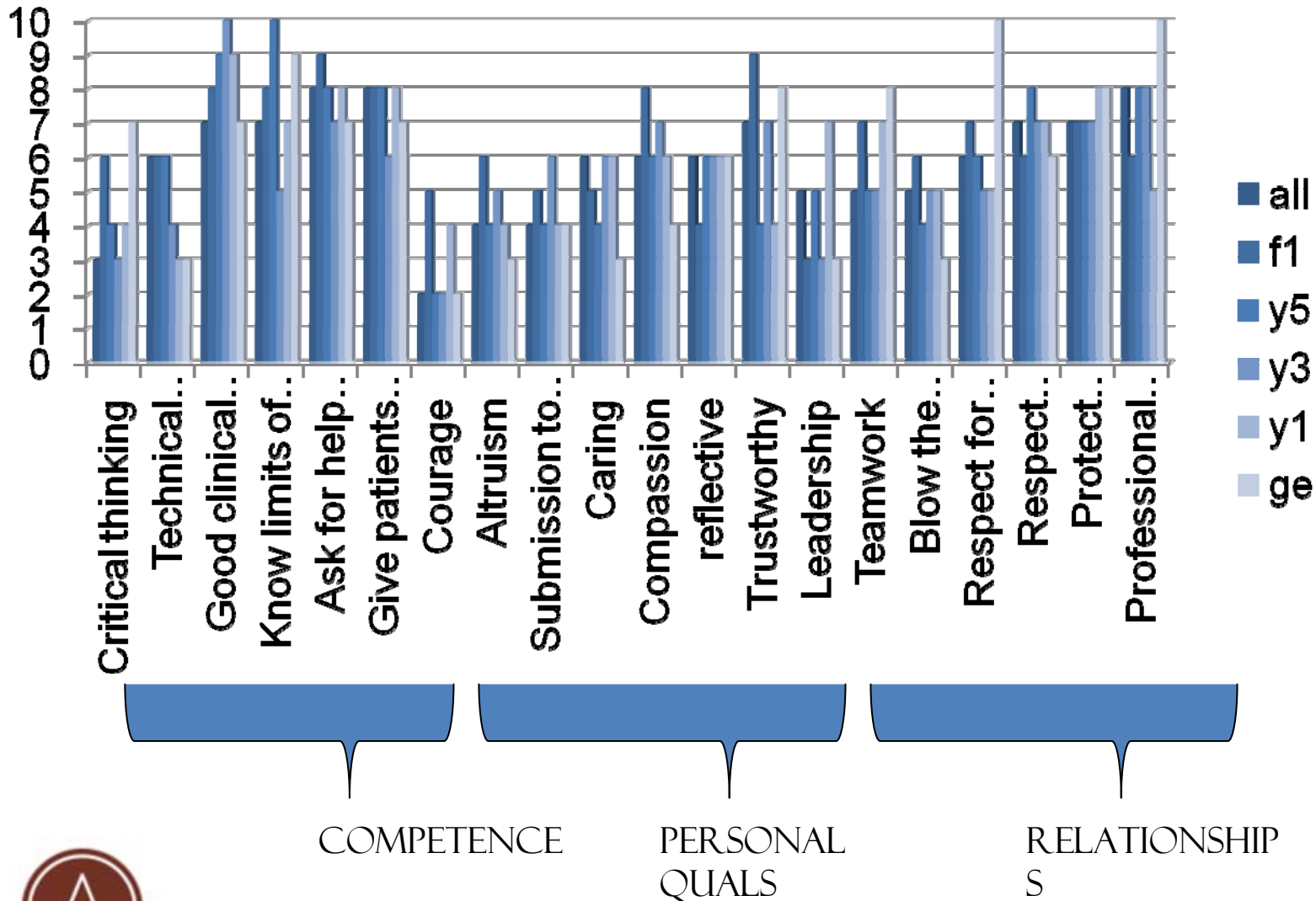


AND

- Trackable against
 - the student Factors
 - Our domains
 - Van de Camp domains



Distribution across our domains



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Professionalism profile for:

Date:

year group

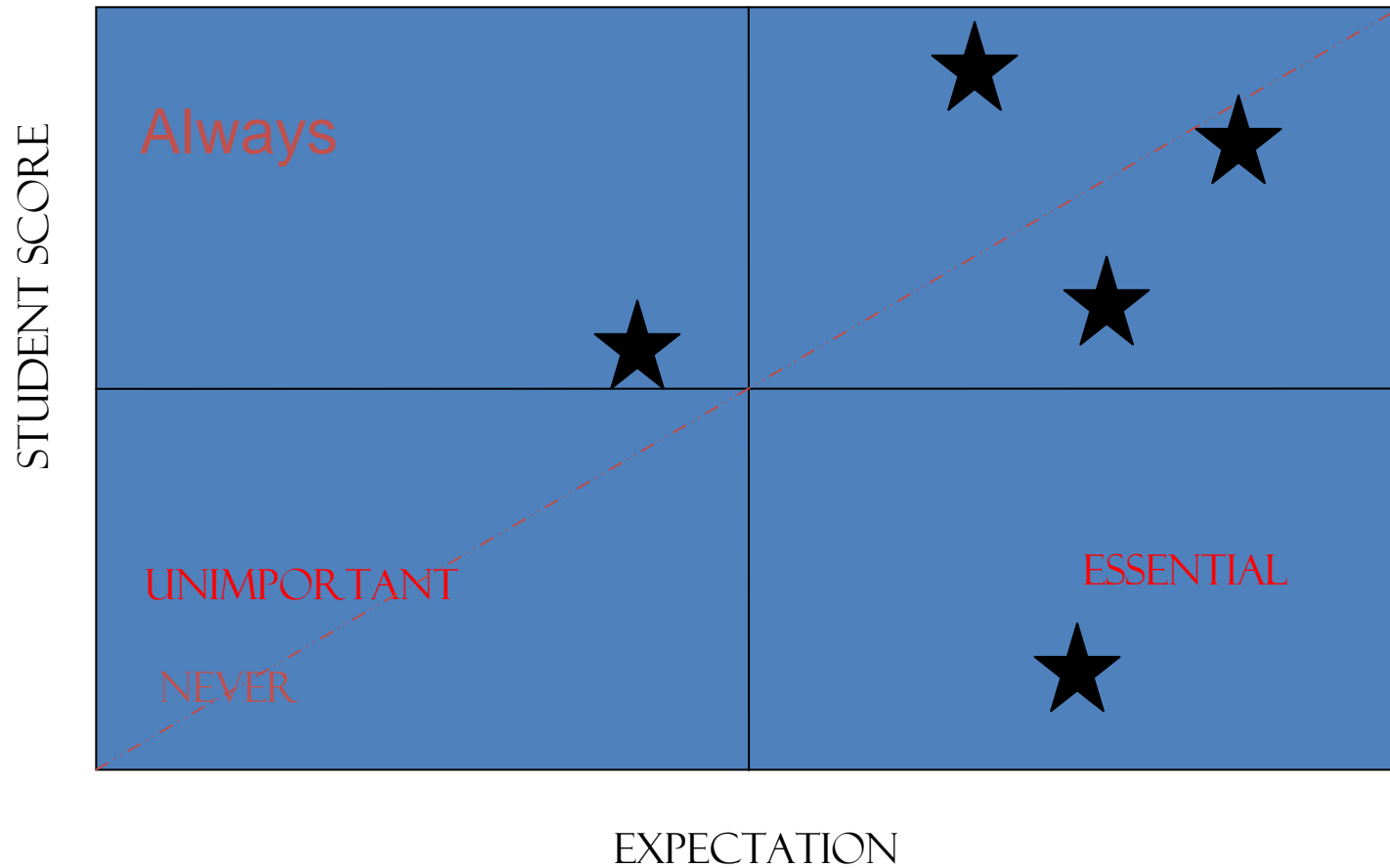
Please complete both halves of the questionnaire. The items cover several domains, and no one would be expected to score highly in all domains

	This describes me/ my colleague						At this stage in our career				
	hardly ever		About half of the time		always		This is not important		This is desirable		This is essential
Altruistic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks for help when necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blows the whistle if necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassionate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courageous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critically thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give patients information they can understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good clinical judgement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Know limits of professional competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protect confidential information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect for others in the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect patients rights of shared decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submits to an ethical code	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technically competent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trustworthy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Then what?



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Thank you for listening

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