



**Department of
Pediatrics**

NOVEL PROFESSIONALISM CURRICULUM FOR A PEDIATRIC RESIDENCY PROGRAM

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Disclosure

Dr Dawkins and Dr Fogarasi have
nothing to disclose

The Challenge

- Create a curriculum that is
 - ▣ Longitudinal
 - ▣ Interactive
 - ▣ Flexible
 - ▣ Efficient
 - ▣ Easy to Implement

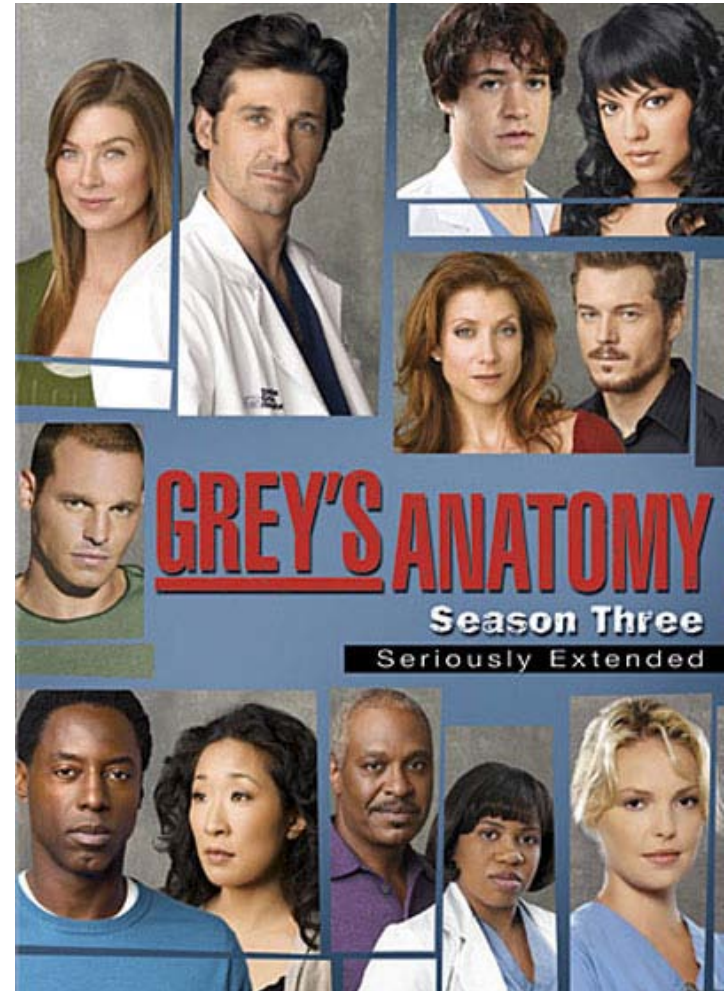
Our Approach



- Survey residents on skills/comfort levels
- Introductory lecture
- Quarterly small group sessions

“Black, White, and Grey”

- Introduce rationale for “teaching” professionalism
- Discuss various definitions of professionalism
- Identify the presence and absence of professional behaviors in clips from the medical drama Grey’s Anatomy



The Groups

- Faculty facilitators
 - 1-2 faculty per group
 - Selected volunteers
- Residents
 - Approx 12 residents/group
 - Each group has residents from each PGY year and Med/Peds
- Benefits
 - If faculty unavailable there is a backup
 - Gives residents another chance for meaningful interaction/mentoring
 - Point of view- spans across PGY levels
 - Early in year, gives interns a chance to form bonds with other residents

Faculty Development

- Faculty selection was based upon interest in the topic, enthusiasm for resident education and availability.
- Faculty Development
 - ▣ One seminar two months prior to implementing the curriculum
 - ▣ A syllabus was supplied with core curriculum and supplemental readings
 - ▣ Post-session emails to faculty solicited curriculum feedback

Developing the Curriculum

- Wanted case-based curriculum
 - ▣ Spur discussion of residents' own experiences
- Give facilitators flexibility on how to run groups
 - ▣ Role play actually became a popular technique
- “Teaching and Assessing Professionalism: A Program Director’s Guide” by the ABP/APPD

The Sessions

- Introduction to Professionalism
 - Definition of professionalism
 - Is it possible to teach professionalism?
 - How does one teach professionalism?
- Professionalism and Clinical Care
 - Qualities of a “good” physician
 - Lapses in professionalism
 - How to deal with lapses in professionalism
- Professionalism and Stress
 - Ways in which stress may influence professionalism
 - The impaired physician
 - Stress management
- Professionalism and Society
 - Advocacy
 - Life-long learning

Evaluation of Curriculum and Results

- At the end of each session, residents and facilitators were asked to anonymously complete the sentence *“What I took away from this small group session...”*
- Many residents commented that they learned a skill, behavior set, or an approach to employ in the future

Themes Identified

□ PROFESSIONALISM

- Defining what it is to be “professional”
- Setting personal goals to be professional
- Society has high expectations of medical professionals
- We need to regain respect as a profession

□ PATIENT CARE

- Oral communication impacts patient care
- Do what is best for your patient
- Listening, understanding, and respect are important
- Golden Rule
- Demands of residency impact patient care
- Advocate for your own thoughts
- Written communication & documentation impact patient care

□ STRESS

- Stress relief/De-stressing is important
- Knowing one’s limitations, asking for & offering help
- I’m not the only one with stress/Stress is prevalent at work
- Balancing work & personal life
- Stress impacts others/personal relationships
- Talking about stress relieves stress
- People deal with stress differently

□ CONFLICT

- Approaching others & ourselves when lapses occur
- Dealing with difficult people & difficult situations
- Handling mistakes
- People deal with conflict differently
- Offering treatments despite personal beliefs
- Noting different perspectives when dealing with conflict
- Preventing conflict & crisis management

□ LIFE LONG LEARNING

- Reflection is an important process
- Advocacy, access to care, politics - both at the micro & macro level
- Role modeling is important
- Staying up to date and achieving competency
- Being professional is an ongoing process
- Our behaviors impact others

□ THE CURRICULUM

- Learned a skill, behavior, or tool that will be helpful for the future
- Valued hearing other people’s views
- Valued opportunity & environment of small group discussions
- Valued opportunity to learn that others share similar challenges & experiences
- Valued opportunity to role-play
- Sessions are unnecessary

The Future...

□ Self Reflection

- Starting this academic year, a self-reflective piece was added to the curriculum
- At the beginning of 3 of the sessions residents are asked to reflect on a question posed
 - Relates to the topic of the day's session
 - Residents are given 10 minutes to write down their thoughts
 - Writings are placed in a sealed envelope which goes into the resident's portfolio
 - Residents are also given the opportunity to share what they wrote with the group

In Conclusion

- Our curriculum has been
 - ▣ Easy to implement
 - ▣ Well received by residents and faculty
 - ▣ An opportunity to provide mentorship
 - ▣ An effective way to introduce key concepts of professionalism
 - ▣ An outlet for residents to share common experiences
 - ▣ Helpful in providing residents with a set of “professional” skills and behaviors for their future



Thank You

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