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Improving Professionalism: Enhanced Perceptions of Professionalism in General Surgery Residents After Administration of a Professional Education Program



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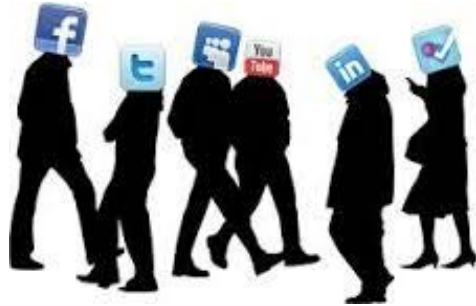
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- Definitions
 - ‘the competence or skill expected of a professional’
 - ‘the skill, good judgment, and polite behaviour that is expected from a person who is trained to do a job well’
 - ‘the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflections in daily practice for the benefit of the individual and community being served.’



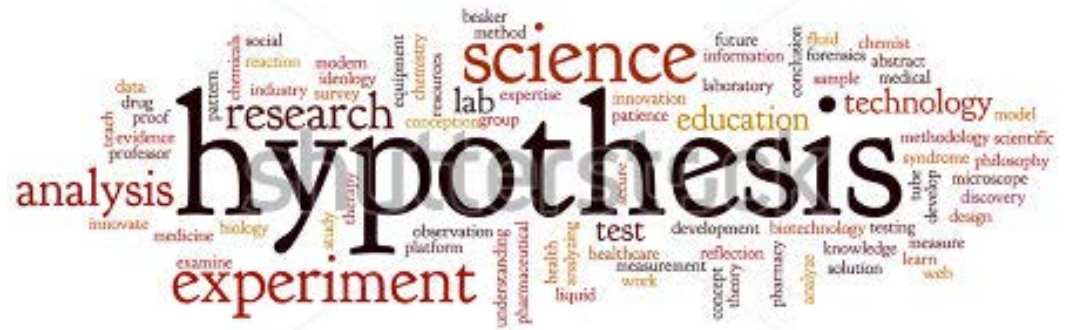
The Need for Professionalism Education



- Changes in social and economic climates have altered the appearance and presentation of professionalism in healthcare



Hypothesis



- We propose that General Surgery residents' self-perception of professionalism will improve following the implementation of a professionalism education program



Objectives



- Define professionalism as it relates to the General Surgery Residency Program at the University of Manitoba
- Develop and implement a six month professionalism education program within the General Surgery residency program at the University of Manitoba
- Develop a multi-faceted outcome assessment that will measure residents' self-perceptions of their own professionalism and professional behaviour



Methods

- Pre course questionnaire
 - Developed by the APTA
 - Previously validated
 - Details questions related to
 - Accountability
 - Altruism
 - Compassion/Caring
 - Excellence
 - Integrity
 - Professional duty
 - Social responsibility



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Professionalism in a General Surgery Residency Program: Core Values

For each core value listed, read the definition and sample indicators and check only one of the self-assessment ratings that best represent the frequency with which you demonstrate the behaviour.

- 1= Never
- 2= Rarely
- 3= Occasionally
- 4= Frequently
- 5= Always

Core Values	Definition	Sample Indicators	Self-Assessment				
			1	2	3	4	5
Accountability	Accountability is active acceptance of the responsibility for the diverse roles, obligations and actions of the physician. These include self-regulation and other behaviours that positively influence patient outcomes, the profession, and the health needs of society.	1. I respond to patient's/colleagues goals and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. I seek and respond to feedback from multiple sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. I acknowledge and accept the consequences of my actions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. I take responsibility for learning and change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		5. I adhere to our Code of Professional Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		6. I communicate accurately with patients and colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		7. I participate in the achievement of patient and colleague goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		8. I seek continuous improvement in quality of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		9. I educate other students and learners in a manner that facilitates the pursuit of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Altruism	Altruism is the primary regard for or devotion to the interest of patients and colleagues	1. I place patients' or colleagues needs above my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		2. I provide care to underserved and underrepresented populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		3. I provide patient services that go beyond expected standards of practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		4. I place patient care and professional responsibilities above my personal needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compassion/Caring	Compassion is the desire to identify with or sense something	1. I understand the socio-cultural, economic and psychological influences on an individual's life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

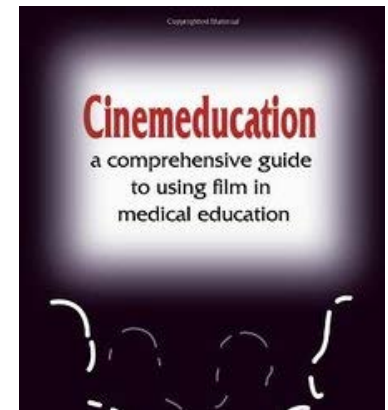


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- Professionalism Education Program
 1. Defining 'professionalism' session
 2. Development of a 'Code of Professionalism' tag
 3. Training in Crucial Conversations
 4. Journal club discussion of professionalism
 5. Cinemeducation session



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Methods

- Post course questionnaire
 - Details same questions related to
 - Accountability
 - Altruism
 - Compassion/Caring
 - Excellence
 - Integrity
 - Professional duty
 - Social responsibility
- SurveyMonkey questionnaire
 - Personal story of professionalism breakthrough



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SurveyMonkey



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Methods

- Interviews
 - Conducted by Dr Samantha Kelleher
 - 30 minute interviews
 - Questions regarding perceptions of professionalism



Data Analysis



- Quantitative Data
 - Centre for Healthcare Innovation
 - 24/26 pre survey responses
 - 16/26 post survey responses
- Qualitative Data
 - Thematic extraction and analysis
 - 12/26 online survey responses
 - 4 interviews completed



Data Analysis

- Excellent reliability of all core values
- Significant change in self perceptions of social responsibility and approaching statistical significance in integrity
- Trend towards improvement of self perceptions in all core values of professionalism

Table 3. Pre-Post Change Comparisons

Core Value	Change	p-value
Accountability	0.04 (0.12)	.75
Altruism	0.12 (0.15)	.42
Compassion/Caring	0.16 (0.15)	.32
Excellence	0.24 (0.15)	.13
Integrity	0.21 (0.11)	.08
Professional Duty	0.15 (0.09)	.11
Social Responsibility	0.29 (0.13)	.04

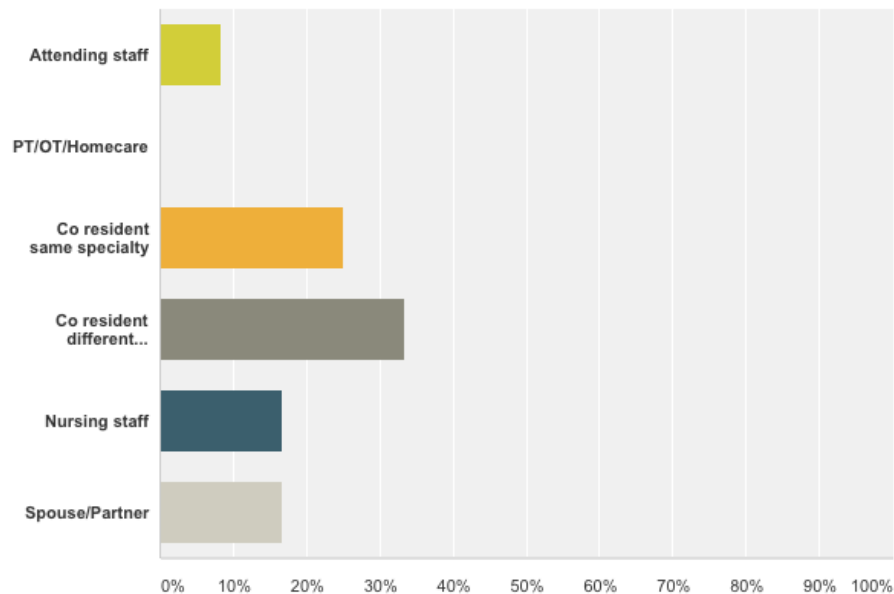
Note: Change (Std error)

*Restricted maximum likelihood estimation (REML)



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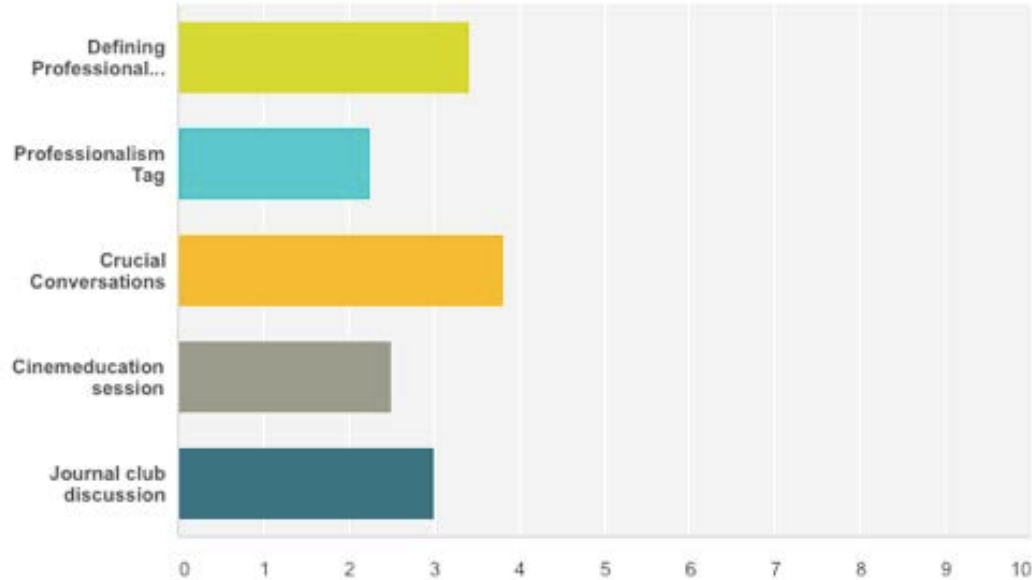
Thematic Analysis



- Common themes surrounding lapses in professionalism:
 - Expectations (unclear or differing)
 - Poor communication and misunderstandings
 - Stress/frustration/burnout
 - Assumptions or judgements
 - Hierarch and power struggles



Thematic Analysis



- Most helpful components:
 - Crucial Conversations
 - Defining Professionalism
 - Journal Club Discussion



Changes in Self Perception

- *'I am more aware of how my actions are perceived.'*
- *'It has made me reflect on what I think professionalism is, and what I feel I have both positively and negatively contributed to my work's professional environment.'*
- *'I think my perception has not changed a lot but I think my awareness to what is professional and what is not has changed. I also think the way I deal with situations where people are unprofessional has changed.'*
- *'I have probably improved as a colleague.'*



Conclusions

- Professionalism was defined as it relates to the General Surgery Residency Program
- A 6-month Professionalism Education Program was developed and implemented within the General Surgery Residency Program
- Administration of a Professionalism Education Program DID improve self perceptions of professionalism particularly in the areas of
 - Social Responsibility
 - Integrity
 - Professional Duty



Future Directions

- Development of formal Professionalism Education Program
 - Generalized course material
 - Required for General Surgery residents
 - Transferrable across healthcare professions
- Acceptance by Surgery Department, the University, the Region
 - Understanding the importance of professionalism and leadership
- Collaboration between the General Surgery Section at the University of Manitoba and other programs across Canada



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Limitations

- Participation
- Honesty
- Emotional intelligence
- Time commitment
- Volunteer participation

