

Review Article

Critical Analysis of Teaching Learning Methods Used in Teaching Professionalism to Medical Students

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The incidence of inappropriate behavior, malpractice, medical errors and medical professional being sued in Court of Law has increased recently. According to Graduate Medical Regulations 2019 by NMC one of the roles assigned to Indian Medical Graduate (IMG) is to be Professional. To inculcate professionalism amongst the IMG, it has to be included in Curriculum and effective teaching-learning methods are used to teach professionalism to undergraduate and Postgraduate Medical Students. Various teaching learning methods are mentioned in literature. PubMed search engine was used extensively to study the articles relevant to teaching learning methods to teach professionalism in medical students. A total of 7 articles were selected for critical analysis, of which 2 were excluded as full articles were not available. Role model and reflection are the most effective teaching learning method to teach professionalism. Professionalism is to be taught at the beginning of the curriculum ie, in 1st professional year. During their clinical postings in 2nd Professional year, the students keenly observe the professional behavior of the teachers and follow them as the teachers are their role model. In reflective writing, the student introspects their own Professional Behavior and make the necessary changes. The student learns about the various attributes of Professionalism and will become a successful Indian Medical Graduate.

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Key words : Professionalism, Medical students, Teaching and Learning.

Nowadays, it is seen that there is increased incidence of Medical Professionals being sued in the Court of Law. Although, the cases of inappropriate behaviour, malpractice, medical errors are few in number, but it maligns the entire Medical Profession. Previously Doctors were granted autonomy by the society but the altered public perception of the role of doctor has defied it.

In one of the studies, it was found that students who demonstrate unprofessional behaviour during UG and PG education are more likely to be found guilty of unprofessional behaviour actions by monitoring boards¹. Even Abraham Flexner considered Professionalism for reconstruction of Medical Education². Thus, the need to include teaching Professionalism in curriculum for UG and PG has been globally acknowledged.

The word Professionalism is derived from Latin "Professio" or public declaration. Professions are occupations which are granted a special status by the society so that the Professionals can deal with

Editor's Comment :

- Professionalism needs to be introduced early in undergraduate medical education.
- One of the identified role of Indian Medical Graduate is to be professional.
- Professionalism can be most effectively taught by role play and reflection.

needs that are valued by the community they serve. Professionalism is a competence or skill expected of a Professional. It is said to be the social bridge between Medicine and Society³.

According to Graduate Medical Education Regulations 2019, one of the roles assigned to Indian Medical Graduate is to be Professional ie, committed to Excellence, Ethical, Responsive and accountable to Patient, Community and Profession.

The core attributes of Professionalism are:

- (1) Altruism, (2) Confidentiality, (3) Commitment, (4) Caring, compassion, (5) Competence, (6) Insightful and Self-awareness, (7) Integrity, Honesty, Trustworthiness, (8) Morality and Ethics, (9) Responsibility to Profession, (10) Responsibility to Society, (11) Teamwork

AIMS AND OBJECTIVES

To critically review the literature related to professionalism and analyse the various methods for achieving professionalism.

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Critical Analysis :

Guraya, *et al* in a study entitled "The legacy of teaching Medical Professionalism for promoting Professional practice: A systematic review" conducted systematic review according to PRISMA guidelines of all the studies related to Medical Professionalism and found 48 articles about how to teach Professionalism. But according to the author, there was a lack of a unified model for teaching Professionalism. The author mentioned about the use of interactive lecture, small group discussion, case vignettes, role play, experiential learning as different methods to teach professionalism. The author identified 4 teaching methods and they are Role modelling, mentoring, The hidden curriculum and reflective practice. But how to implement these methods in the institute is lacking. The author shifted the onus of implementation to the individual institution. The discussion in the study is limited to the use of the 4 teaching learning methods in detail⁴.

"Teaching and assessing Professionalism in the Indian context" is a study by Modi JN, *et al*. It is a Review article. There is a dearth of studies related to Professionalism in Indian context. All studies are in US and western countries. In this particular article, the author highlights the importance of Professionalism in Indian context. The Teaching Learning Methods and Assessment of Professionalism in various professional years is also discussed. According to authors, interactive lectures, brain storming sessions, role play and observation of doctors at work followed by discussion in small group can be used during I Professional year. Role model (sensitization of faculty members), case-based discussion in small groups, reflective thinking Teaching Learning Method can be used during II Professional year and in addition to above, group discussion based on clinical scenarios and case vignettes during III Professional year can be used. Although, the authors have proposed their view about implementation of Professionalism but, actual studies have to be conducted. The methods have to be standardized and later it can be validated that a particular method is effective in our setting¹.

The study of Hatem CJ entitled "Teaching approaches that reflect and promote Professionalism" is limited to residents only. He mentioned 2 teaching initiative – Residents as Teacher program and Bedside teaching which was developed by the author in 1980 and followed in Mt. Auburn Hospital, Cambridge, Massachusetts. The author is of the view that Professionalism can be better taught during clinical training. But the concept should be taught the moment students enters the medical institute. If the students

are made aware about Professionalism in the beginning, then Professionalism can be better learned during clinical posting⁵.

Aziz AB and Ali SK conducted a study entitled "Relationship between level of empathy during Residency Training and perception of Professionalism climate ". It included 70 Residents of OBGY and Paediatrics Department of Tertiary Care Hospital in Pakistan. The study was conducted to assess level of empathy and perception of Professionalism. No significant difference regarding professionalism was found among medical students, residents and faculty. This study was conducted in a private medical college and the sample size is small and moreover it is limited to the Department of OBGY and Paediatrics only. The study included Residents and their view about the professional behaviour of Medical students, Fellow residents and Faculty is assessed. Thus, it reflects the view of residents of OBGY and Paediatrics and hence cannot be generalized⁶.

Altirkawi K in Review article entitled "Teaching Professionalism in Medicine: what, why and how?" mentioned about the roadmap to teach Professionalism. The author defined the steps to teach Professionalism in general which are setting the expectations, performing assessments, remediating inappropriate behaviour, preventing inappropriate behaviour and implementing a cultural change. The author did not mention a particular method to be used during a professional year of curriculum. This study is lacking about the implementation of teaching learning methods in Professionalism⁷.

Outcomes of Critical Analysis :

By teaching Professionalism students will know the importance of Professionalism in Healthcare. They will know what constitutes professional and unprofessional behaviour. Their idea about ethics and malpractice will be clear. Learning Professionalism will help to develop a better doctor-patient relationship. Students can develop empathy towards the patients. Moreover, better communication will be developed between treating Doctor and Patient which will avoid most of the problems. A better understanding will be developed between them.

During the Professional years of curriculum more importance is given on cognitive and psychomotor domain according to Bloom's Taxonomy. By teaching Professionalism, the students learn about the affective domain also. Even, one of the roles assigned to Indian Medical Graduate by GME Regulations 2017, will be learned by teaching Professionalism. The students will learn that to be a good Professional one needs to be

clinically competent with good communication skills. The core attributes of Professionalism which were discussed earlier will be learned by the students. The students will also be sensitized about the behaviour towards the differently abled person. Thus, the students become aware about the concept of compassion, working in a healthcare team, gender sensitivity, cultural and language diversity.

Proposed-Implementation Plan/Translatory Component :

As per the Graduate Medical Education Regulations 2019, one of the major components is Professional development including Ethics which is allotted a total teaching hour of 40 in the Foundation course. This will be further continued as AETCOM module after foundation course which is presently followed.

However, the professionalism among the Medical Students can be assessed by "Climate of Professionalism instrument" developed by Quaintance, *et al.* It comprises of 12 statements on behaviour associated with Professionalism. Students will require to mark their response on a four-point Likert scale ie, 4=mostly, 3=often, 2=sometimes, 1=rarely for a total of 36 items. The score ranges from 36 to 144 and higher score will denote more professional behaviour.

CONCLUSIONS

Teaching Professionalism is important as Professionalism is integral to Medical Profession and it is explicitly mentioned in medical Curriculum. There are various teaching-learning methods to teach professionalism to the students. The most effective are Role model and Reflection. Thus, learning Professionalism will lead to the Professional development of the students.

Author's Reflection :

The importance of Professionalism in Medical Education came to be known. Most important, it

created awareness that the teaching medical faculty can play important role in inducing the concept of Professionalism among the students. It has created the insight that the faculty members must behave responsibly in front of students. It also came to know that Role modelling play important role and for the student, Teacher is the Role model. To inculcate Professional behaviour among the students, it is important that the teacher's own behaviour must be professional since the students will follow their teacher. The teacher's behaviour with the patient is keenly observed by the students during clinical posting. Apart from this, the students also observe how the teacher communicate with the Patients.

The earlier perception was that teaching medical students means the future doctor should treat patient efficiently. The roles assigned to future Indian Medical Graduate according to GME regulations 2017 came to be known and one of the roles is Professionalism and the teaching faculty can only teach Professionalism better.

Conflict of Interest : None

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