

# WHAT IS THE END GOAL?

## Professionalism or Professional Identity?

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# DISCLOSURE OF FINANCIAL RELATIONSHIPS

- Yvonne Steinert has no relevant financial relationships with a commercial interest pertaining to the content of this presentation.
- Kristin Janke has no relevant financial relationships with a commercial interest pertaining to the content of this presentation.

# SESSION GOALS

- To distinguish between professionalism and professional identity formation
- To discuss whether professional identity formation should be the overarching goal in developing health professionals
- To describe how pharmacy educators can support students' professional identity formation in their own contexts
- To discuss pharmacy education's path forward...

# ACKNOWLEDGEMENT

*Many thanks to Drs. Richard and Sylvia Cruess, with whom many of these materials have been developed...*



# BY WAY OF INTRODUCTION...



# WHAT IS THE END GOAL?

- A. Professionalism
- B. Professional identity
- C. All of the above
- D. None of the above



# CASE VIGNETTE – I

In order to gain early patient care experience, students work with families during their first year of the program. While riding on an elevator in the hospital, one student hears another discussing his assigned family by name and in derogatory terms.

***What would you do?***

***What attributes of professionalism are illustrated here?***



# TO CONSIDER

- Do you currently teach professionalism? If so, how?
- Do you have a definition of professionalism? If so, what is it?
- What educational challenges do you encounter?



Photo Credit: The University at Buffalo School of Pharmacy and Pharmaceutical Sciences via AACP



# EDUCATIONAL CHALLENGES

- Agreeing on a definition
- Being professional
- Imparting knowledge of professionalism to learners and faculty members
- Encouraging behaviors characteristic of the professional
- Changing the institutional culture
- Being mindful of cross-cultural differences

# A DEFINITION OF “PROFESSIONALISM”

*“A set of values, behaviors, and relationships that underpin the trust that the public has in doctors...”*

Royal College of Physicians of London, 2005

*“The active demonstration of the traits of a professional.”*

White Paper on Pharmacy Student Professionalism, 1999

# THE TRAITS OF A PROFESSIONAL

- Knowledge of the skills of a profession
- Commitment to self-improvement of skills and knowledge
- Service orientation
- Pride in the profession
- Covenantal relationship with the client
- Creativity and innovation
- Conscience and trustworthiness
- Accountability for one's work
- Ethically sound decision-making
- Leadership

White Paper on Pharmacy Student  
Professionalism, 1999

# TEACHING PROFESSIONALISM

## *Two Approaches:*

- Teach it explicitly (e.g., focus on behaviors & traits)
  - This can become too theoretical
- Teach it as a moral endeavour (e.g., experiential learning)
  - This can become selective and disorganized

**WE MUST DO BOTH!**

# SUCCESS IN TEACHING PROFESSIONALISM

## *A faculty perspective:*

- Curricula have been developed
- The teaching of professionalism has been widely adopted

## *A learner perspective:*

- Learners recognize the importance of professionalism
- Learners develop an understanding of the cognitive base – and the professional behaviors – expected of them
- Learners acquire a framework to help interpret clinical experiences



Photo Credit: Midwestern University - Glendale Campus, College of Pharmacy via AACP



Photo Credit: Auburn University Harrison School of Pharmacy via AACP

# CHALLENGES IN TEACHING PROFESSIONALISM

## *A faculty perspective:*

- Teaching professionalism does not always lead to the adoption of professional behaviors
- There tends to be an over-reliance on promoting professional behaviors rather than on who the individual is

## *A learner perspective:*

- The cognitive base is often taught in isolation
- Complex content is often oversimplified
- There is a focus on negative professionalism



# THE NEED FOR CHANGE...

The teaching of medical professionalism is not an end in itself,  
but a means to an end.

The end, and the educational objective, is  
to ensure that every individual entering practice  
has acquired a professional identity so that they can  
“think, act, and feel like a physician.”

Cruess, Cruess, Boudreau, Snell & Steinert, 2015

# THE NEED FOR CHANGE, CONT'D...

- As teachers and educators we need to ensure that our graduates have acquired a professional identity....
  - *We should not just focus on 'doing', but also on 'being'...*
- A professional identity is one of the main outcomes we want from a graduate; it is the basis of all decisions we make as professionals...
  - *And what is expected by patients, society and peers...*

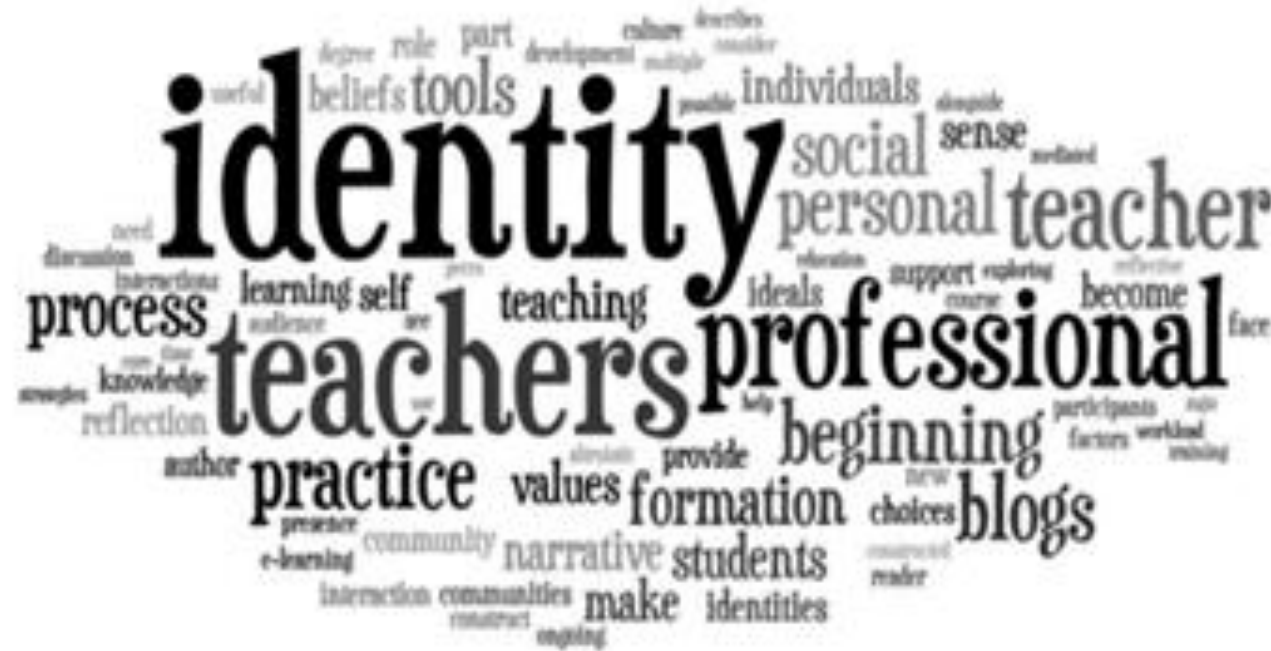
Snell, 2020

# A FUNDAMENTAL QUESTION

*Does medical practice require “a professional presence that is best grounded in what one is rather than what one does?”*

Hafferty, 2009

# FROM PROFESSIONALISM TO IDENTITY

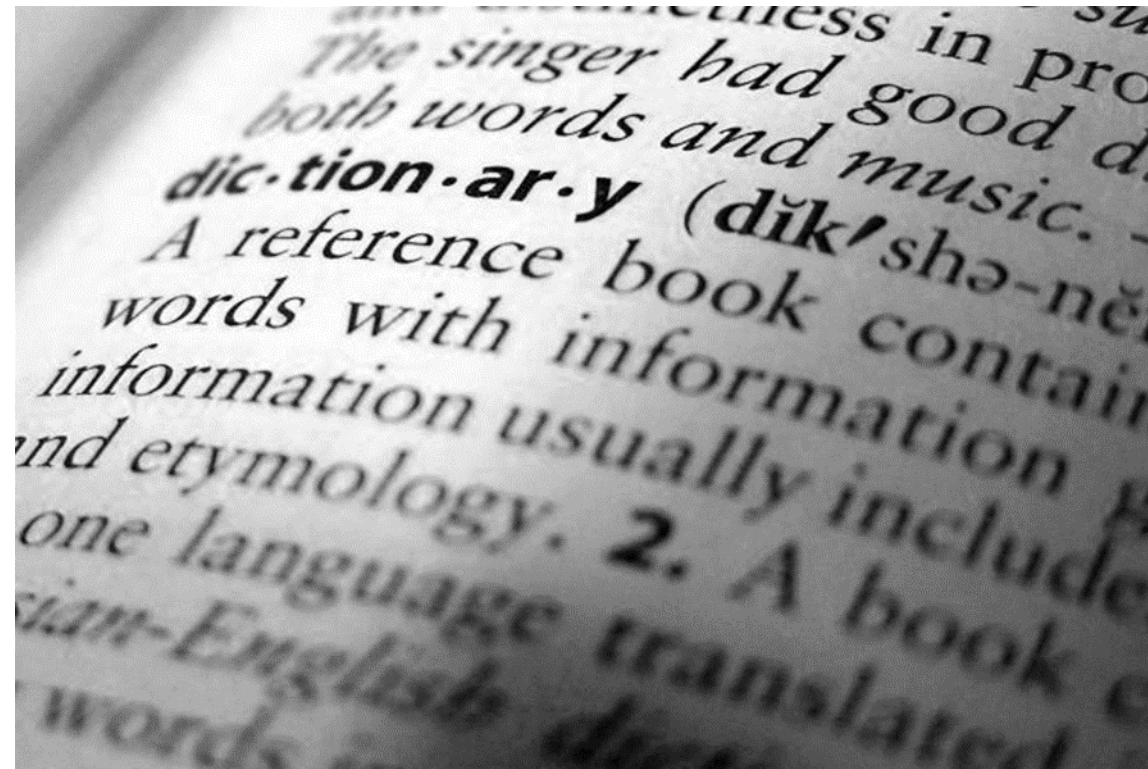


# FROM PROFESSIONALISM TO IDENTITY

- Professional identity formation takes place through a process of socialization
- This process can be made more effective by:
  - Understanding the nature of identity formation
  - Being specific about the professional identity to be created
  - Understanding socialization



# DEFINING KEY CONCEPTS...



# IDENTITY

*“A set of characteristics or a description that distinguishes a person or things from others.”*

Oxford English Dictionary



# MEDICAL PROFESSIONAL IDENTITY

*A representation of self, achieved in stages over time during which the characteristics, values, and norms of the medical profession are internalized, resulting in an individual thinking, acting and feeling like a physician.*

Cruess, Cruess, Boudreau, Snell & Steinert, 2014

# THE BENEFITS OF A FOCUS ON IDENTITY

*Identity helps us to:*

- Explain ourselves
- Present ourselves
- Conduct ourselves
- Identify the scope and nature of our work
- Define what's important
- Organize our time

Cantillon, 2019

# BUT REMEMBER...

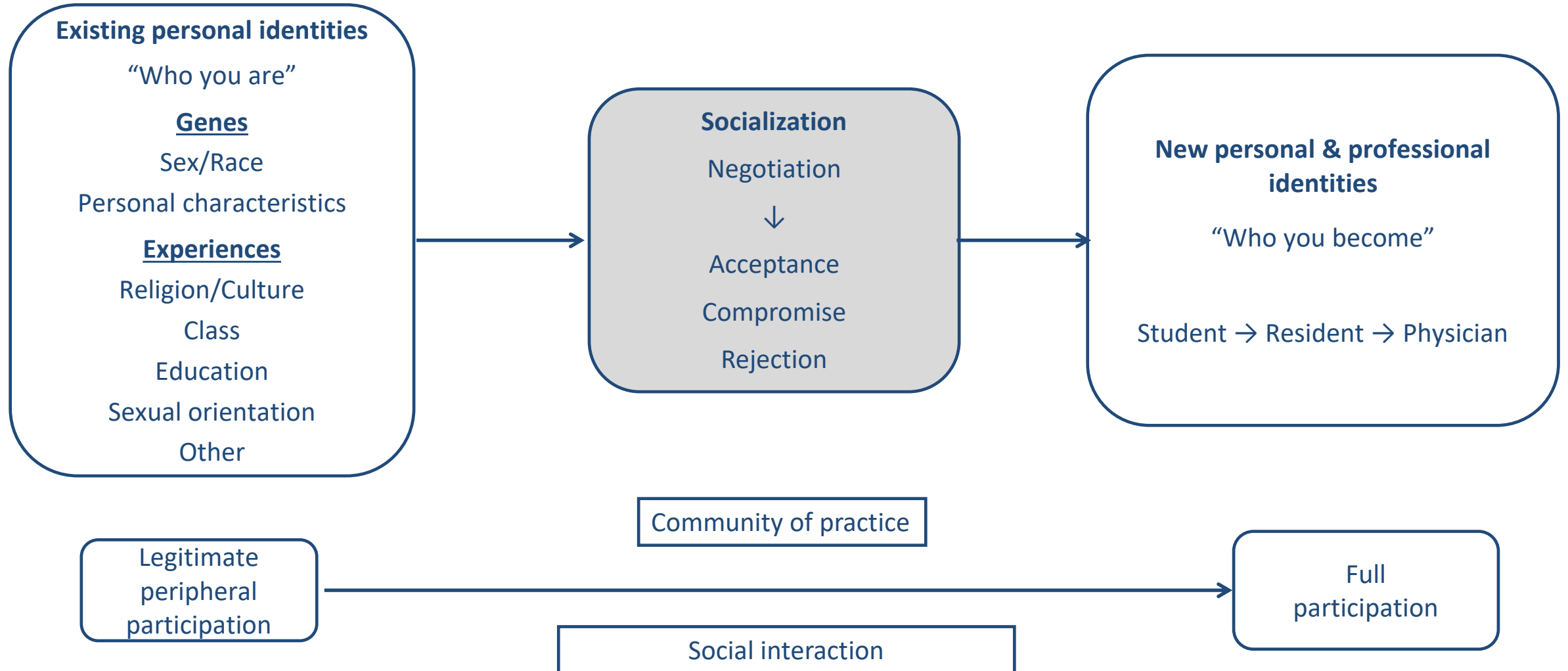
- Identity is complex
- Individuals have several identities – personal and professional
- Identities can change

**Identities represent who we are at  
any one point in time.**

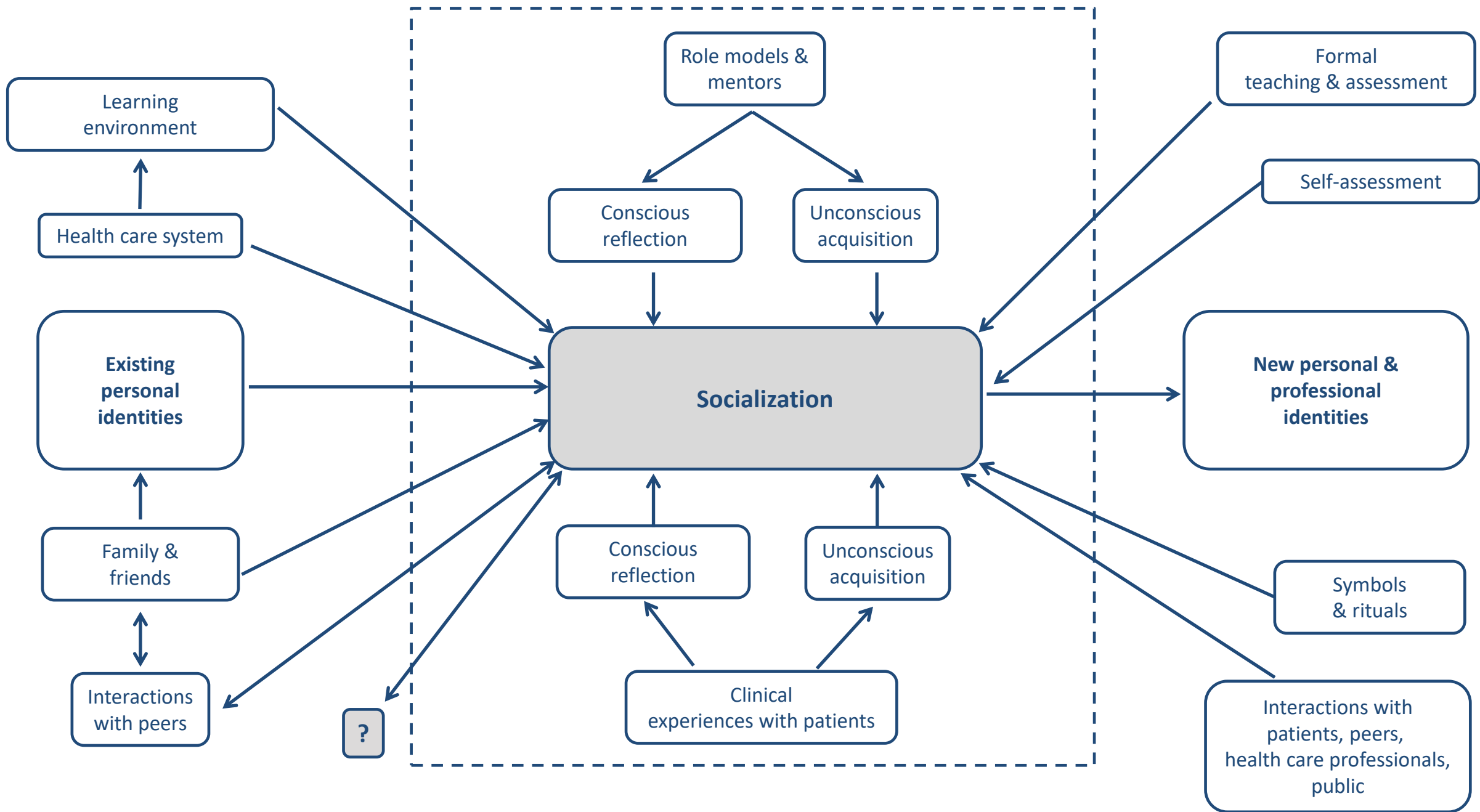
# SOCIALIZATION

- The process by which a person learns to function within a particular society or group by internalizing its values and norms (Oxford English Dictionary)
- The process by which people selectively acquire the values and attitudes, the interests and knowledge current in the groups of which they are – or seek to – become a member (Merton et al., 1957)

# THE PROCESS OF BECOMING A PHYSICIAN



WHAT FACTORS INFLUENCE  
PROFESSIONAL IDENTITY FORMATION?





*Professional identity arises “from a long term combination of experience & reflection on experience.”*

Hilton & Slotnick, 2005

# SUPPORTING PROFESSIONAL IDENTITY FORMATION

- Create a safe and welcoming environment
- Identify clear learning outcomes related to identity formation
- **Be explicit about the values and behaviors underpinning professional identity.**
- Enable authentic experiential learning
- Facilitate meaningful relationships
- Promote guided reflection
- Provide ongoing – and constructive – feedback



# SUPPORTING PROFESSIONAL IDENTITY FORMATION

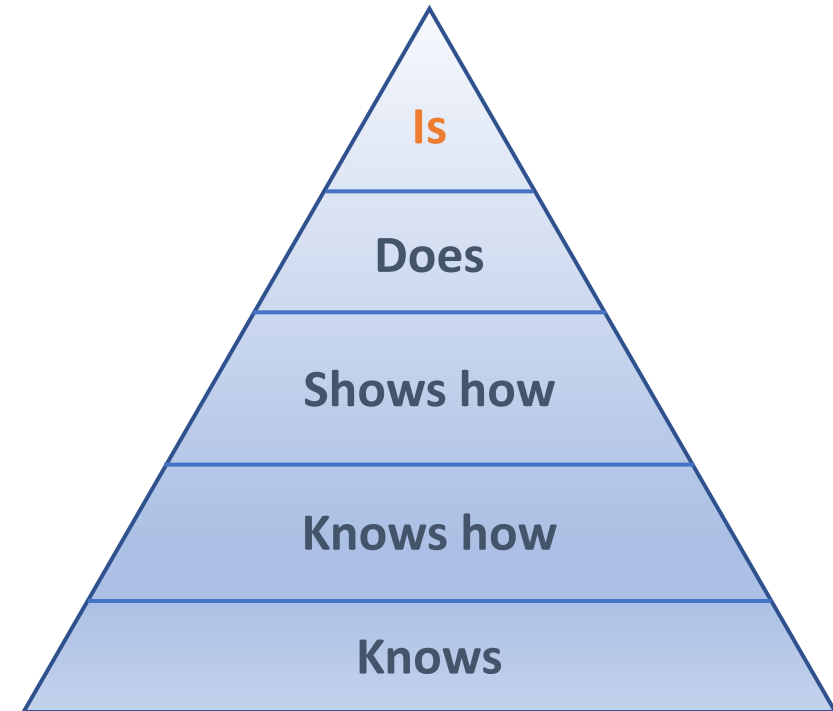
- Decrease the emphasis on lapses
- Focus on supporting positive development
- Include – and empower – learners in the process
- Focus on transitions
- Invest in faculty development



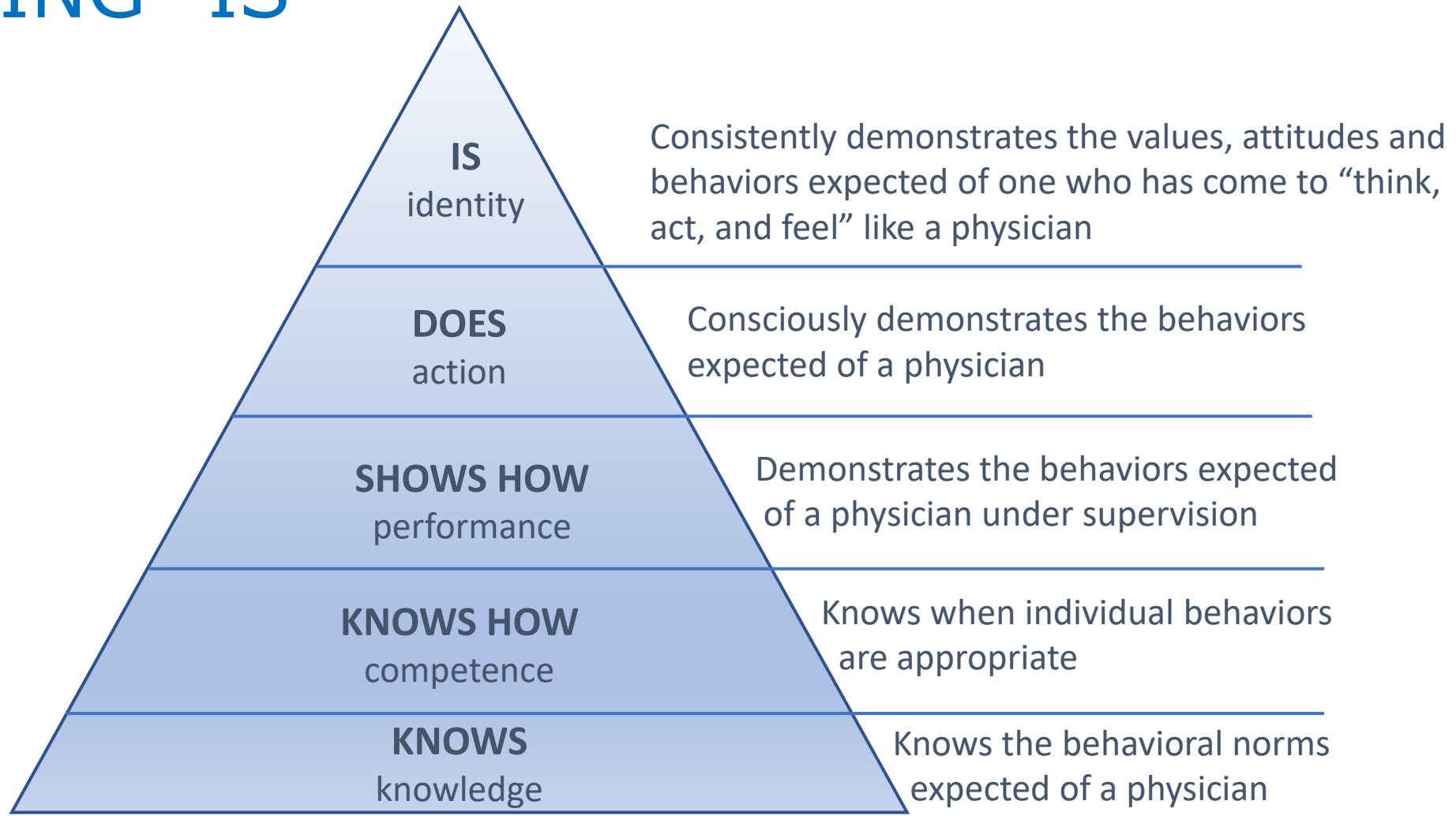
Photo Credit: Union University  
College of Pharmacy via AACP

# LINKING TEACHING TO ASSESSMENT

Miller's pyramid has greatly influenced the assessment literature and has helped us to conceptualize our thinking – and our approaches – at multiple levels...



# ADDING “IS”



# METHODS FOR ASSESSING PROFESSIONALISM

- Direct observations in workplace settings
- Clinical evaluation exercises
- Objective structured clinical examinations
- Video and/or audio assessments
- Multi-source feedback
- Critical incident analysis



Professionalism  
Mini-Evaluation  
Exercise

P-MEX



Evaluation Forms

# ASSESSING PROFESSIONAL IDENTITY FORMATION

- ***In Medicine:***

- Learning logs (Niemi, 1997)
- Identity status interviews (Niemi, 1997)
- Professional self-identity questionnaires (Crossley & Vivekananda-Schmidt, 2009)

- ***In other fields:***

- Standardized inventories (e.g. Professional Role Orientation Inventory)
- Open-ended interviews (Bebeau et al., 2012)
- Open essays (Bebeau et al., 2012)



# **CASE STUDY I:**

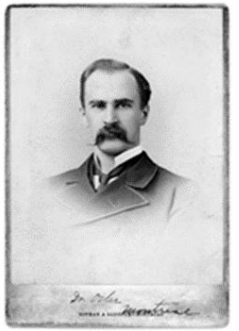
AN UNDERGRADUATE PROGRAM TO  
SUPPORT LEARNERS' IDENTITY  
FORMATION



# PHYSICIANSHIP AT MCGILL

- A conceptual anchor for the undergraduate program at McGill – throughout the 4-year curriculum
- Focuses on the dual roles of the physician: as healer and as professional
- Includes a course called *Physician Apprenticeship*
  - Assists students in their transition from layperson to physician
  - Provides a supportive environment to discuss important issues
  - Promotes self-reflection

# APPRENTICESHIP STRUCTURE



- 1 teacher/mentor (called an 'Osler Fellow') with 5 to 6 students
- 1-2 senior students (who act as co-leaders)
- One group meeting every two months, supplemented by occasional one-on-one meetings
- Additional activities
  - Visits to a patient at home
  - Visits to a patient in a Palliative Care Unit
  - Interviews with standardized patients at a Simulation Centre
  - Participation in the 'White Coat Ceremony'

# PROGRAM EVALUATION

*Students and Osler Fellows value:*

- The creation of a “safe space”
- An opportunity to reflect
- The nature of their relationship
- The chance to talk about identity



*This is one of the few places where you can pause  
and reflect on what this process is doing to you...*

*Looking through the students' eyes I can remember  
why I chose to be a doctor...*

## **CASE STUDY II:**

A FACULTY DEVELOPMENT PROGRAM  
TO HELP FOSTER PROFESSIONALISM  
& PROFESSIONAL IDENTITY  
FORMATION

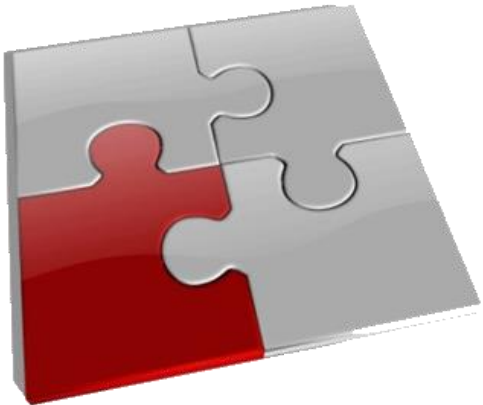
# FACULTY DEVELOPMENT

... Refers to all activities health professionals pursue to improve their knowledge, skills and behaviours as teachers and educators, leaders and managers, researchers and scholars in both individual and group settings



# FACULTY DEVELOPMENT OFFERINGS AT MCGILL

- Teaching Professionalism
- Supporting Professional Identity Formation
- Effective Role Modelling
- Creating a Safe Learning Environment



# SUPPORTING PROFESSIONAL IDENTITY FORMATION

## **Objectives:**

- Define identity and professional identity formation
- Reflect on personal and professional identities and their formation
- Describe the process of socialization and key influencing factors
- Design education strategies that positively influence these factors

## **Format:**

- Workshop including large group interactive plenary, individual exercises and small group discussions





# WHAT IS THE END GOAL?

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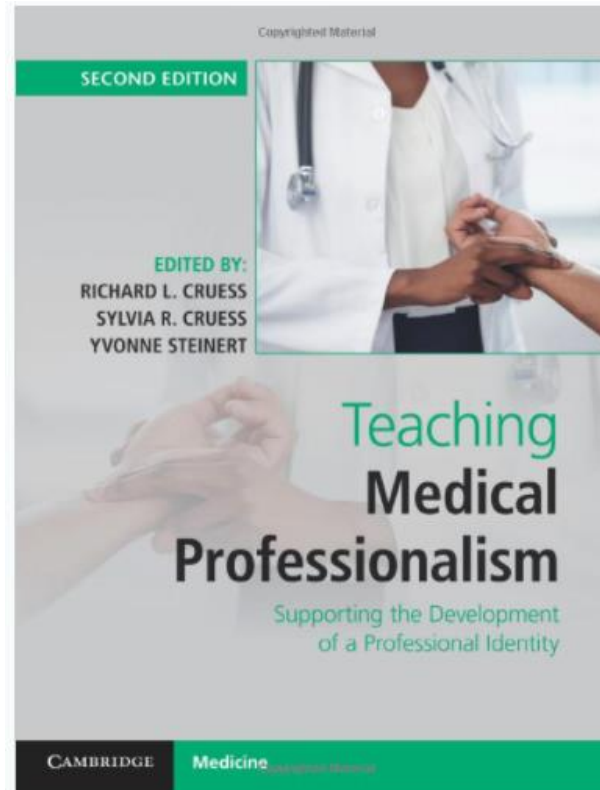
# IN CLOSING...

- Consider reframing the teaching of professionalism to focus on professional identity formation
  - Build on current educational programs
  - Remember that the attributes of professionalism constitute the norms of the desired identity
- Make the focus on identity formation explicit
  - Be explicit about the desired professional identity
  - Pay particular attention to identity formation during moments of transition
- Promote guided reflection and reflective practice

# IN CLOSING...

- Work to influence the socialization process
- Engage learners in the process – and empower them to take an active role in their own formation
- Consider the critical role of work-based learning and communities of practice in identity formation
- Ensure institutional support
- Make faculty development a priority

# THANK YOU!



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# Thoughts on Moving Forward for Pharmacy Education

**Kristin Kari Janke, Ph.D.**

Chair, 2020-2021 AACP Student Affairs Committee

Professor, Pharmaceutical Care & Health Systems

Director, Wulling Center for Innovation & Scholarship in Pharmacy Education

Senior Associate to the Dean, Assessment & Quality

University of Minnesota College of Pharmacy

# Dr. Steinert's Advice

This process of identity formation can be made more effective by:

- Understanding the nature of identity formation
- Being specific about the professional identity to be created
- Understanding socialization

# Our History with Professional Identity Formation

Report of the 2019-2020 AACP Student Affairs Standing Committee

AJPE, Oct 2020

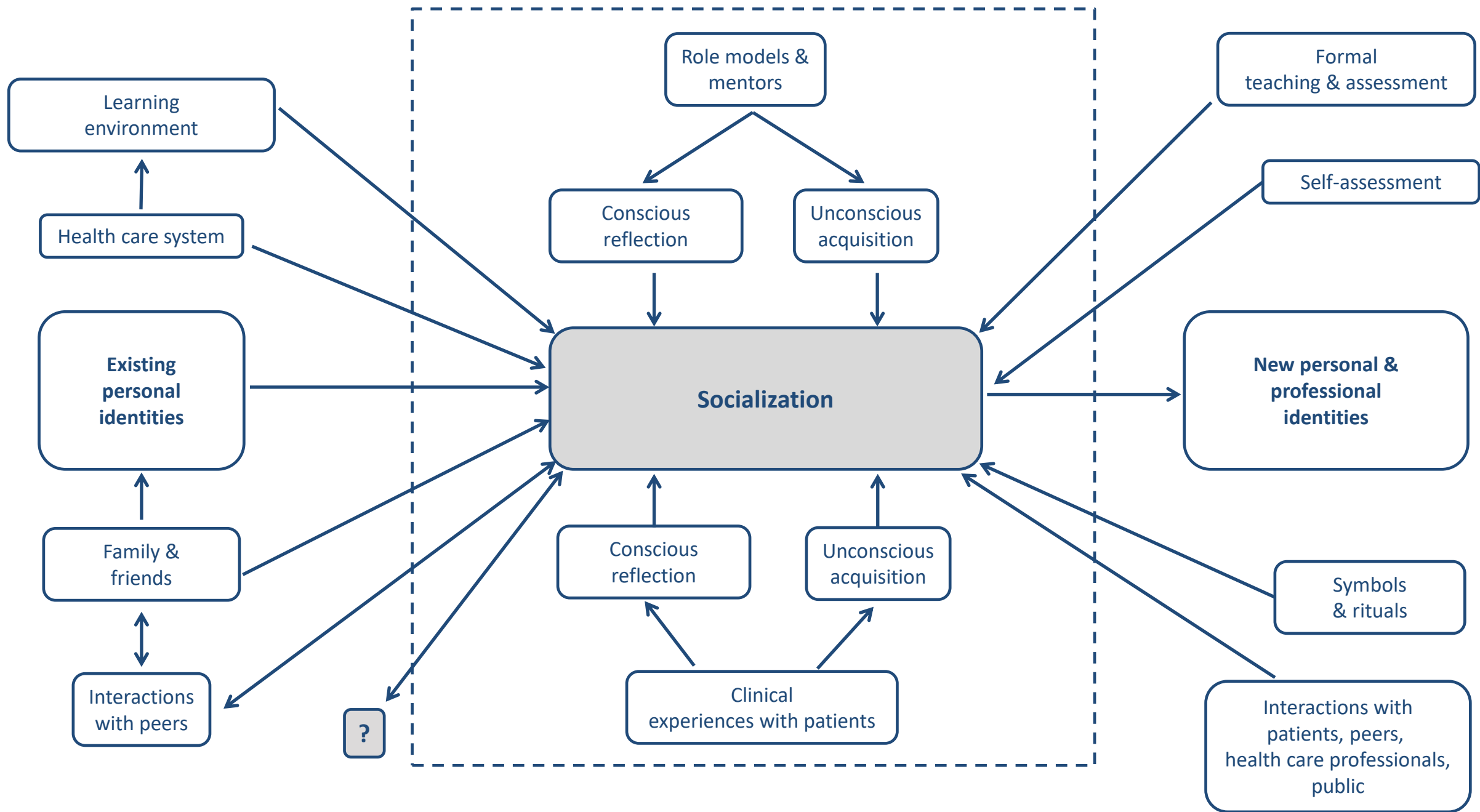
*AACP encourages colleges and schools of pharmacy to advance education that is aimed at the **intentional** formation of professional identity (i.e. thinking, feeling and acting like a pharmacist) and developed and implemented in cooperation with professional pharmacy organizations within the broader pharmacy profession.*

(Emphasis mine), AACP House of Delegates, 2020

# Our Current Efforts (AACP SAC, 2020-2021)

- Identifying relevant educational theories
  - Identifying objectives, teaching/learning methods and assessments
- Making faculty development a priority
- Ensuring institutional support
- Being explicit about the values and behaviors underpinning the professional identity





# Educators Helping Learners To...

- Navigate transitions
- Learn the language
- Learn to live with ambiguity
- Learn the hierarchy and power relationships
- Learn to "play the role"
- Integrate personal and professional identities
- Manage emotions (e.g. anxiety, frustration, satisfaction)

# Extending Our Current Efforts as Educators

- Build on our professionalism work
- Support socialization and communities of practice
- Recognize the importance of identity, **especially in practice transformation**
  - How we explain, present and conduct ourselves
  - Identify the scope and nature of our work
  - Define what's important
  - Organize our time (Cantillon, 2019)

# Questions