Professionalism Charter: Resources for Implementation

Christopher Straus, MD
Pritzker School of Medicine

April 13, 2010
Disclosure of Commercial Interest

None

(Now just wouldn’t that be ironic !)
Objectives

In this session, you will learn:

- **Challenges** in teaching professionalism:
  - Recap of how it applies to our specialty of Radiology

- Available and applicable **Resources**:
  - Materials targeting our radiology needs

- Proposed **Future** role Professionalism education can play in Radiology
  - Perceived Quality and Communication
Radiology Specific Challenges

- Do we respect referral physicians?
  - *How to change our students/housestaff behavior*

- Are we leading members of the patient’s decision-making team?
  - *Do we promote or discourage direct involvement in Pt care?*

- Is the larger body of radiological knowledge effectively maximizing patient outcomes and altruistic service?

*Do we teach these principles?*

Cruess SR et al. eMJA, 2008
Professionalism as a topic has traditionally been learned passively

- One *is expected* to emulate the demeanor and actions of your senior housestaff and attendings
Referring MDs and our own Housestaff

Tradition promotes self reliance + independence

Team patient care \textit{not} the traditional norm, which remains fiercely hierarchical

\textbf{Ex.} Pacs systems have accentuated MD independence

PACS = “bypass radiology”

Movie Tagline: “Perseverance under the toughest of conditions”
Educator’s Challenge

The “Hidden curriculum”

Even while a medical school or institution defines its values, those in it may at times model unprofessional characteristics and thus undermine the educational objectives.


However -

Professionalism can [still] be taught in the hidden curriculum by encouraging faculty/residents/students to have conversations about real-life events that challenge ideas of what it means to be a doctor.

(Can Professionalism Be Taught? David T. Stern, MD, PhD AMA Virtual Mentor)
Students are generating and taking oaths…

One study showed 3 major themes emerging:

1) **Professional skills**
   - The negatives of training, listening and empathy, growth and development.

2) **Personal qualities**
   - Wholeness, humility, and constancy/perfectionism.

3) **Scope of professional practice**
   - Physician relationships, positive emotions, healing, service, spirituality, and balance

“Their view of physicianhood is beginning to include elements as presence, love, and awe.”

Students are generating and taking oaths…

One study showed 3 major themes emerging:

1) **Professional skills**
   - The negatives of training, listening and empathy, growth and development.

2) **Personal qualities**
   - Wholeness, humility, and constancy/perfectionism.

3) **Scope of professional practice**
   - Physician relationships, positive emotions, healing, service, spirituality, and balance

“Their view of physicianhood is beginning to include elements as presence, love, and awe.”

What is next?
The caped crusaders of the AUR Alliances
Evolving accreditation requirements and analysis demonstrate …

1. Students/housestaff are largely starved for more meaning

2. It is far easier to mitigate change before their behavior is altered.

(Arora, V JAMA)
Resources:

Primarily …. **Ourselves**

- **Our Actions** and our **Availability**
  - Become aware of the Hidden Curriculum
  - Make time to discuss difficult real-life events that challenge ideas and perceived expectations
Resources:
AMSER Professionalism Module

- Provides parameters to a broad and confusing issue
- A framework which can be adopted or modified to best fit each institution
- Coalesce amorphous concepts and increase awareness
4. Honesty with Patients

- state your level of training/experience
- know how to discuss of imaging results with patients
- know how to obtain informed consent for procedures

American College of Radiology (ACR) practice guideline for communication of diagnostic imaging findings

Smith and Gunderman. Should We Inform Patients of Radiology Results? Radiology 2010 255:317-21

Balance being honest, supportive, yet not overstepping your boundaries as a medical student.

Ask your attending to show you how to discuss results with patients, observe you do it and give you feedback.

While you are watching an RUQ US, you see what you think is a mass in the liver. The patient asks, “What do you see?” What would you say?

A. “Nothing, really. I’m sure everything is fine.”
B. “I’m a medical student – the radiologist will look and make a final interpretation.”
C. “You have a liver lesion that must be further evaluated.”
D. “I’m sorry – but I think you have cancer.”

The correct answer is “B” – “I’m a medical student. The radiologist will look and make a final interpretation.”
Example: ASMER Professionalism Module

4. Honesty with Patients

- state your level of training/experience
- know how to discuss imaging results with patients
- know how to obtain informed consent for procedures

American College of Radiology (ACR) practice guideline for communication of diagnostic imaging findings.


A. “Nothing, really. I’m sure everything is fine.”
B. “I’m a medical student – the radiologist will look and make a final interpretation.”
C. “You have a liver lesion that must be further evaluated.”
D. “I’m sorry – but I think you have cancer.”

While you are watching an RUQ US, you see what you think is a mass in the liver. The patient asks, “What do you see?” What would you say?

The correct answer is “B”

“I’m a medical student. The radiologist will look and make a final interpretation.”

Balance being honest, supportive, yet not overstepping your boundaries as a medical student.

Ask your attending to show you how to discuss results with patients, observe you do it and give you feedback.

Self reflection and encouraged practice

Referenced

Explicit clear objectives
Additional Resources:
(List available on the AMSER website)

- **Websites:**
  - ABIM Professionalism resource
    - References arranged by topics – samples in 10 areas

- **MedEdPortal**
  - Sample curriculae, cases and workshops – many can be modified for your specific needs

- **Books:**

- **Professional Societies**
  - AMSER – Professionalism Module - Medical Student
  - APDR – Professionalism Module - Resident version (pending)
  - ACR, AJR, etc…
Radiology’s Future?

- Surveys and curricular analysis are needed to assess the issue more completely.

- Are issues similar or even deeper concerns true for Radiology and the role of a consultant?
Radiology’s Future?

Surveys and curricular analysis are needed to assess the issue more completely.

Are issues similar or even deeper concerns true for Radiology and the role of a consultant?

Most references are in Internal Medicine.
Warning!

Overly pompous grandiose and possibly obvious statement pending
Our Future?

Instruction on professionalism –

Directly links our individual behavior/decisions to patient outcomes.

Individual daily events → Effects on the specialty overall
Instruction on professionalism –

Directly links our individual behavior/decisions to patient outcomes.

Knowledge and mastery of professionalism skills once passively taught and assumed - are now inexplicably mandated.

Donnelly, L.F. and Strife, J.L. Establishing a program to promote professionalism and effective communication in radiology. Radiology, Mar 2006; 238(3):773-779.
Success in patient care?

Just as Radiology can image patients with tactical precision – we need to embrace core fundamentals in our educational curricula.

Playing our part to reverse the public’s understanding and value of Radiologists

Radiologists are desired not just required.
Resources are listed:

http://www.dartmouth.edu/~amserimages/

Login: amserid  Password: roentgen

Or

http://www.aur.org/Affiliated_Societies/amser/index.cfm