Know That, Know How, and Know Thyself: An Introduction to Professional Dispositions

Time Out for Lunch Series – Office for AEA
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Introductions

Today’s Session

- Teaching and Learning Professional Dispositions
- What are the ways professional dispositions can be addressed and modeled in your classes, programs, teaching methods, and students’ learning.
Learning Objectives:
At the conclusion of this session, participants should be able to:
• Articulate dispositions specific to their profession;
• Describe effective strategies to introduce professional dispositions into teaching and learning;
• Propose one or two applications to their own practice.

A (brief) Review
Professions share 6 commonplaces
• Service to society
• A body of scholarly knowledge
• Engagement in practical action
• Uncertainty
• The importance of experience
• The development of a professional community

(Shuart, 1990)

Professions
Group of occupations characterized by
– Specialized knowledge base/Expertise
– Service
– Reliable standards
– Trustworthiness
– Integrity
– Autonomy and higher social status (power?)

(East, 1994)
Professionals

- Historically, in return for autonomy and privileges, society placed trust with professions
- Social Contract

Why should we teach professional dispositions?

- Threats to professionalism
- Waning public trust
- Professional satisfaction
  - "Nurse-to-nurse verbal abuse is described as a leading factor of conflict at work...nurses describe wanting to leave healthcare settings due to stress resulting from the behavior of workmates" (Ramos, 2006)

Professional Dispositions

- Merriam-Webster: dominant quality or qualities distinguishing a person or group
- NCATE: The behaviors demonstrated as educators interact with students, families, colleagues and communities, which are expected of professionals and support student learning and development.
More definitions

- MU College of Education: The attitudes, values, and habits of mind that will allow [students] to be reflective and inquiring professionals...this entails more than care and empathy
- Washington State Univ.: The values, commitments and professional ethics that govern how a teacher acts...

Examples: Washington State University
Department of Teaching & Learning

Professional dispositions of good teachers
- Good teachers are active, respectful participants in discussions.
- Good teachers express themselves clearly and effectively.

More examples
- Good teachers listen thoughtfully and responsively.
- Good teachers engage in lifelong learning, aided by reflection and assessment of new information and ideas.
Professional Values of Creighton University
School of Medicine

- Altruism
- Accountability
- Excellence
- Duty
- Honor and integrity
- Respect
- Compassion

Written by the Task Force on Professionalism, 1994
Approved by the Educational Policy Committee, 9-9-94

Can you really teach professional dispositions?

- Teaching Dispositions or Catching (negative) Outliers?
- Valuing or Evaluating?

Ways to teach and learn

- Define
- Articulate
- Model
  - May require "purging learning environments of unprofessional practices" (Cohen 2006)
- Observe
- Assess
Case Study – Valuing Justice

- Loyola University Chicago Stritch School of Medicine
- Objective: "to develop an educational climate that nurtures the development of a sense of justice in our medical students and physicians."

Mark G. Kuczewski et al.

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Case Study: Stritch School of Medicine

Elements of teaching justice:
- Doing
- Reflecting
- Contextualizing

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Case Study: Stritch School of Medicine

Two assumptions guided their efforts
1. Students must perceive that having a sense of justice is valued by their medical school and...prized by the faculty and administrators.
2. Educators must provide effective support to students at critical moments when their sense of justice is likely to be undermined.
Case Study: Stritch School of Medicine

Demonstrating that the school values justice entails
- Role modeling (of important persons)
- Required course, "Business, Professionalism, and Justice"
- Course faculty include dean, CEO
- Honors program in bioethics

Other examples
- Other curricular innovations: AMA’s Strategies for Teaching and Evaluating Professionalism (STEP) program.
- Gold Foundation Humanism Honor Society
- White Coat Ceremony
- Conflict of Interest policies

Examples
- Modeling professional behavior
  - Attitude of general respect for the law
  - Civility and generosity in dealing with students
  - Suggests entire school reads one common text
    - William Boothwaite, Assoc. Professor at Loyola School of Law
Examples

- Professionalism Orientation and mini-conference in the Counselor Education Program at UNC-Greensboro (Borders and Benshoff, 1992)

A Local Case Study

Debra Ponec, Ed.D.
Associate Professor
Department of Education
Creighton University

Your Case Study

- Please complete the worksheet
- Find one or two discussion partners
Dispositions at Creighton

Goals and Gifts?
- cura personalis (care of the whole person)
- magis (striving for excellence)
- Contemplation in action
- Service
- Leadership
- Justice

What, How, Why?

Please share the following:
- What professional disposition(s) you might address in your practice
- How you might accomplish this
- Why this disposition is necessary to effective professional practice

The Ten Commandments for Teachers Who Teach

Professional Values (Puliyot, et al., 1999)

1. Respect student individuality, privacy and dignity.
2. Be aware of the specific behaviours we value.
3. Categorize these to the student early in the placement and obtain agreement.
4. Provide a positive role model.
5. Give positive feedback to the students on their specific behaviours that relate to their ability to meet these standards.
6. Include ethical behaviour in student assessment.
7. Continually reflect on the teacher's own methods and clinical practice with peer debriefing.
8. Be sensitive to the complexities of the difficulties associated with cultural and language barriers.
9. Accept that time is needed for attitudinal and behaviour change.
10. Take care not to abuse the inherent power of the relationship with romantic relationships or business dealings.
Next session: Evaluating Professional Dispositions

- Wednesday, December 6
- 11:30 a.m.
- RSVP to Michele King

Questions?

Comments?

References


References


Pullen, MM, Pullen, JM, Pullen, U. Drawing on adult learning theory to teach personal and professional values. Medical Teacher. 1999, 21(9); 513-515.


