

From Teaching Professionalism to Supporting Professional Identity Formation: Transforming a Curriculum

Richard Cruess, MD, Professor of Surgery and a Core Faculty Member of the Centre for Medical Education of McGill University, and Sylvia Cruess, MD, Professor of Medicine and a Core Faculty Member of the Centre for Medical Education of McGill University, will lead a conference pre-course workshop, From Teaching Professionalism to Supporting Professional Identity Formation: Transforming a Curriculum.

The Cruesses and others have proposed that the teaching of professionalism is a means to an end, with the end and the educational objective, being to assist learners to develop their professional identities. If medical educators are to design a curriculum that supports professional identity formation and socialization, through which it is formed, they must understand both processes. This workshop will be based on experience gained in transforming a curriculum devoted to teaching professionalism to one whose educational objective is to support the development of professional identities of learners.

Learning Objectives:

1. Describe the nature of professional identity formation in medicine.
2. Articulate the role of socialization in the formation of professional identity and the factors which impact upon the process.
3. Develop a plan to support professional identity formation in their own milieu.

Format:

This pre-course will include didactic presentations by the Cruesses with interactive sessions in small groups with faculty facilitators, who include leaders of professionalism education at health profession schools around the country. Participants will receive a bound set of articles and workshop materials for use at their institutions. The discussion on professional formation will be relevant for learners at various levels of training including residents and fellows.

Register for the Pre-Conference Workshop on Wednesday, May 15 from 9 to 12 p.m. \$75

Best Practices for Developing Professionalism OSCE Stations

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Professionalism is an essential competency for all healthcare providers, yet it is difficult to teach and to assess. OSCE stations can cover some of the challenging behaviors that need to be addressed (e.g., admitting mistakes, addressing unprofessional behaviors in colleagues, standing up for what is right despite pressures). Sometimes such stations can be integrated in more general OSCEs, and at other times they can be combined to form a Professionalism OSCE. This Pre-Conference Course will enhance participants' skills in developing Professionalism OSCE stations that are culturally, professionally and institutionally relevant and educationally effective.

Learning Objectives:

1. Identify Best Practices for the various stages of OSCE development (i.e., initial preparations/needs assessment, case writing, station preparation and implementation).
2. Translate professionalism concerns into OSCE stations (i.e., objectives, learner and SP instructions, rating forms).
3. Mitigate challenges unique to Professionalism OSCE stations.

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