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There are many definitions of professionalism. For my purpose, I will use Stern's definition "Professionalism is demonstrated through a foundation of clinical competence, communication skills, and ethical understanding, upon which is built the aspiration to and wise application of the principles of professionalism: excellence, humanism, accountability, and altruism." This definition emphasizes the fact that professionalism is a behavior that can be observed. Another important concept that is relevant to medical students, residents and fellows is professional identity formation described as "the moral and professional development of students, the integration of their individual maturation with growth in clinical competency, and their ability to stay true to their values which are both personal and core values of the profession." Encouraging trainees to embrace both their personal principles and values as well as the core values of the profession facilitates their ability to navigate the inevitable conflicts that arise in the practice of medicine.

The General Medical Council's publication Good Medical Practice describes the duties of a doctor as 'providing good clinical care, maintaining good medical practice, teaching and training, relationships with patients, working with colleagues, probity and health'.

The American Board of Internal Medicine (ABIM) commissioned Professionalism, which sought to define the components of medical professionalism. Professionalism as defined by the ABIM, has six components: Altruism, accountability, excellence, duty, honor/integrity and respect.

Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served.

Physicians and medical educators are expected by a multitude of constituencies to consistently demonstrate professional behavior. At the root of professionalism is our profession. A profession requires acquisition and application of a body of knowledge and technical skills. The individuals in a profession are bound together by a shared commitment. Members of a profession regulate themselves. In the medicine, physicians regulate themselves through state medical boards, as well as hospital committees and

other peer-review groups. Those in a profession practice in accord with the code of ethics. Finally, a profession has a contract with the society.

Residents must demonstrate a commitment to carrying out professional responsibilities, adherence to the ethical principles, and sensitivity to diverse patient population. Residents are expected to:

- Demonstrate respect, compassion, and integrity; a responsiveness to the needs of patients and society that supersedes self-interest; accountability to patients, society, and the profession; and a commitment to excellence and on-going professional development.
- Demonstrate a commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices.
- Demonstrate sensitivity and responsiveness to patients culture' age gender, and disabilities.

Professional responsibilities for a medical educator according to me are:

Commitment to professional competence

Commitment to honesty with patients

Commitment to patient confidentiality

Commitment to maintaining appropriate relations with patients

Commitment to improving quality of care

Commitment to improving access to care

Commitment to a just distribution of finite resources

Commitment to scientific knowledge

Commitment to maintaining trust by managing conflicts Of interest

Commitment to professional responsibilities

The development of professionalism evolves over time by a process of exploration and reflection. Hence, a major objective of medical education should be to provide multiple learning opportunities for gaining experience in and reflecting on the concepts and principles of medical professionalism. We therefore propose that particular emphasis should be placed on learning in the clinical setting, drawing on real day to day examples. In medical education, clinical teachers consciously or unconsciously act as role models

for students. Doctors who protect time to facilitate feedback, reflection and make a conscious effort to articulate what they are modelling in addition to providing good clinical care are most likely to be recognized as excellent role models. It is important that medical institutions consider methods to develop the professionalism of staff who act as role models. Personal and professional development of medical students is more likely to occur in a supportive learning environment. Hence, it is important that all medical educators to analyze their learning environments and then develop strategies to ensure that all clinical teachers demonstrate the values, attitudes and behaviors that characterize modern medical professionalism. The professional attributes associated with effective role models represent behaviors that can be modified and therefore there is a need for medical institutions to support and develop effective doctor role models.

In summary, professionalism in medicine is undoubtedly an extraordinarily complex phenomenon. It is imperative that medical educators worldwide collaborate and share ideas regarding the development of medical professionalism, as we have a duty to ensure that future doctors provide high professional standards of care to our patients.