

padlet

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Assessing Professionalism

What is bothering you most about assessment of professionalism? Discuss in your groups and pose a question. Do this by double clicking on the blue screen and publishing your question. You can generate as many questions as you like. You may be asked to talk to your question.

Subjective nature of assessing professionalism

How recognised is cultural competency in respect to professionalism? assessment - do students assess staff? how do distinguishing the difference between clinical knowledge and professionalism

What do we look for with professionalism?

Soft skills; patient rapport, mindful and respectful of modesty, respectful verbal interaction (patient and colleague), 'teamwork' (communication, follow through, clear and open communication), contributions to groups, engagement, punctuality, time management, manners (rudeness),

Assessment: recognition of when someone is or is not professional, and how to measure that

How to provide feedback / instruction appropriately

Rating what is, or is not, professional behaviour

How do we scale / rate different elements of (un)professionalism

Standards between disciplines (e.g., radiation therapy v. nursing) - important?

Defining what is, or is not, professional...as it can be contextual

What are expectations of students v what is role modelled - can create difficulties with assessment

Professionalism

-Hidden/informal curriculum: often expectations and assessment come from informal assessment and role modelling which can vary wildly from person to person, often specialty dependent

-Most of us were not very aware of the evidence for assessing professionalism

-It can be different to assess professionalism in a rural setting as expectations and practicalities can be very different to theories/policies set in tertiary hospital settings

-Good to pick up small lapses in professionalism to establish a pattern of behaviour to pick up potential for problematic behaviour

-Students often struggle with knowing what is expected of them with professionalism, particularly when working with juniors who are particularly close in age with us

biases and a one size fits all model often does not work for all students, e.g. different cultures, personalities

Is it appropriate to assess professionalism in the day to day interaction in the education setting?

Define/ describing professionalism

Grading standard achieved verse potential distinction

behaviours outside of class setting - where does our remit to assess professionalism end