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| **Theoretical comments and questions** |
| Can professionalism be taught?  -is it under the umbrella of leadership?  Not just conduct, development of professional identity  How do we place value on professionalism or “soft skills” in the curriculum? Professionalism courses  Advocacy, must teach advocacy, engage in advocacy while in school  Reframe as SUCCESS SKILLS not soft skills  Consider the audience: diverse cohorts  If we have trouble defining professionalism then how do we expect students to know what it is?  Definition: subdues their own ego, considers what others expect of them, how they are perceived  Need a 3D assessment, 2D assessment doesn’t capture it. |

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| **Resources** |
| Schwartz center for compassionate healthcare (resource). Foster compassion in caregivers. <http://www.theschwartzcenter.org/>  Gold Foundation is another resources, as well. <https://www.gold-foundation.org/>  APTA Core Values - provides common language for defining professionalism  Panel with professionals on a topic (e.g. death and dying) can help students reflect  CHEP repository (and future APTE repository)– collection of humnaities, ethics & professionalism lessons spelled out in great detail  <https://www.acapt.org/about/our-leadership/consortium/consortium-for-the-humanities-ethics-and-professionalism-(chep)>  CAPTE professionalism and communication are competencies.  AIDET Patient Communication - <https://www.studergroup.com/aidet>  Book – *Knowing Y. The Defining Decade.*  Medical Theater: The Waiting Room  *Being Mortal* – Atul Gawande. When we feel like we have no control, we have a choice, how can we have a voice?  *The Death of Ivan Ilyich* – Leo Tolstoy |

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| **Application** |
| Use of a professionalism committee, made up of faculty, possibly Students?  Each cohort has to negotiate among themselves and write their own behavioral code & present to the faculty  Look to the students to help each other.  PT programs look to PTA programs to help each other  Create opportunities for students to explore their own values, morals, beliefs to inform choices and consider impact on patients/colleagues. Help students to understand themselves so that they can understand how they make decisions and respect others’ opinions/choices.  Advice from legal expert: Explicitness of what is in the syllabus and what the expectations are, take it as far as you can, as detailed as possible  Don’t let the student “go to far,” have explicit expectations, document behaviors  Must document.  Behavioral probation, not just academic probation  Sarah Blanton highlighted the Professionalism Series in the JHR. If you use content from the journal, let Sarah know. Educator’s corner is a potential new component of the journal. JHRehab.org  Experiential learning in the clinic  Assignment w/ several communication scenarios: right way, wrong way (sexuality, suicidal ideation). Video themselves communicating the wrong way, then the right way. Uses assignment early on to break the ice and make them more comfortable.  Social/cultural factors. Students must interview a person from a different culture. Bring in guest lecturers from other cultures, such as LGBTQ, devastating CVA, depression/suicide.  Clinic situation with HIPAA issue: how do you internalize the situation? Student met with an instructor to go through readings & write a reflection  Create a word cloud using 2 words that describe professionalism, students can discuss, redo the activity in the capstone course revisit the previous word cloud. Words in 2nd word cloud are more internalized.  Accountability/humanism – services learning courses for advocacy to become more involving with organizations that work with individuals with disabilities.  Electronics in the classroom – set the rules, then follow them. Faculty have to follow it. Faculty have to call students out on it.  Interview practical with faculty – with a rubric, eye contact, handshake, etc. follow up with an email that is written professionally. Immediate feedback, one on one meetings if more detailed feedback is needed. THEN go out in the clinic, do core values self-assessment on CI, reflect on it whether they want to emulate it or what they might do differently.  Standardized patients can provide immediate feedback on patient interactions  Students in the drama dept work well for standardized patients & give feedback to students  CI comments: expect students to come in professionally on day 1. EMPOWER the CIs to say something and give feedback, talk openly with students without feeling like students will get in trouble.  Dress code for students integrates expectations  Use of the humanities: use of movies with messages to translate to students (Freedom Riders – bias, communication, teaching) Lorenzo’s Oil (advocacy, caregiver burden). Medical narrative, use of stories from the patients’ perspectives – *My stroke of insight*. Reflect: what does it feel like to be a patient.? *What patient’s say & what Doctors hear*.  JHR media reviews & summary reviews are important. Write it up & submit to the JHR if you are using a movie.  Psychosocial aspects of health care course: Books used - *Expecting Adam*  Write an advocacy paper  Work in teams to share ideas  Class on intergenerational difference – help students develop to skills to address expectations of patients. Book: *Communication from the inside out.*  The Jar of Truthiness Class Activity: <https://journals.lww.com/jopte/Abstract/publishedonlinefirst/The_Jar_of_Truthiness__A_Novel_Class_Activity_to.99969.aspx>  Movie – *Wit.* Students watched it with other people in their life & talked about it with them and different perspectives. *JHR* issue has a review of Wit where playwright was interviewed, playwright asked, “wouldn’t it be great to find out how this had been used in the classroom?” <https://www.jhrehab.org/2015/07/07/wit-a-film-review-analysis-and-interview-with-playwright-margaret-edson/>  **Admission tools:**  Current student interactions to look for red flags  PBL: put through PBL session during the interview process  One on one faculty interviews: “tell us about a situation when you were wrong.” Interesting responses  Group task added to interview process; applicants sharing interview activities online |