The Profession of Medicine Small Group Session

**Week of August 5, 2019**

**LEARNING OBJECTIVES:**
1) Examine professionalism as a medical student through the lens of Stritch School of Medicine professionalism competencies
2) Differentiate the concepts of profession and vocation
3) Determine and demonstrate the responsibilities and duties of physicians in the “social contract” concept

**ASSIGNMENTS DUE FOR THIS SESSION:**
Read the following before coming to the small group:

1. Read the small group “Background” and be prepared to participate in discussion

**ASSIGNMENTS DUE FOR NEXT WEEK:**
1) A summary of your expectations as a student in terms of patient centered medicine and in medical school in general.
2) Complete the assigned readings before the small group.

**SESSION ACTIVITIES:**
1) Introductions
2) Elect a small group representative
3) Discuss “Medicine as a Profession – Background”, the Professionalism lecture and journal articles.
4) Explore challenges in the profession of medicine through the case illustrations
5) Relationship of this small group session to the philosophy of patient centered medicine
6) Review the assignment due for next week: A one page summary of each student’s expectations in the PCM model

**SUGGESTED TIMELINE:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Introductions</td>
<td>20</td>
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<tr>
<td>Elect a small group representative</td>
<td>5</td>
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<tr>
<td>Discuss “Medicine as a Profession – Background”, the Professionalism lecture and journal articles.</td>
<td>30</td>
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<tr>
<td>Explore challenges in the profession of medicine through the case illustrations</td>
<td>30-60</td>
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<tr>
<td>Relationship of this small group session to the philosophy of patient centered medicine</td>
<td>5</td>
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<tr>
<td>Review the assignment due for next week: A one page summary of each student’s expectations in the PCM model</td>
<td>5</td>
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SMALL GROUP ACTIVITIES:

1) **Introductions:** Your facilitators will lead introductions of the small group team.

2) For information on attendance policy, grading, testing, evaluations and other important logistics, please see the course description on our [PCM-1 LUMEN homepage](http://pcm-homepage-link-here):

3) **Elect a Small Group Representative**

Each small group will have one small group representative and one alternate representative. The small group rep will have several weekly responsibilities:
- Pick up the small group folder from Educational Affairs Room 300 before your small group
- Fill out an online or paper evaluation of each small group with the help of your other small group team members
- Return the small group folder including the attendance sheet to Room 300 after each small group
- Meet with the course directors once every 1-2 months to bring feedback and to learn of upcoming events
- Be the communication liaison between the course directors and your small group team
- Help out with other organizing duties as needed

The time expectation is minimal and the benefits are snacks at some meetings, participation in the course at the administrative level, a good point for your CV (résumé), credit in your small group performance grade for participation, and recognition in your final evaluation.

4) **Discuss Academic Advising and Role of Facilitators as Advisors**

Your PCM 1 facilitators will be your academic advisors for your four years of medical school. Your advisors will be available for any questions or concerns that you may have. They may not have all of the answers, but will have access to resources to assist you.

Advisor Program Administration:
Camilla Larsen, M.D., Director
Rina Goslawski, Administrator

Please familiarize yourself with the details of the advising program, including specialty advising at: [http://stritch.luc.edu/advisorprogram/](http://stritch.luc.edu/advisorprogram/)

To find contact information for your advisors, you can log into MyLumen and select the tab MyAdvisors [https://vault.lumc.edu/studentportal/index.cfm](https://vault.lumc.edu/studentportal/index.cfm)
MEDICINE AS A PROFESSION

5) Discuss the Background, Lecture on Medicine as a Profession and journal article

Background

The following will provide some background on ethics, professionalism and service in medicine:

Why Study Professionalism as Part of Medical Education?

Loyola University Chicago and the Stritch School of Medicine view professionalism as an integral part of education of the whole person. Stritch School of Medicine is more than just a trade school. Although you will be exposed to the technical aspects of medicine, it is considered important that you reflect on the meaning of that practice and what it means for you as a person to be a caring and competent physician.

Professionalism has been defined by certain commentators as the norms that govern the relationships physicians have with patients, with other health care professionals, and with society at large. Loyola desires to form physicians who demonstrate strong moral development, including developing the skills necessary to reflect on the meaning of being a physician, the moral nature of caring for patients, and what happens to men and women who are physicians as they care for those who come to them for help.

Three questions, in particular, stand out:

Who are we?
What are we doing?
Who are we becoming by the actions we perform?

Professionalism Lecture

Discuss the lecture, “Professionalism”, Emily Anderson, PhD. In particular, explore the following questions:

1. What is a Profession?

<table>
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<tr>
<th>Belonging to a profession, be it medicine, dentistry, teaching or the law, entails a set of obligations, rights, and privileges. Four characteristics of medicine as a profession stand out:</th>
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<tbody>
<tr>
<td>a. A distinctive expertise which is the product of extensive study and practical skill;</td>
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<tr>
<td>b. This expertise that is expected of physicians is the source of great benefits for those who seek their care;</td>
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<tr>
<td>c. As a consequence of this distinctive expertise, physicians are allowed to have extensive decision-making power regarding the care of patients, both individuals and socially;</td>
</tr>
<tr>
<td>d. Individual physicians and medicine as a whole have special professional obligations to society and those who seek medical care.</td>
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What makes medicine a profession?

What are society’s expectations of the medical profession?

What do physicians expect from society?

6) Discuss the role of professionalism as a medical student using the following case illustrations:

Below you will find the Stritch School of Medicine competencies associated with professionalism. Please discuss (within the group) these behaviors, which are all real examples taken from SSOM.

Please discuss these questions for each case individually:
How do these behaviors enforce or deviate from the associated competency?
What would be an alternative behavior that better demonstrates professionalism?

A. Demonstrate self-respect and respect for others at all times
   A first year student is introduced to his attending physician preceptor via an email sent to him and the physician from the course administrator. Never having met her, he responds to the email using her first name.

B. Demonstrate integrity and personal accountability in fulfilling, in a complete and timely manner, all obligations and expectations related to one's designated professional role
   A first year student is repeatedly delinquent over several weeks in responding to a nurse faculty member who is scheduling an activity for the entirety of the first year class. Despite being notified of consequences of failure of the examination portion if she ultimately didn’t respond, a third deadline passed. She was notified of her exam failure by the course directors and immediately emailed requesting a deadline extension.

C. Demonstrate respect for patients and responsiveness to their needs, including privacy and autonomy
   A student posts photos of his clinical team to social media. These were taken on hospital wards with his phone and in the background patients may be seen and identified.

D. Demonstrate sensitivity to patients from diverse backgrounds, including diversity in gender, age, culture, race, religion, disability or sexual orientation
   An attending is 45 minutes behind during a busy clinical day. He chooses to use a Spanish-speaking-only patient’s 8-year-old daughter to translate during an office visit rather than procure a translator in person or on the phone.

E. Demonstrate understanding of ethical principles pertaining to the provision of care
   Your patient may have an organ-threatening condition and requires urgent specialist evaluation. Because the patient has low-reimbursing state insurance, the first available appointment slot is in four months.
F. Recognize and when an obligation exists, report unethical and impaired behavior of members of the health care team, including peers
   A second year student enters a study room he thought was vacant. He finds a study group collaboratively working on a graded, individual activity assigned by the physiology professor earlier that week. He gathers his items and leaves the room, but is unsure of what to do next.

7) **Discuss the consequences of early unprofessional behavior**
   The required readings for today is a published study that examines the relationship between early unprofessional behavior and serious consequences later in one’s career.

   Please address these questions amongst your group.
   - How to avoid unprofessional behaviors
   - Why do such early pre-professional behaviors predict later action against one’s professional license?
   - How is professionalism learned? Is it taught? Is it demonstrated?
   - What is the “hidden curriculum”?

8) **Relationship of this small group session to the philosophy of patient centered medicine.**

   Professionalism is considered to be a core competency in undergraduate and graduate medical education. Through this series of readings, lectures and reflections, students will be able to better understand the importance of professionalism in their formation as future physicians.

9) **Review the Assignment Due for Next Week**

   Type up a one-page summary of the expectations you have defined for yourself during the first year of medical school. Please include non-academic and academic expectations.