



EDUCATING FOR  
PROFESSIONALISM  
CREATING A CULTURE  
OF HUMANISM IN  
MEDICAL EDUCATION  
EDITED BY DELESE WEAR  
AND JANET BICKEL

# Educating For Professionalism Creating A Culture Of Humanism In Medical Education

**John Dent, Ronald M Harden**



## **Educating For Professionalism Creating A Culture Of Humanism In Medical Education:**

*Educating For Professionalism* Delese Wear, Janet Bickel, 2009-05 The thirteen essays in *Educating for Professionalism* examine the often conflicting ethical social emotional and intellectual messages that medical institutions send to students about what it means to be a doctor Because this disconnection between what medical educators profess and what students experience is partly to blame for the current crisis in medical professionalism the authors offer timely reflective analyses of the work and opportunities facing medical education if doctors are to win public trust In their drive to improve medical professionalism within the world of academic medicine editors Delese Wear and Janet Bickel have assembled thought provoking essays that elucidate the many facets of teaching valuing and maintaining medical professionalism in the middle of the myriad challenges facing medicine at the dawn of the twenty first century The collection traces how the values of altruism and service can influence not only mission statements and admission policies but also the content of medical school ethics courses student led task forces and mentoring programs along with larger environmental issues in medical schools and the communities they serve Contributors Stanley Joel Reiser Jack Coulehan Peter C Williams Frederic W Hafferty Richard Martinez Judith Andre Jake Foglio Howard Brody Sheila Woods Sue Fosson Lois Margaret Nora Mary Anne C Johnston Tana A Grady Weliky Cynthia N Kettyle Edward M Hundert Norma E Wagoner Frederick A Miller William D Mellon Howard Waitzkin Donald Wasylenki Niall Byrne Barbara McRobb Edward J Eckenfels Lucy Wolf Tuton Claudia H Siegel Timothy B Campbell

**Professionalism in Medicine** Delese Wear, Julie M. Aultman, 2006-08-18 In this collection of essays the authors don't argue with those attributes deemed to be the essence of professionalism in medicine Instead they ask questions of the discourse from which they arise how the specialized language of academic medicine disciplines has defined organized contained and made seemingly immutable a group of attitudes values and behaviors subsumed under the label professional or professionalism This collection aims to be a critical text one that questions the profession's beliefs about the nature of its work and how such beliefs are enacted or not in medical education particularly as they fuel the professionalism discourse

**A Practical Guide for Medical Teachers E-Book** John Dent, Ronald M Harden, 2013-05-28 This Fourth Edition of the highly praised *Practical Guide for Medical Teachers* provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine Healthcare professionals are committed teachers and this book is a practical guide to help them maximise their performance *Practical Guide for Medical Teachers* charts the steady rise of global interest in medical education in a concise format This is a highly practical book with useful Tips throughout the text The continual emergence of new topics which are of interest to teachers in all healthcare disciplines is recognised in this new edition with seven new chapters The hidden curriculum Team based learning Patient safety Assessment of attitudes and professionalism Medical education leadership Medical education research and How to manage a medical college An enlarged group of 73 authors from 14 countries provide both an international perspective and a

multiprofessional approach to topics of interest to all healthcare teachers

### **Professionalism in Mental Healthcare**

Dinesh Bhugra, Amit Malik, 2010-10-28 In mental health as in other medical disciplines the role of the professional is changing. The availability of information enhanced roles of other healthcare professionals and changes in training have altered the doctor patient relationship and left professionals accountable to the needs of clients, politicians, policy makers and funding agencies. This book seeks to redefine the professional role of the specialist mental health worker by bringing perspectives from leading experts from both developed and developing countries and also from a wide range of professionals in the field of law, medical ethics, education and medical leadership. Uniquely it also looks at the views of patients and next generation psychiatrists. It will be of interest to those involved in providing mental healthcare as well as those responsible for health policy initiatives and training.

*Medical Professionalism* Gia Merlo, Thomas D. Harter, 2024 Medical Professionalism: Theory, Education and Practice provides a comprehensive account of three tracks of medical professionalism: the conceptual, the teaching and assessment and the practical in a single resource from leading experts in the field.

### **Narrative in Health**

**Care** John D. Engel, 2008 The authors of this work—a social scientist, a physician, executive, a counselor, and a nurse—are the engineers of a shift in culture, curriculum, and practice at Summa Health System, a large health system affiliated with the Northeastern Ohio Universities College of Medicine. Here they examine narrative healthcare practices within frameworks derived from the social sciences: psychology, phenomenology, and autobiographical theory. They relate the development of narrative medicine to relationship-centered care, arguing that narrative medicine can help physicians to develop the skills required to practice relationship-centered care, such as reading and telling complex stories, writing reflectively, compassionate presence, and exercising the moral imagination.

### **Language and Clinical Communication**

John Skelton, Dominic Greenyer, 2017-11-22 The search for a set of skills which can be identified and taught as good clinical communication has been of considerable value in persuading decision makers at medical schools and other bodies that communication matters. These days very large numbers of medical schools use what are essentially skills-based models such as the extraordinarily thorough Calgary-Cambridge approach. However, I believe that the emphasis on communication as simply a set of skills such as eye contact, open questions, and so on, has badly skewed the development of the discipline. The teaching of communication skills, in fact, strikes me as a very small part of what I do not, a very difficult part for the majority of students, and, I whisper it, one which is often pretty dull. In *Language and Clinical Communication* John Skelton critically considers the theory behind this complex field. His wide-ranging approach reflects on the recent developments within the medical humanities and reflects on his controversial stance questioning the relevance of skill-based teaching in the clinical arena in an accessible, easy-to-read manner. You will find Skelton's light-hearted and open-minded attitude to the topic unquestionably illuminating.

*Oxford Textbook of Palliative Medicine* Geoffrey W. C. Hanks, 2011-07-21 Emphasising the multi-disciplinary nature of palliative care, the fourth edition of this text also looks at the individual professional roles that contribute to the best quality palliative care.

**Handbook of the Sociology of Medical Education** Caragh Brosnan, Bryan S. Turner, 2009-09-10 The Handbook of the Sociology of Medical Education provides a contemporary introduction to this classic area of sociology by examining the social origin and implications of the epistemological organizational and demographic challenges facing medical education in the twenty first century Beginning with reflections on the historical and theoretical foundations of the sociology of medical education the collection then focuses on current issues affecting medical students the profession and the faculty before exploring medical education in different national contexts Leading sociologists analyze the intersection of medical education and social structures such as gender ethnicity and disability the effect of changes in medical practice such as the emergence of evidence based medicine on medical education and the ongoing debates surrounding the form and content of medical curricula By examining applied problems within a framework which draws from social theorists such as Pierre Bourdieu this new collection suggests future directions for the sociological study of medical education and for medical education itself

**Healthcare Ethics and Training: Concepts, Methodologies, Tools, and Applications** Management Association, Information Resources, 2017-03-28 The application of proper ethical systems and education programs is a vital concern in the medical industry When healthcare professionals are held to the highest moral and training standards patient care is improved Healthcare Ethics and Training Concepts Methodologies Tools and Applications is a comprehensive source of academic research material on methods and techniques for implementing ethical standards and effective education initiatives in clinical settings Highlighting pivotal perspectives on topics such as e health organizational behavior and patient rights this multi volume work is ideally designed for practitioners upper level students professionals researchers and academics interested in the latest developments within the healthcare industry [A Practical Guide for Medical Teachers](#) John Dent, Ronald M. Harden, Dan Hunt, 2017-04-26 The Fifth Edition of the highly praised Practical Guide for Medical Teachers provides a bridge between the theoretical aspects of medical education and the delivery of enthusiastic and effective teaching in basic science and clinical medicine Healthcare professionals are committed teachers and this book is an essential guide to help them maximise their performance This highly regarded book recognises the importance of educational skills in the delivery of quality teaching in medicine The contents offer valuable insights into all important aspects of medical education today A leading educationalist from the USA joins the book's editorial team The continual emergence of new topics is recognised in this new edition with nine new chapters The role of patients as teachers and assessors Medical humanities Decision making Alternative medicine Global awareness Education at a time of ubiquitous information Programmatic assessment Student engagement and Social accountability An enlarged group of authors from more than 15 countries provides both an international perspective and a multi professional approach to topics of interest to all healthcare teachers

**The Oxford Handbook of Education and Training in Professional Psychology** W. Brad Johnson, Nadine J. Kaslow, 2014 This title provides a comprehensive treatment of the processes and current state of the art practices bearing on

educating and training professional psychologists The handbook covers the full spectrum of historic developments salient issues current standards and emerging trends in psychology education and training

**Advice to the Young Physician**

Richard Colgan, 2009-09-19 Advice to the Young Physician introduces the origins of important teachings that form the basis of medicine as it has been taught by some of history's greatest educators in medicine Advice to the Young Physician reveals how to make the transition from technician to healer This book reinforces the humanistic side of patient care which is often overshadowed by the focus on highly technological elements Medical students residents fellows physicians and allied health practitioners often forget the intricacies of the genomic makeup of adenoviruses yet they remember the tips anecdotes and aphorisms related by mentors educators and experienced physicians The art of medicine comes from insights gained from unique and dynamic experiences between the physician an enthusiastic medical student and the human patient and is rarely found in books or taught in a universal and systematic way Advice to the Young Physician provides numerous examples of best practices in order to internalize and practice the art of medicine including tenets taught by Hippocrates Maimonides Osler Peabody Schweitzer and others Advice to the Young Physician targets aspiring and new physicians with the intent to make them better physicians It hits the mark An effective mix of the writings of some of medicine's giants as well as clinical experiences of the author the book offers an historical framework and personal context to understand the attributes and attitudes of the good physician It is a quick read that rewards the reader with a sampling of 4000 years of medical wisdom sprinkled with practical advice for the modern day doctor Richard G Roberts MD JD Professor of Family Medicine University of Wisconsin School of Medicine and Public Health President World Organization of Family Doctors Past President American Academy of Family Physicians This is a small book and easy to read It comprises several inspiring sketches of ancient and modern physicians whose reputations were based as much on their dedication to the humanism of medicine as it was to the science of medicine Those who teach medical students and residents will find it a good source of medical history that besides being important in itself will add a new dimension and a little lightness to morning rounds The author makes it clear that in our era of high technology it is easy to underestimate the importance of uniting humanism with science in caring for the sick He also provides some practical information on such topics as how to present a case to attending physicians and how to communicate well with patients The ancient physicians that history remembers were not only astute observers of signs and symptoms but also were deeply concerned about the psychological health of their patients and how disturbances in their emotional health often manifested in physical symptoms Colgan starts with Hippocrates and Maimonides whose names many young physicians are familiar with The former for the aphorism first do no harm and the latter for being one of the first to call medicine a vocation and a calling The following greats are included in the book Dr Albert Schweitzer whose reverence for life led him to his missionary medical work in Africa He wrote Out of My Life and Thought and received the Nobel Peace Prize in 1952 Sir William Osler 1849 1919 known to some as the father of internal medicine was a respected physician and

teacher He was the author of the Principles and Practice of Medicine used for decades as the bible of medicine But his fame rested equally on his dedication as a mentor to young physicians He often gave graduation addresses to medical students reminding them to maintain a life long interest in continuous learning and to treat the whole patient not just the disease Francis Weld Peabody 1881 1927 a teacher at Harvard who had written a book The Care of the Patient in which he discussed how older practitioners often complained that younger doctors mindsets were so often over concerned with testing that they sometimes forgot about how to take care of the whole patient Dr Theodore E Woodward 1914 2005 who was famous for his dedication to patients Once during a snowstorm he hitched a ride on a snowplow to see his patients at the hospital He is responsible for the epigram when you hear hoof beats think of horses not zebras Dr Edmund Pellegrino respected for his studies in bioethics His interest in protecting the sanctity of the doctor patient relationship has particular importance in our current era when it seems that the art of medicine seems to be overshadowed by the business of medicine He discusses this in his essay The Commodification of Medical and Health Care Dr Paul Farmer also is deeply concerned with the ethical ramifications of the commercialization that is overtaking the health system He is devoted to improving public health on a worldwide scale The author finishes up with some practical tips such as how to take a good history and how to avoid malpractice suits He mentions the importance of finding a reasonable balance between our personal and professional lives To offset the pressures that are sure to arise in caring for patients he reminds us as Osler said to look for the poetry in life meaning to really try and understand the human side of the patients we treat Throughout the book Colgan refers to doctors as healers He suggests that healers are those who rise above the merely technical aspects of their craft and connect with patients in a special way a way that respects their uniqueness and their human nature It s hard to describe in scientific terms what a healer is As the author points out most doctors know them when they see them Edward J Volpintesta MD Bethe

**Improving Medical Education** Institute of Medicine, Board on Neuroscience and Behavioral Health, Committee on Behavioral and Social Sciences in Medical School Curricula, 2004-07-28 Roughly half of all deaths in the United States are linked to behavioral and social factors The leading causes of preventable death and disease in the United States are smoking sedentary lifestyle along with poor dietary habits and alcohol consumption To make measurable improvements in the health of Americans physicians must be equipped with the knowledge and skills from the behavioral and social sciences needed to recognize understand and effectively respond to patients as individuals not just to their symptoms What are medical schools teaching students about the behavioral and social sciences In the report the committee concluded that there is inadequate information available to sufficiently describe behavioral and social science curriculum content teaching techniques and assessment methodologies in U S medical schools and recommends development of a new national behavioral and social science database The committee also recommended that the National Board of Medical Examiners ensure that the U S Medical Licensing Examination adequately cover the behavioral and social science subject matter recommended in this

report     Meeting the Challenge of Chronic Illness Robert L. Kane, Reinhard Priester, Annette M. Totten, 2005-12-21 Chronic conditions such as arthritis heart disease and Parkinson disease are the principal cause of all sickness and death in the United States and represent the vast majority of health care expenditures Although we now live in a world dominated by chronic conditions health care is still organized around a commitment to treating acute illnesses Meeting the Challenge of Chronic Illness examines current deficiencies in chronic illness care and explores ways to improve it Addressing the challenges of shifting from the primacy of acute illnesses to the predominance of chronic conditions the authors identify the components necessary to reorganize and reform health care properly prepared health care workers involved patients and families appropriate use of new technologies especially information systems an appropriate role for prevention and the creation of funding approaches that will provide necessary incentives This book calls on policy makers health care providers and educators to address one of the greatest challenges facing the health care system     Mentoring in Academic Medicine, 2010 A part of the new Teaching Medicine Series this new title acts as a guide for mentoring and fostering professionalism in medical education and training     **Promoting Civility in Pharmacy Education** Bruce A. Berger, 2003-09-24 Why can't we all just get along Incivility is a growing problem within all aspects of pharmaceutical education and indeed across the spectrum of higher education Promoting Civility in Pharmacy Education describes the issues involved and provides practical solutions With this book you'll learn which teaching characteristics lead to more or less incivility in the classroom how to make your expectations known in a nonconfrontational manner and how to respond to incivilities from students administrators and faculty Promoting Civility in Pharmacy Education examines ways to deal with incivility in large classroom settings with a discussion of honor codes and a sample syllabus small classroom small group settings including discussion of the role of the group in controlling and preventing incivilities and of the negative effect of incivility on group learning clinical settings with a focus on insubordination missed deadlines sloppy incomplete work and unprofessional conduct Some of the problems this book will help you address include passive incivilities such as inattention lateness asking for extensions on assignments and making excuses as well as mild disruptions such as cell phone conversations during class time overt or active incivilities including vulgar language insulting comments direct challenges to the teacher's authority and physical threats The book also explores the incivilities brought on by prejudice and racism incivilities that occur between graduate students and their teachers the important relationship between professionalism and civility and issues that new faculty face as they adjust to new teaching positions Because it is packed with practical solutions to a large number of problems Promoting Civility in Pharmacy Education is a must have for anyone involved with pharmacy education Make it a part of your professional collection today     Self and Social Identity in Educational Contexts Kenneth I. Mavor, Michael J. Platow, Boris Bizumic, 2017-02-24 This innovative volume integrates social identity theory with research on teaching and education to shed new and fruitful light on a variety of different pedagogical concerns and practices It brings together researchers at the



cutting edge of new developments with a wealth of teaching and research experience The work in this volume will have a significant impact in two main ways First and foremost the social identity approach that is applied will provide the theoretical and empirical platform for the development of new and creative forms of practice in educational settings Just as the application of this theory has made significant contributions in organisational and health settings a similar benefit will accrue for conceptual and practical developments related to learners and educators from small learning groups to larger institutional settings and in the development of professional identities that reach beyond the classroom The chapters demonstrate the potential of applying social identity theory to education and will stimulate increased research activity and interest in this domain By focusing on self social identity and education this volume investigates with unprecedented clarity the social and psychological processes by which learners personal and social self concepts shape and enhance learning and teaching Self and Social Identity in Educational Contexts will appeal to advanced students and researchers in education psychology and social identity theory It will also be of immense value to educational leaders and practitioners particularly at tertiary level

**"Becoming" a Professional** Lesley Scanlon, 2011-06-27 This book is founded on the idea that becoming is the most useful defining concept for a new professional class whose members understand that development in their working lives is an open ended lifelong process of refinement and learning In a world where being a professional is an increasingly indistinct notion and where better education and technology are challenging professional norms it is imperative that we no longer think in terms of an exclusive Anglo American knowledge rich class of workers Exploring the implications of this insight for professions including nursing teaching social work engineering and the clergy this volume aims to encourage informed debate on what it means to be a professional in this globalised 21st century The book argues that becoming a professional is a lifelong process in which individual professional identities are constructed through formal education workplace interactions and popular culture The book advocates the ongoingness of developing a professional self throughout one's professional life What emerges is a concept of becoming a professional different from the isolated rugged individualistic approach to traditional professional practice as represented in popular culture It is a book for the reflective professional

**Medical Education: Past, Present and Future** Kenneth Calman, 2006-12-12 Highly Commended BMA Awards 2007 I would certainly recommend this book to all in Medical Education Medical education both for undergraduate and postgraduate students and for those training in their chosen specialty is currently undergoing great change In Medical Education Past Present and Future Handling on Learning Sir Kenneth Calman puts this change in its proper historical context and also examines the current upheavals and their implications for the future An ambitious but timely project made readable and specific by the use of a case based approach a book of this range and type has not been attempted since the early 20th century Written by a known expert in the field and therefore individualistic but with a real insider's attributes of being able to discriminate between what does and does not matter the insider viewpoint especially of someone so recently involved at

the centre of political and educational debate The overall theme of regulation covers not just the professionals viewpoint but also the public s and therefore covers political influences on the educational and regulatory process

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