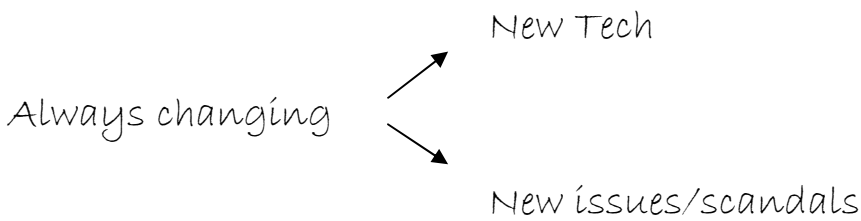


# WHY IS PROFESSIONALISM SO DIFFICULT TO DEFINE?

Individual

can include so many things



Cultural differences/generational

Not a defined clinical skill - abstract

Who defines it?      Public vs. Members of profession

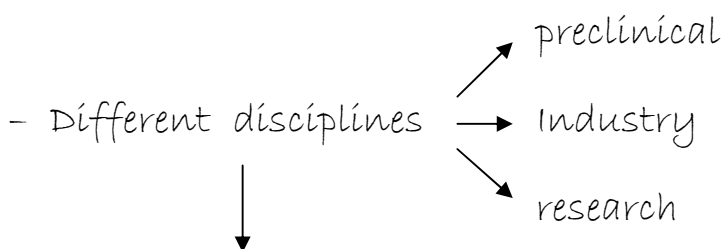
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Complex competency, societal needs change overtime

The Netherlands: definition from medical schools → dealing with work/others/oneself

Generation differences/changes!

- Communication challenges, technology



- Output different
- Teaching similar

No history within our institutions for teaching this as a discipline

# DO YOU TEACH PROFESSIONALISM IN YOUR CURRICULUM? IF SO HOW?

Yes, but different ways of organizing and different topics and methods

- use of student portfolios at some schools
- Reviewed by tutor; meeting with student (1 on 1)

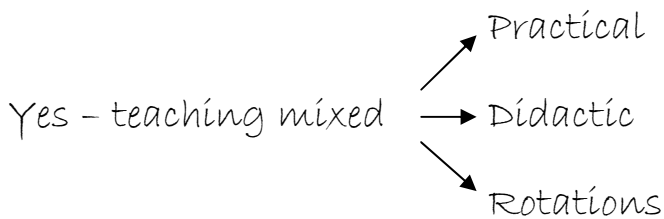
Yes, but not always formally

Yes, new vertical thread - specific courses

- Lectures, tutorial, contact with clients, rotations
- Includes communication, ethics, business skills, management

Yes - depending on definition!

- Assessment without training
- Separate course throughout curriculum
- Some lectures + workshops
- Some specific training + connected to vet courses
- Emotional intelligence



3 schools with strand through 5-6 years



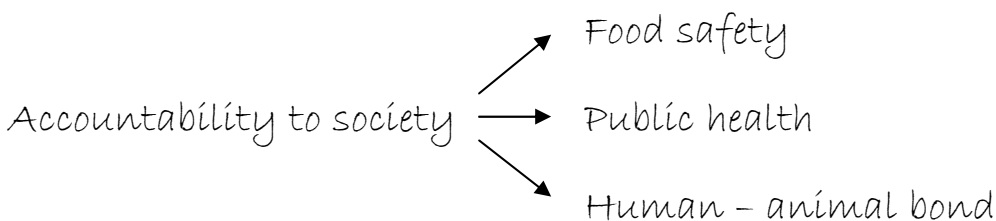
Expert role models ✓✓

# WHY IS PROFESSIONALISM IMPORTANT IN A VETERINARY CURRICULUM?

- CORE COMPETENCE IN PROFESSION
- "80%" in practice is about business + legal ethics, communication with owners/colleagues, teamwork, burn out prevention, leadership
- Role obligation to society
- Longitudinal in curriculum
- Professionalism can be developed and learned
- Most curricula lack business skills training

Personal resilience/management

Patient care + client satisfaction

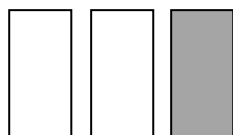


\* BECAUSE IT IS WHAT CLIENTS ASSESS AND VALUE!

\* TO PRESERVE THE PROFESSION?

Portugal/Spain: 2<sup>nd</sup> most important component after problem solving

- Compassion with Animals and Owners
- Delivery (1)



Models (2)



# DO YOU ASSESS PROFESSIONALISM?

## WHY/HOW?

YES |||||

+/- ||||

No

WHY? Depends on definition!

At which level?

Formative yes - Summative - maybe

(In one school, ethics yes but comm. skills no)

OSCEs, minicEX, portfolios, tutor meetings, video observations, feedback sessions

Hidden curriculum

Red flag system

Peer assessment (with training + support)

Need to train assessors

Problems - seen to be a personal judgement - competitive culture

360° appraisal

- Peers, tutors, faculty
- Students responsible for collecting
- Increasingly summative through curriculum

- "Fitness to practice" panels
- Clinical rotation grading criteria
- Some specific elements (eg: comm. skills via more formal exams (OSCEs))

1) WHAT ABOUT THE HIDDEN CURRICULUM?

2) DO YOU HAVE A STRATEGY TO CONSIDER THIS?

1 - It exists + we are aware!

2 - Work on clinicians/teachers (PhD student at RVC!)

Definition: it's the students' + teachers interpretation of our curriculum

Strategy: e.g. Collaboration → small groups (2-3)  
assessment responsibility



- Student evaluation - Qualitative data!
  - o focus groups, Informal chats
- Assessment - analysis
- Culture
- Role models → teachers + staff
- We know that the hidden curriculum exists, do our teachers know?

Train staff in professionalism + consequences

Transferability of skills from other contexts

Set standards

Make them explicit

Code of conduct (for staff + students)

Specific examples