



THE UNIVERSITY
of LIVERPOOL

Developing professional competence: The British Model

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Professionalism in Medical Students

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- Profession vs. professionalism
- A profession is a public declaration
 - The Hippocratic Oath
 - The promise to the patient that the physician is competent and will use their skills in the best interest of the patient.
- THE MOUNT SINAI JOURNAL OF MEDICINE 69;378-384 2002

Royal College of Physicians Definition of professionalism

- Medical professionalism signifies a set of values, behaviours and relationships that underpins the trust the public has in doctors

Royal College of Physicians

Description of professionalism

- Medicine is a vocation in which a doctor's knowledge, clinical skills, and judgement are put in the service of protecting and restoring human well-being.
- This purpose is realised through a partnership between patient and doctor, one based on mutual respect, individual responsibility, and appropriate accountability.

Royal College of Physicians

Day-to-day practice

- Doctors are committed to
 - Integrity
 - Compassion
 - Altruism
 - Continuous improvement
 - Excellence
 - Working in partnership with members of the wider healthcare team

Our students

- Good clinical judgement
- Competence
- Responsibility
- Protect confidential information
- Honesty

It follows

- That to develop professionalism we need to develop the knowledge, skills and attitudes of our students.
- *And importantly:* Knowledge, skills and attitudes can not be learnt in a vacuum
- There must be an element of situated learning.

So How?

- There are as many ways as medical schools – but the way the medical school treats the student will always influence the outcome
- In traditional medical schools professionalism is learnt through apprenticeship, after the basic knowledge has been acquired

Liverpool

- We have a PBL-based course with early clinical contact.
- The concepts of professionalism are included and discussed in every PBL scenario – articulated in a small group in the presence of a trained tutor (often a practicing clinician).

Year 1 continued

- Before the end of the first semester the student will have made several entries in their electronic log, and will have had their professional behaviour assessed and discussed with their academic tutor.
- Before Easter, each student will be placed with a family practitioner and will have been involved in a family visit and a baby clinic.

Year 1 continued

- Before the end of the academic year they will have had a written exam which includes ethical and professional dilemmas, and they will have had their ethical performance assessed in the clinical placements, their PBL groups, and in their clinical exams.

Later years

- The general plan continues.
- There are two crucial points for assessing professional competence
 - The PBL facilitator (always a clinician from year 2 onwards)
 - The community clinical tutor (always a general practitioner)
 - These have key roles since they get to know the students well (usually only change once a year)
- Both complete regular evaluations of professional performance, every semester.
- Both model professional performance

Also

- Competence (knowledge and skills) is assessed every year, of course.
- In addition students keep reflective logs throughout their clinical experience.
- In year 3 they complete a written reflection on professional practice (theirs or observed)
- In year 5 they start on a portfolio, which with small modifications they will continue to complete until the end of their career.

Overview of support for professional development

Y1	Y2	Y3	Y4	Y5	F1	F2
PBL						
Electronic portfolio/reflection						
Why		Ethics				
Personal tutor			educational supervisor			
community tutor						
			Clinical portfolio			