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# Learning Professionalism through role modelling

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# Trigger

## “A call at midnight”

# Profession

An occupation that regulates itself through systematic, required training and collegial discipline; that has a base in technical specialized knowledge; and that has a service rather than profit orientation, enshrined in its code of ethics

Starr, P. 1982. The Social Transformation of American Medicine. New York: Basic Books

# Profession

An occupation whose core element is work based upon the mastery of a complex body of knowledge and skills. It is a vocation in which knowledge of some department of science or learning or the practice of an art founded upon it is used in the service of others.

Its members are governed by codes of ethics and profess a commitment to competence, integrity and morality, altruism, and the promotion of the public good within their domain. These commitments form the basis of a social contract between a profession and society, which in return grants the profession a monopoly over the use of its knowledge base, the right to considerable autonomy in practice and the privilege of self-regulation. Professions and their members are accountable to those served, to the profession, and to the society.

Oxford English Dictionary, 1989. 2nd ed. Oxford, UK: Clarendon Press

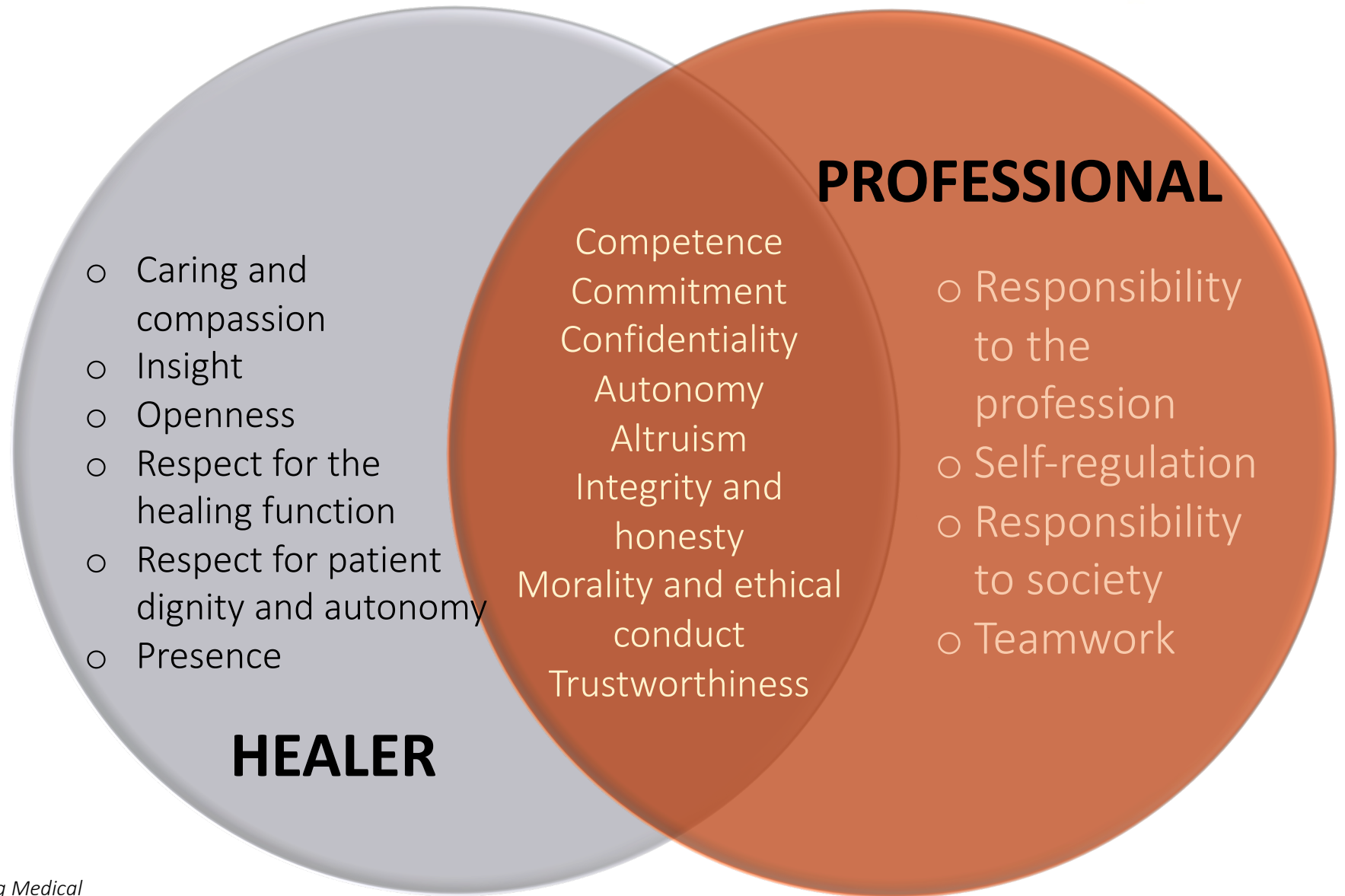


# Professionalism

Acquired during the process of socialization of students as they “acquire the complex ensemble of analytic thinking, skillful practice, and wise judgment.”

It must be taught and evaluated as a specific topic. It must be made explicit

# Core Attributes of Professionalism



Cruess, R. L., Cruess, S. R., & Steinert, Y, 2009. *Teaching Medical Professionalism*. Cambridge: Cambridge University Press

There is no consensus on best method to teach professionalism in medicine

Role modelling and mentoring guided by faculty are critical in successful teaching programs

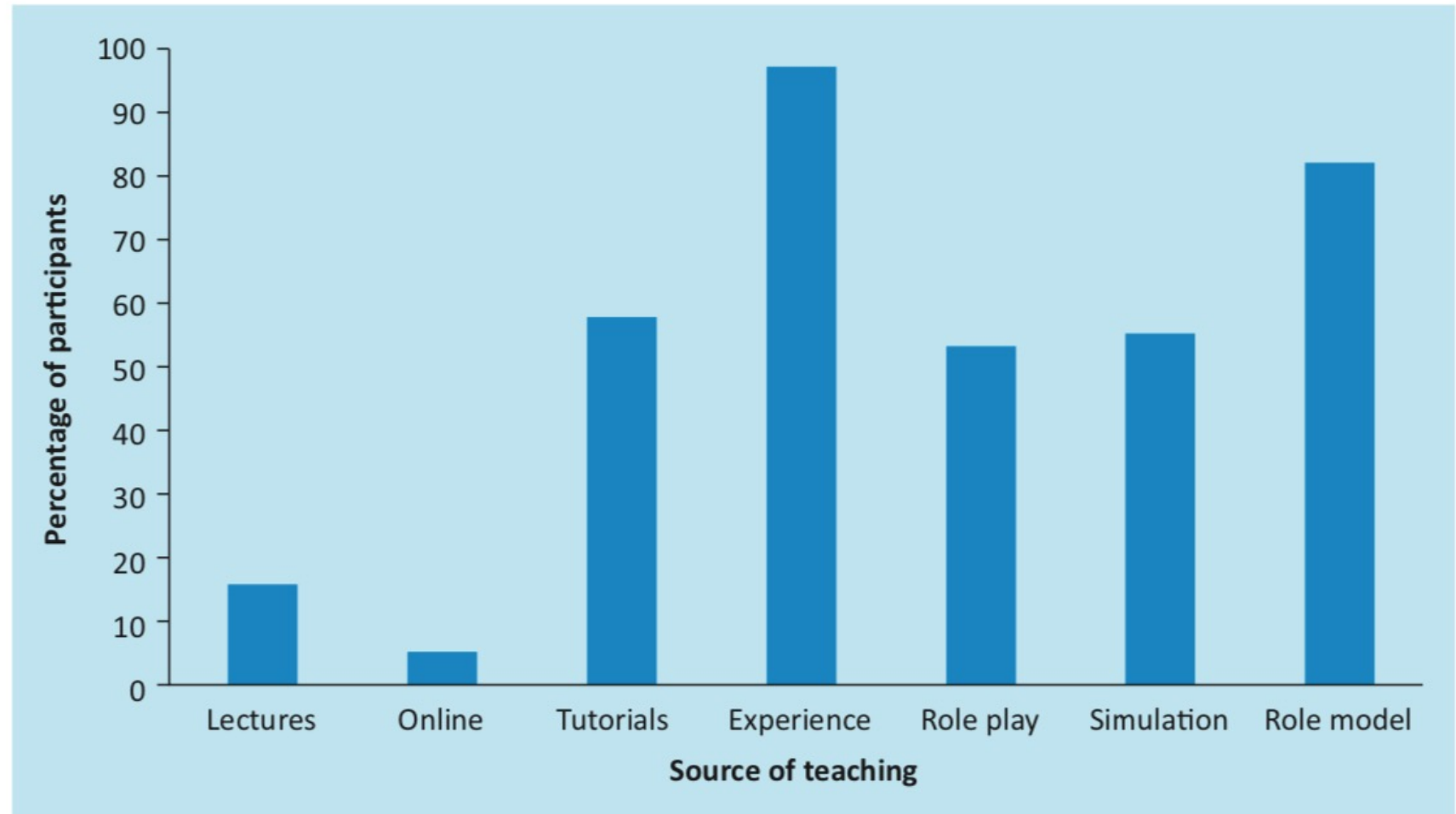
Role modelling and mentoring are the most effective techniques for developing professionalism

The environment of the institution does have a critical role in the development, implementation, and evaluation of a successful professionalism curriculum

Hudson Birden, Nel Glass, Ian Wilson, Michelle Harrison, Tim Usherwood & Duncan Nass, 2013. Teaching professionalism in medical education: A Best Evidence Medical Education (BEME) systematic review. BEME Guide No. 25, Medical Teacher, 35:7, e1252-e1266, DOI: 10.3109/0142159X.2013.789132



# How is professionalism best taught?



Sarah Riley and Namita Kumar, 2012. Teaching medical professionalism, *Clinical Medicine*, Vol 12 (1), 9–11



Attributes of Professionalism	Educational Methodologies							
	Formal Lectures	Small Group Discussions	Case Discussions/ Clinical Vignettes	Experiential / Independent Learning	Role Modeling	Role Plays / Videotape Reviews	Independent Learning	Other
Caring and Compassion								
Insight								
Openness								
Respect for the Healing Function								
Respect for Patient Dignity and Autonomy								
Presence								
Competence								
Commitment								
Confidentiality								
Autonomy								
Altruism								
Integrity and Honesty								
Morality and Ethical Conduct								
Trustworthiness								
Responsibility to the Profession								
Self-regulation								
Responsibility to Society								
Teamwork								

Glossary of Educational Methodologies:	
Formal Lectures.....	traditional lectures, grand rounds, large group presentations
Small Group Discussions.....	interactive discussions in non-lecture, non-clinical settings (e.g., workshops, journal clubs, sit-down rounds)
Case Discussions/Vignettes.....	presentation and discussion of clinical cases in a variety of settings
Experiential Learning.....	learning while participating in patient care (e.g., managing ambulatory patients, hospital work, community service)
Role Modeling.....	the acquisition of attitudes or skills by observing and patterning the behaviour of others
Role Plays/Videotape .....	the use of videotapes and role plays for learning
Independent Learning .....	the independent use of educational resources (e.g., books, journals, film, internet) in the pursuit of learning
Portfolios.....	a collection of papers and other forms of evidence that demonstrate that learning has taken place
Narratives .....	written accounts of personal experiences

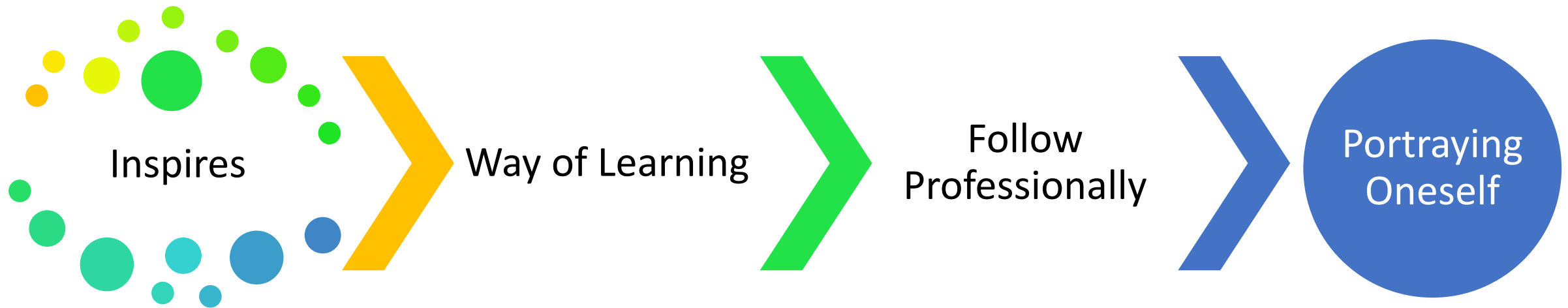
# A Matrix for “Matching” Teaching Methods to Attributes

Cruess, R. L., Cruess, S. R., & Steinert, Y, 2009. *Teaching Medical Professionalism*. Cambridge: Cambridge University Press





# Role Modelling



# Role Modelling

## Clinical excellence

- Having competence at the bedside

## Humanistic personality

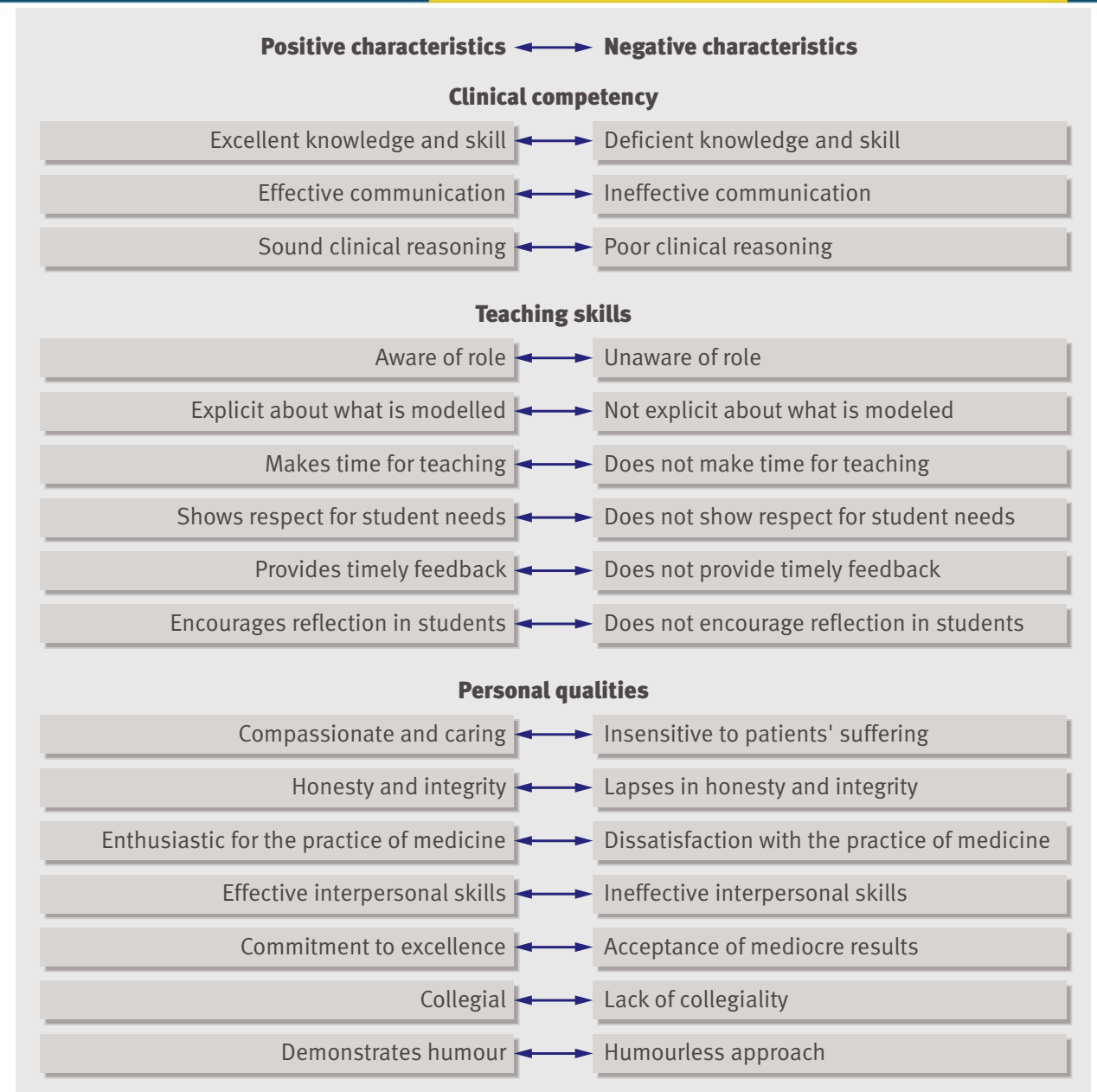
- Interpersonal skills
- Positive outlook
- Commitment to excellence and growth
- Characteristics of leadership

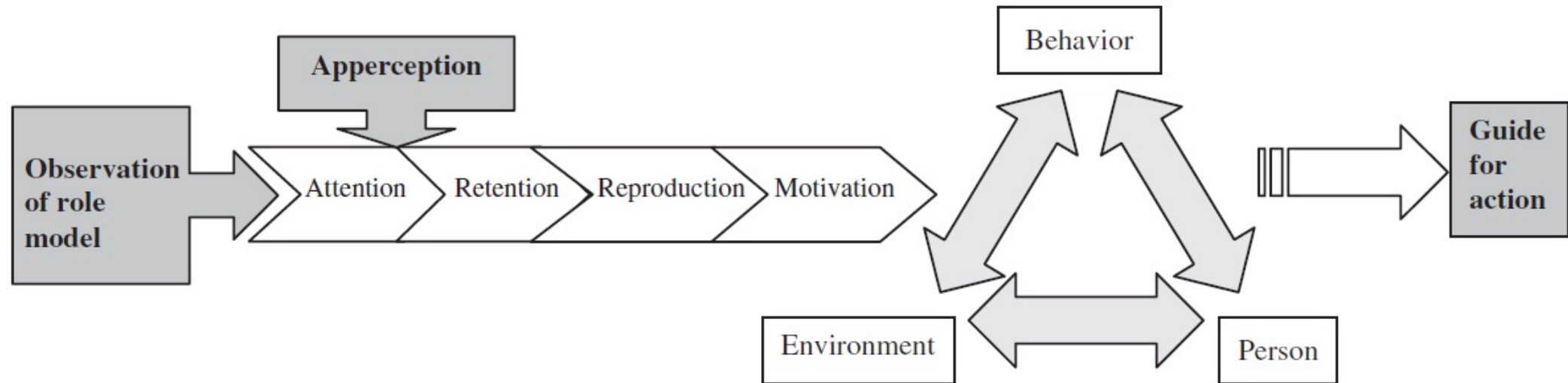
## Effective teaching skills

- Understanding and cooperation
- Special teaching methods and philosophy
- Commitment to the development of learners

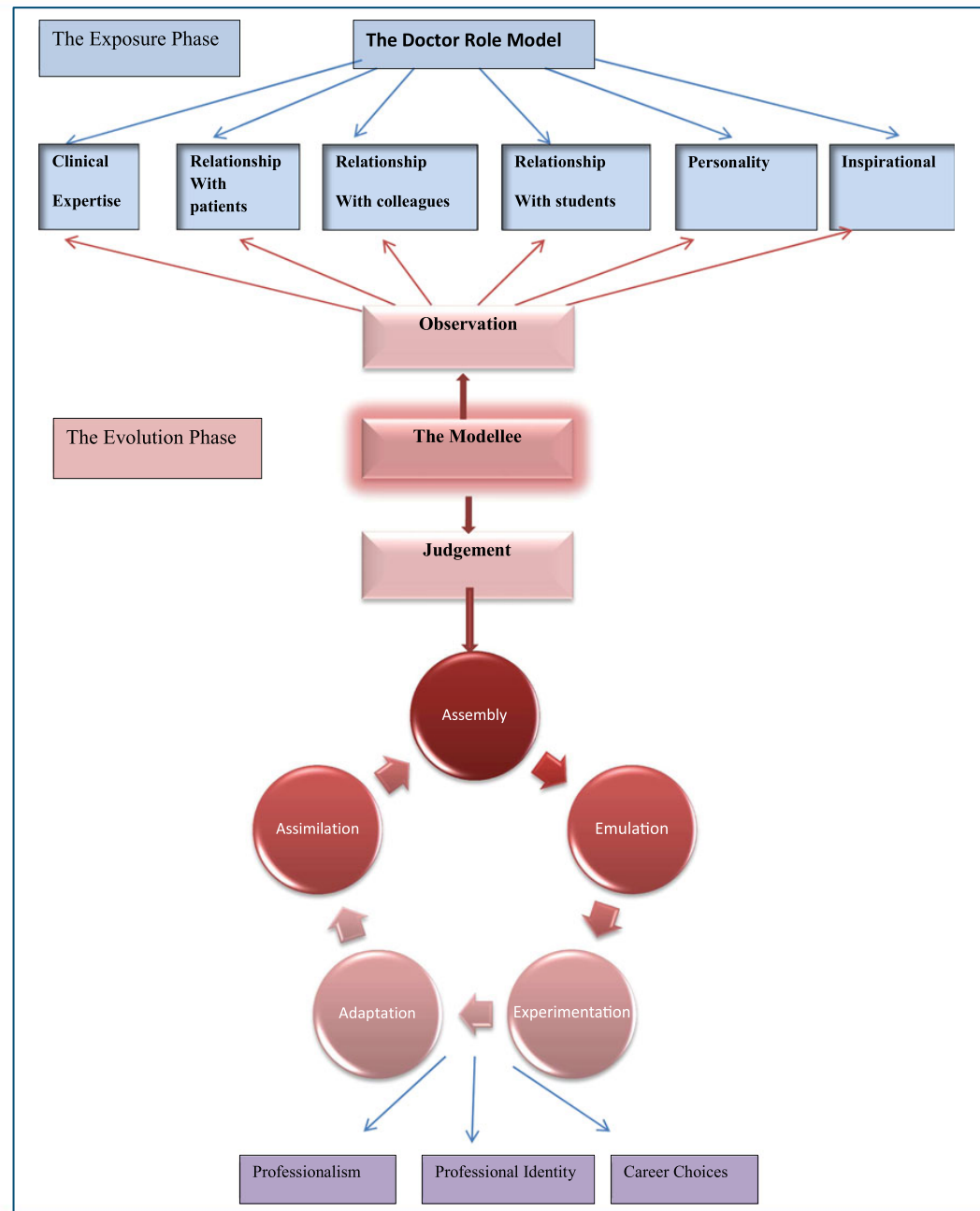
# Characteristics of a Role Model

Cruess, S. R., Cruess, R. L., & Steinert, Y. 2008. Role modelling--making the most of a powerful teaching strategy. *BMJ (Clinical research ed.)*, 336(7646), 718–721.  
<https://doi.org/10.1136/bmj.39503.757847.BE>

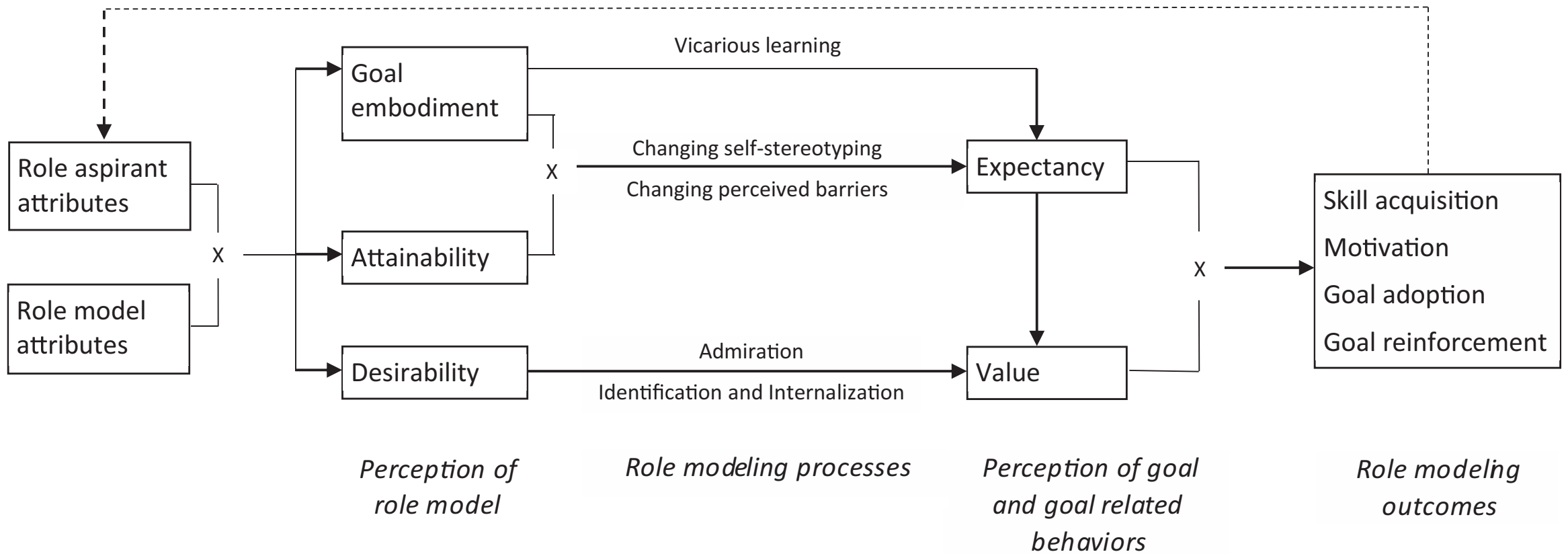




Jochemsen-van der Leeuw, et al. 2013. The Attributes of the Clinical Trainer as a Role Model, *Academic Medicine*, Vol 88 (1), 26-34. doi: 10.1097/ACM.0b013e318276d070



Vimmi Passi & Neil Johnson, 2016. The hidden process of positive doctor role modelling, *Medical Teacher*, 38:7, 700-707, DOI: [10.3109/0142159X.2015.1087482](https://doi.org/10.3109/0142159X.2015.1087482)



# Motivational Theory of Role Modelling

Morgenroth T, Ryan MK, Peters K., 2015. The Motivational Theory of Role Modeling: How Role Models Influence Role Aspirants' Goals. Review of General Psychology, Vol. 19, No. 4, 465–483



# Transform Role Modeling Into

## **S**uperModeling



### **S**elf-awareness

Recognize influence on learners and importance of role-modeling; discuss responsibility with learners



### **U**nconscious becomes conscious

Address implicit knowledge, skills, and attitudes observed in clinical practice



### **P**lan debrief

Make time to debrief encounters that offer learning points



### **E**ncourage **R**eflection

Explore reactions to clinical encounters; admit shortcomings; have learners explore reasons for imitating behaviors







# Strategies to improve role modelling

- Be aware of being a role model
- Demonstrate clinical competence
- Protect time for teaching
- Show a positive attitude for what you do
- Implement a student centred approach to teaching
- Facilitate reflection on clinical experiences and what has been modelled
- Encourage dialogue with colleagues
- Engage in pertinent staff development
- Work to improve the institutional culture
- Whenever possible be explicit about what you are modelling

Cruess, S. R., Cruess, R. L., & Steinert, Y. 2008. Role modelling—making the most of a powerful teaching strategy. *BMJ (Clinical research ed.)*, 336(7646), 718–721. <https://doi.org/10.1136/bmj.39503.757847.BE>

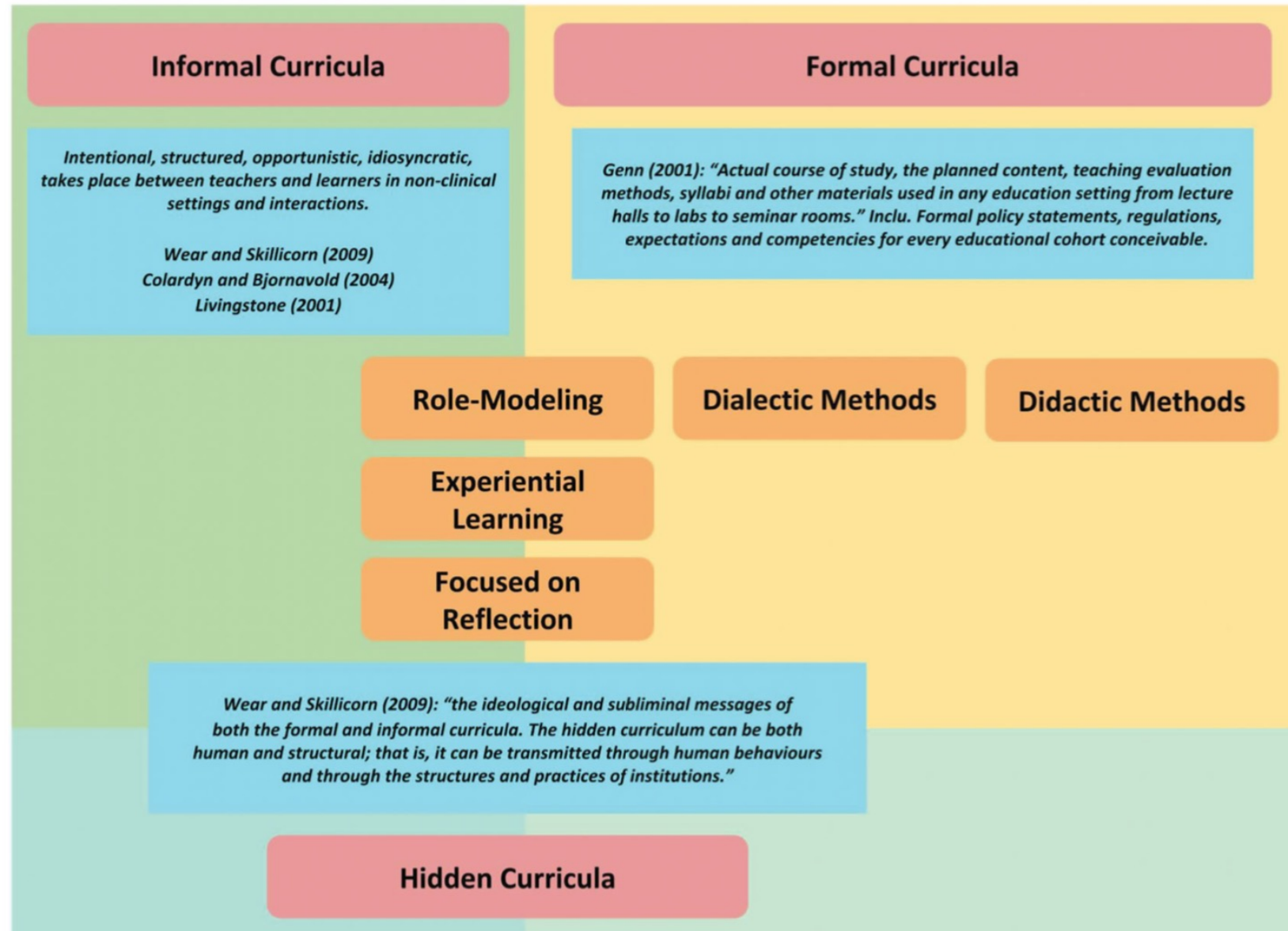


# Learning professionalism through role modelling



# Learning professionalism through role-modelling in clinical practice

# Training approaches in the teaching of professionalism



Yun Ting Ong et al., 2020. Nurturing professionalism in medical schools. A systematic scoping review of training curricula between 1990–2019, *Medical Teacher*, DOI: 10.1080/0142159X.2020.1724921



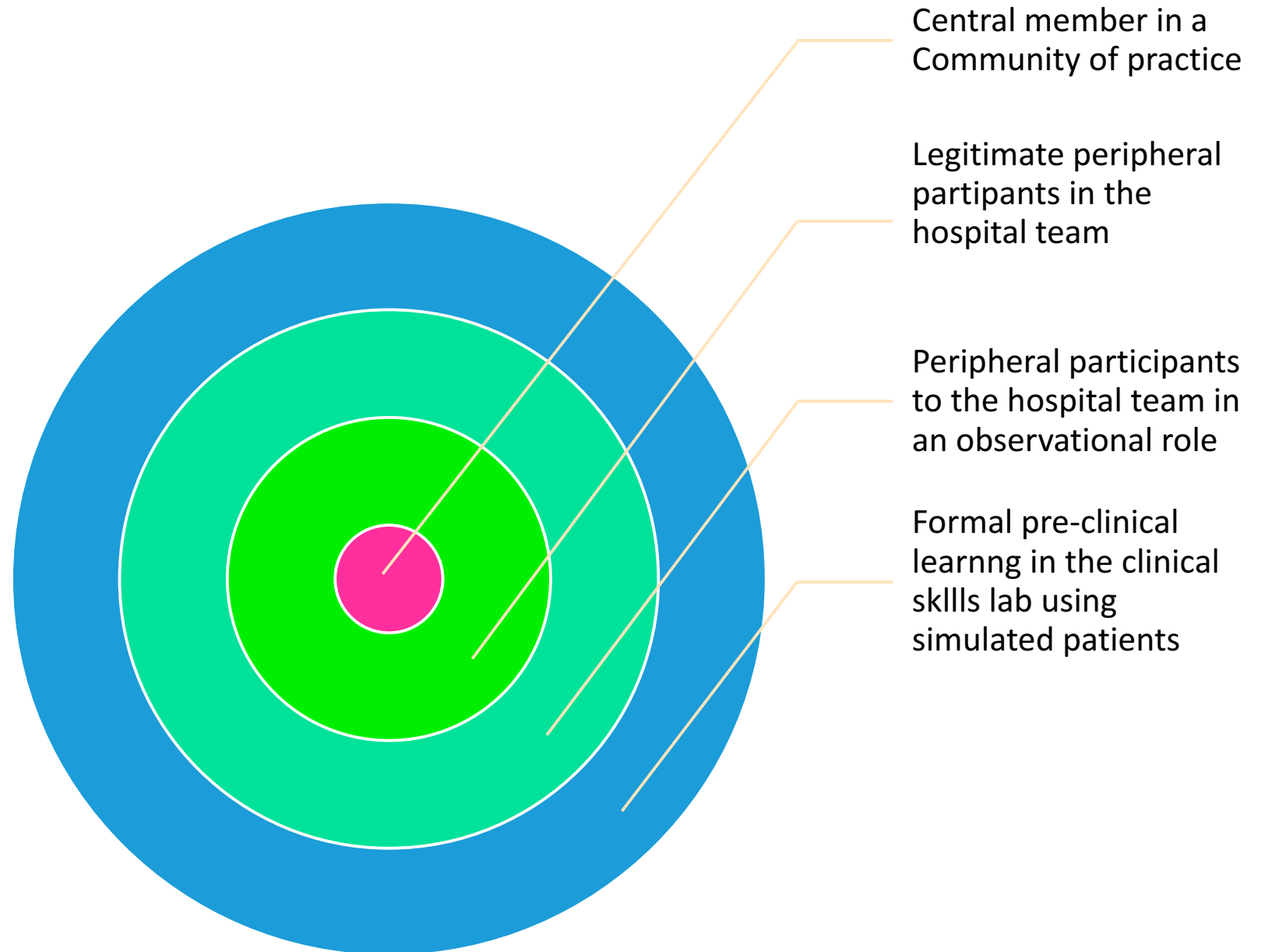
Structured, Competency-based education  
Longitudinal feedback and assessment with the use of Portfolios

# Different stages in professionalism training



Yun Ting Ong et al., 2020. Nurturing professionalism in medical schools. A systematic scoping review of training curricula between 1990–2019, Medical Teacher, DOI: 10.1080/0142159X.2020.1724921

# The evolution of senior medical students in their journey to becoming central members to their community of practice



McKenzie, S, et al. 2020. "A Taste of Real Medicine": Third Year Medical Students' Report Experiences of Early Workplace Encounter. *Advances in Medical Education and Practice*, 11, 717–725



# Take Home Message

- Role modelling is one of important teaching tools for teaching professionalism in medical and health professions education
- Teachers should be aware of being a role model and the impact of what they are modelling



*The practice of medicine is an art, not a trade;  
a calling, not a business;  
a calling in which your heart will be exercised  
equally with your head  
-William Osler-*





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Thank you  
Terima kasih  
Matur nuwun

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UGM.AC.ID