

ID:16301

Title: Assessment of Professionalism in Trainee Health Practitioners: Key Stakeholder and Inter Professional Perspectives

Marise Lombard, Louise Alldridge, Eleanor Milligan, Peter Westwood, Arthur Poropat, Gary Rogers

Introduction/Background

Assessment of professionalism is a key component of health professional degree programs. In many programs, aspects of professionalism are assessed during the selection process for example, communication and listening skills; self-care; integrity and respect. This is regarded as appropriate due to the established link between poor practitioner communication and adverse patient outcomes. Selection is therefore the first assessment of professionalism. However, the ability to use the selection process to better determine the suitability of candidates to meet professional demands as future health practitioners is currently underdeveloped. Hence, there is a need to further develop robust and reliable ways to ensure effective assessment of professionalism at the selection stage prior to training.

Purpose/Objectives

This session will bring together health education professionals to explore how safe professional practice can be meaningfully assessed in health professional degree programs. Student selection will be considered as the first critical step in an ongoing assessment process. Ways to embed professional practice guidelines in curricula will be explored. Stakeholder perspectives from a medical ethicist, professional regulator and university health executive have been sought to add value to this discussion.

Issues/Questions for exploration or ideas for discussion

The topic will be explored in the following contexts

- 1) An overview of professionalism, seeking commonalities across health service professions
- 2) Selection as the first assessment in a health professional's career. What aspects of professional practice can we reliably assess at this stage and how? Is it 'fair' to exclude at this stage?
- 3) Preliminary findings from a qualitative study to illustrate stakeholder opinion on good doctor attributes: How these may inform selection as well as ongoing assessment, using a medical education model as an example
- 4) What are the barriers to effective assessment for safe professional practice in trainee doctors?
- 5) Whose responsibility is it anyway? The role of universities in supporting assessment for safe professional practice to protect health consumer safety