



The Office of Health Sciences Education invites you to the 2012-2013 Faculty of Health Sciences Journal Club



8:00 – 9:00 a.m.

Wednesday October 9, 2013

Glaxo Wellcome Centre (CEC), Louise D. Acton Building, 31 George Street, Room 121

Objectives of the Health Sciences Education Journal Club:

- 1) To learn and practise critical appraisal skills with respect to health science education literature
- 2) To use evidence based literature to guide our educational practice
- 3) To keep up to date on current and relevant literature in health sciences education
- 4) To stimulate an educational discussion for those engaged in health sciences education
- 5) To provide an enriched social and learning environment for faculty engaged in health sciences education

Topic: Engaging the Faculty in Role Modeling Professionalism at Queen's University: A Cultural Shift

Facilitator: Dr. Ted Ashbury

Readings:

Steinert, Y., Cruess, R.L., Cruess, S.R., Boudreau, J.D., Fuks, A., (2007). Faculty Development as an Instrument of Change: A Case Study on Teaching Professionalism. *Academic Medicine*. 82(11):1057-1064.

Byszewski, A., Hendelman, W., McGuinty, C., Moineau, G., (2012). Wanted: role models – medical students' perceptions of professionalism. *BMC Medical Education*. 12:155-122.

Bryden, P., Ginsburg, S., Kurabi, B., Ahmed, N., (2010). Professing Professionalism: Are we our own worst enemy? Faculty members' experiences of teaching and evaluating professionalism in medical education at one school. *Academic Medicine*. 85(6):1025-1034.

Suggested Approach:

There are hundreds of articles about teaching Professionalism to UG and PG students. These 3 readings are representative of 3 topics within the realm of the professionalism literature. Steinert et al discuss the process of changing the culture at McGill University to get buy-in for effectively teaching and evaluating professionalism at the UGME level. Byszewski et al emphasizes how important role models are in the students' perception of what professional behaviours are, while Piers Bryden et al discuss some of the challenges that need to be overcome in order to help faculty (whom we want to be excellent role models) to teach and evaluate professionalism. Together these articles may give us some direction for faculty development in the teaching of professionalism here at Queen's.

Guided Reading Questions:

1. Would the Kotter model be employable as a template for instituting a change in the culture of how we teach and evaluate professionalism here at Queen's? (Is such a change necessary?!!)
2. Assuming Bryden et al's study at U of T reflects the concerns of the faculty at Queen's, and knowing how important students think role modeling is in their assimilation of the concepts of professionalism (Byszewski et al's paper), how could we deal with the faculty's concerns about how to teach and evaluate professionalism?

Upcoming Journal Club Dates:

November 13 * December 11 * January 8 * February 12 * March 12 * April 9 * May 14

For more information, please visit our website at: http://healthsci.queensu.ca/education/ohse/programs/journal_club_2013-2014