



innovating education
in reproductive health

Teaching Professionalism through a Case-based Values Clarification

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US ACGME* Core Competencies

- Interpersonal Communication
- Medical Knowledge
- Patient Care
- Problem-based Learning
- Systems-based Practice
- Professionalism

* Accreditation Council for Graduate Medical Education

Professionalism in Medicine

- **Respect, compassion, accountability, altruism**
- **Patient-centered care**
 - Put aside personal values and self-interest (self-awareness) in order to prioritize the culture, family, and values of patients
- **Challenges us to be empathetic, respectful, and compassionate toward patients, particularly during challenging encounters.**

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Professionalism, Empathy & Patient Care

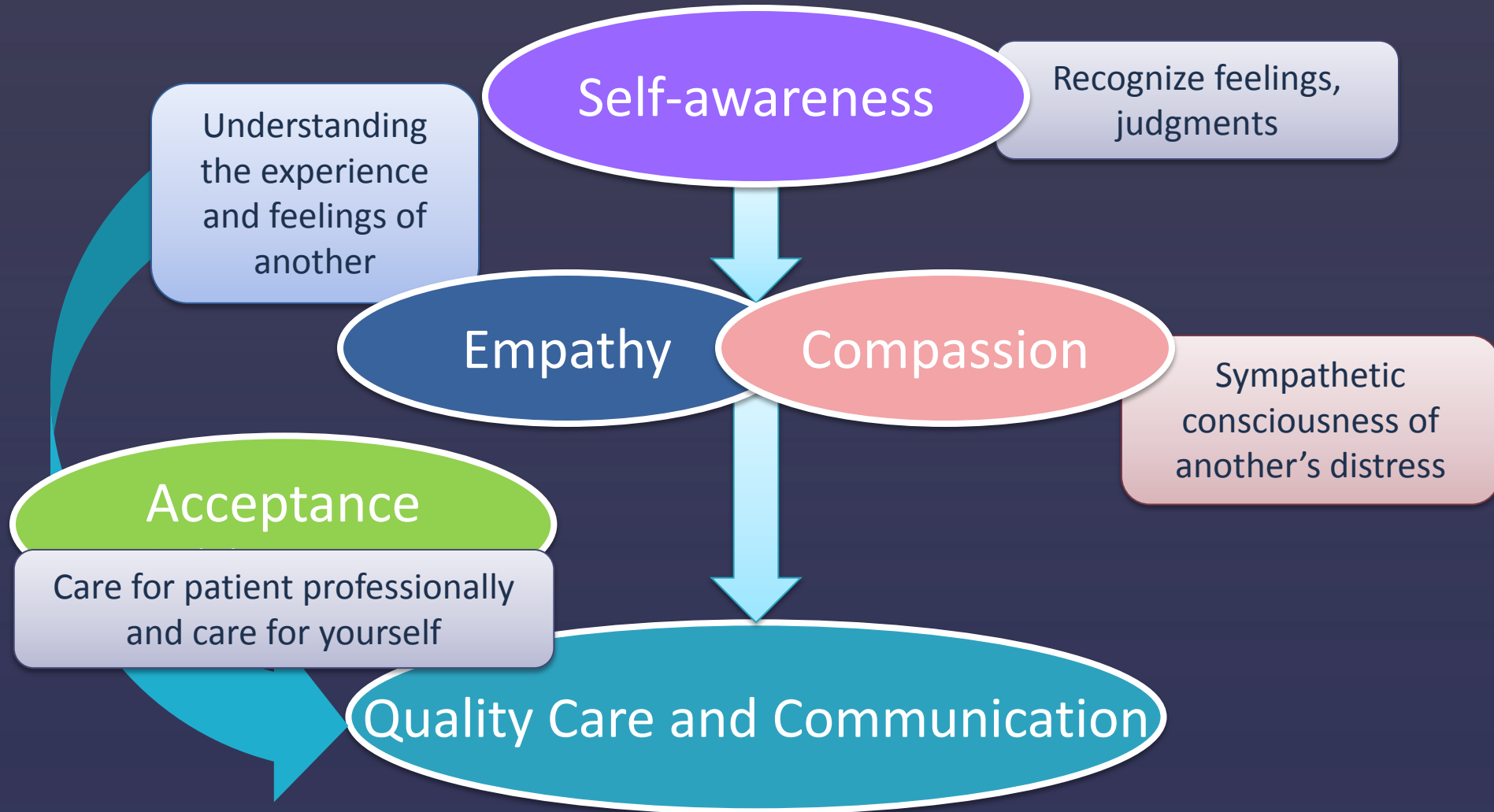
Case-based workshop

- Faculty-facilitated with 8-16 students/residents
- Part 1: Each student/resident introduces frustrating case
 - Group selects one or two to discuss in detail
- Part 2: Clinical cases – Values Clarification
 - Family Planning

Part 1: Student/Resident Cases

Tell us about a time recently when you felt angry or frustrated with a patient...

Teaching and Learning Professionalism



Part 2: Clinical Cases

- Abortion - perfect for practicing this framework
- Many judge women for not using birth control, having one (or more) abortion, presenting later, or choosing abortion for specific circumstances.
- Sample family planning case
 - A 24 year-old woman who has had 2 prior abortions comes to you with an undesired pregnancy...

Teaching and Learning Professionalism

Self-awareness

What upsets you about her having had past abortions? How does it make you feel?

Why would someone have 3 unintended pregnancies? What might be going on?

Empathy

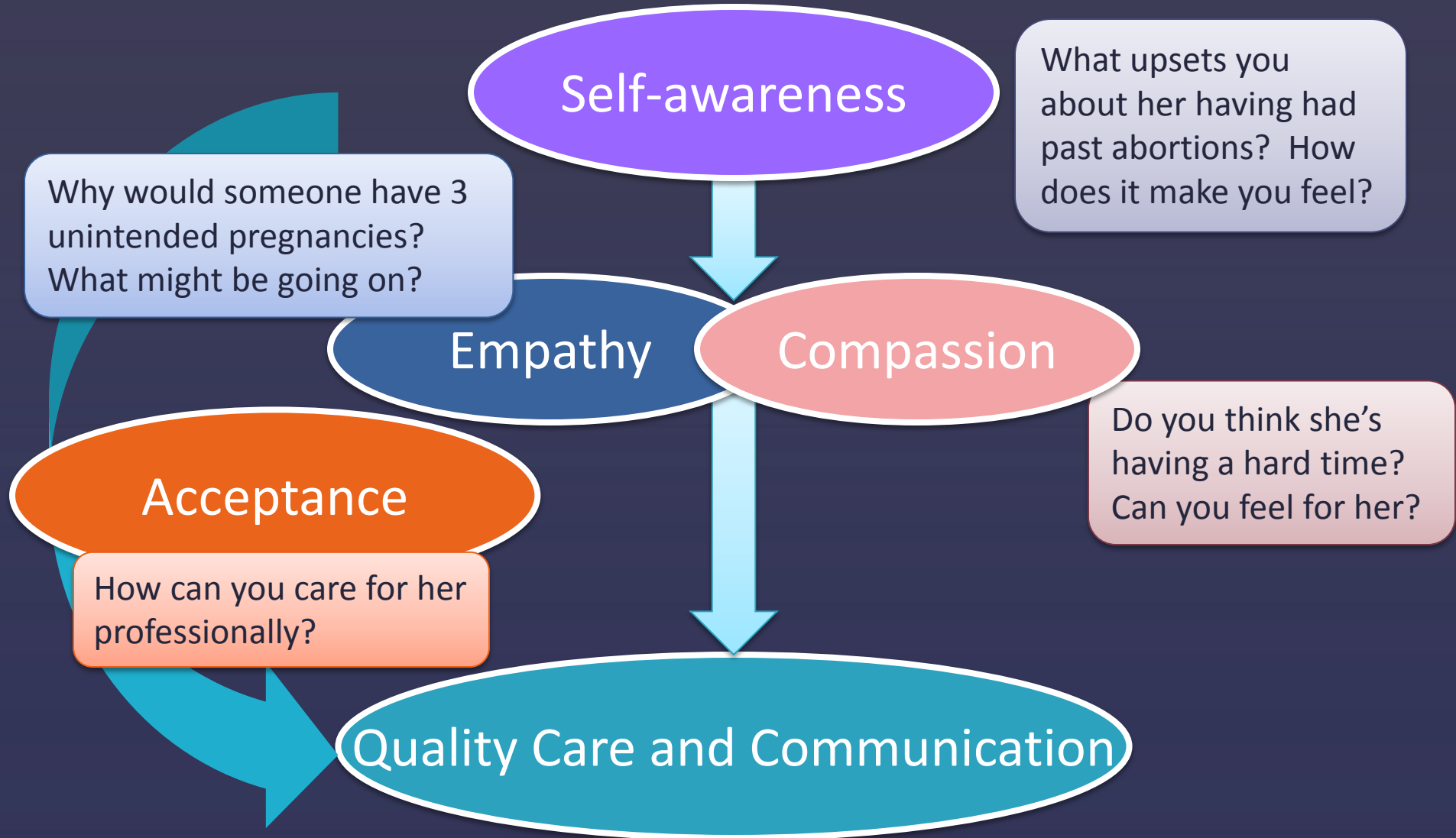
Compassion

Do you think she's having a hard time? Can you feel for her?

Acceptance

How can you care for her professionally?

Quality Care and Communication



Workshop Feedback

- Students rated workshop highly
- Now integrated into ob-gyn rotation for all UCSF medical students – professionalism
- Schema also useful for clinical teaching
- 40 US faculty trained to lead workshop

Workshop Results

“I think it helped the students empathize with the patient and understand why they may have chosen what they chose. And in the future we will apply those skills again if we come upon a patient, whose decisions we don't agree with, we will realize that we don't know really everything that's going on in their life.”

Abortion is wonderful content and context for teaching professionalism.



Professionalism

Empathy



innovating education
in reproductive health

- Website launch: www.innovatingeducation.org.
- Teaching resources and research on:
 - surgical simulation
 - teaching professionalism
 - international training
 - support after residency
 - blog about applying current medical education theory to teaching in reproductive health
- Disseminate and collaborate on RH education
 - Reproductive Health Educators Network



Resources for reproductive health educators
Collaborate with us to enhance teaching in abortion and family planning for all health care professionals

Stay up to date with the latest developments in medical and nursing education. [READ OUR BLOG →](#)

Landscape of Abortion Training in the US: Find out who is working to make routine abortion training a reality.



Teaching Resources

Integrating
Family Planning
into Practice:
Get support to
do abortions
after residency

[Join now →](#)



International Training

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Professionalism

The ACGME names professionalism as one of the core competencies that residents must master in order to be fully trained, proficient physicians. Residents are expected to demonstrate:

- 1) compassion, integrity, and respect for others;
- 2) responsiveness to patient needs that supersedes self-interest;
- 3) respect for patient privacy and autonomy;
- 4) accountability to patients, society and the profession;
- 5) sensitivity and responsiveness to a diverse patient population, including but not limited to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation.

Patient-centered care challenges doctors to be empathetic, respectful, and compassionate, even during difficult patient interactions or when they have moral objections to the patient's health behaviors. Many patient behaviors—non-adherence to medical treatment, unfamiliar cultural beliefs, personality conflict—can evoke judgmental feelings from physicians and test their ability to control emotions and provide patient-centered care.

The demands of residency leave little time for the development of these skills. Medical educators need tools to help teach residents to excel as patient-centered providers, not just as surgeons or diagnosticians. Here you can find research and tools to teach professionalism in a variety of settings.

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