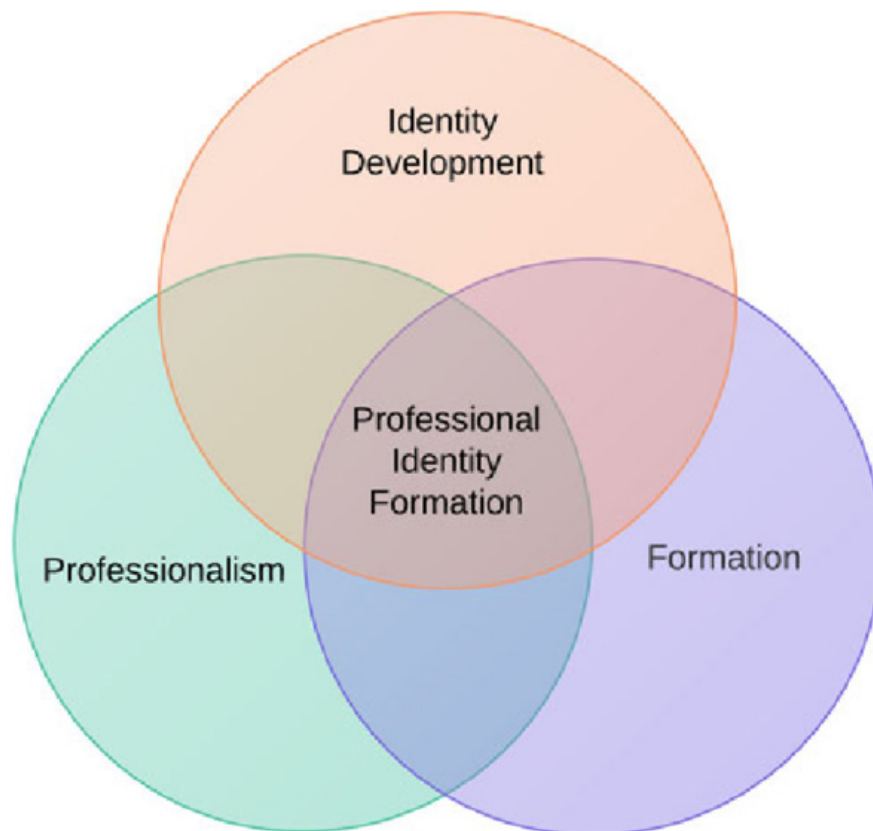




Shapiro Institute

BETH ISRAEL DEACONESS MEDICAL CENTER
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Professional Identity Formation



Newsletter
October 2023

LETTER FROM THE EXECUTIVE DIRECTOR



“Arising from these studies was the notion of “professional identity formation,” the concept that as one studies and trains to assume the responsibilities of a profession, one incorporates a code of responsibilities and behaviors such that they become a “habit of mind;” one acts in particular ways almost automatically to maintain the ethos of the profession.”

Dear friends,

In 2005, the Carnegie Foundation sponsored several initiatives to examine education in the professions, including medicine, law and engineering. Arising from these studies was the notion of “professional identity formation,” the concept that as one studies and trains to assume the responsibilities of a profession, one incorporates a code of responsibilities and behaviors such that they become a “habit of mind;” one acts in particular ways almost automatically to maintain the ethos of the profession.

As one generation succeeds another, however, the perspective of individuals may change as they enter one of the professions. When one adds the stresses of events such as the Covid-19 pandemic and the social turmoil in our nation associated with issues of race and ethnicity in the past five years, concepts of professional identity come under stress. Given these issues, the Shapiro Institute for Education and Research, with support from the Association of American Medical Colleges, convened a national conference to discuss professionalism and professional identity formation.

This conference was one in a long series of Millennium Conferences dating back over 20 years. These biannual conferences solicit applications from teams of faculty representing medical schools across the United States and Canada. Over three days, the teams, with guidance from the faculty and staff of the Shapiro Institute, discuss a topic of major importance in medical education and make recommendations for the rest of the nation. Task forces comprising subsets of the Conference teams conduct research on additional questions emanating from the Conference discussions.

This newsletter will provide you with a glimpse into the Millennium Conference and hopefully provide you with new insights into professionalism and professional identity formation in medicine.

Richard M. Schwartzstein, MD

PROFESSIONAL IDENTITY FORMATION

By Dr. Carrie Tibbles

Dr. Tibbles is the director for Graduate Medical Education at Beth Israel Deaconess Medical Center and is the associate residency director of the Harvard Affiliated Emergency Medicine Residency

In the past decade, societal shifts like social media, corporate medicine, artificial intelligence, and the COVID-19 pandemic have raised questions about professionalism in healthcare. Moreover, a growing focus on race and structural racism highlights potential biases in traditional professionalism standards, affecting underrepresented students and residents.

While professionalism and professional identity are interconnected, they differ. Professionalism focuses on behaviors and attitudes, whereas professional identity encompasses evolving values and characteristics. Both are rooted in patient-centered care, yet there's no consensus on professionalism's essential elements or the best ways to foster professional identity formation. To address these challenges, the Shapiro Institute for Education and Research at Harvard Medical School, Beth Israel Deaconess Medical Center, and the Association of American Medical Colleges convened the Millennium Conference 2023 (MC 2023) on Professional Value Formation. In addition to a team from Harvard Medical School, twenty-three schools submitted applications to this conference from which seven were selected to participate (**Table 1**). This conference aimed to reevaluate the concept of "professional identity formation" and its role in a changing medical landscape.

METHODS

Over the past two decades, Millennium Conferences have brought together medical education leaders to tackle key issues. MC 2023 involved eight participating schools, each represented by a team of five members, including education leaders and faculty overseeing professionalism curricula. These teams shaped the conference's three working sessions, guided by questions submitted during the application process. The conference divided participants into six working groups, fostering diverse perspectives. The first session completed a modified Delphi study, initiated prior to the conference, to reach consensus on professionalism's essential elements, while the second focused on teaching professional identity formation. The final



Dr. Carrie Tibbles

session addressed evaluation and assessment, leading to the formation of consensus recommendations.

RESULTS

Professionalism: Efforts to define professionalism have yielded a list of attributes and behaviors, some emphasizing external actions and others

focusing on attitudes and values. Participants agreed that professionalism's core lies in concise, principle-based values, often subsumed within context-specific expectations. These values evolve over time, especially with technological advances impacting medicine. Thus, professionalism should avoid excessive granularity in behavior descriptions.

Professional Identity Formation / Professional Value

Formation: A physician's professional identity embodies values and habits guiding their actions in patient care and interactions with colleagues, the healthcare team, and society. Core values include trust, humility, compassion, and an appreciation of medicine's meaningful nature, contributing to physician well-being and combating burnout. However, given societal challenges like racism and stereotype threat, the term "identity" became charged and potentially biased. To address this, the conference introduced "professional value integration (PVI)" as a more descriptive and inclusive term highlighting the acquisition of essential values motivating professional behavior.

Teaching and Cultivating Professional Value

Integration: Teaching PVI presents challenges, as traditional approaches risk oversimplification. PVI education should incorporate experiential learning, beginning in pre-clinical years and focusing on teamwork and community building. Transitioning to medical school should emphasize collaborative learning, while graduate medical education should foster reflection, particularly after challenging clinical experiences.

While separate programming or 'pull out sessions' create safe spaces for PVI, integrating the teaching into the clinical and/or classroom environment ensures relevance. Spiraling PVI curricula encourage consistent reinforcement and meaningful relationships with faculty.

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Experiential Learning: PVI education draws heavily from experiences, role-modeling, and reflection. Faculty should serve as role models, demonstrating values through actions, behaviors, and characteristics. Teaching provides a framework for interpreting observations and helps learners identify components reflecting professional values.

To maximize experiential learning, faculty should receive coaching training, and mentors should provide guidance. Explicit role-modeling, along with affinity groups and co-curricular experiences, enriches the learning process.

Learner Reflection: Structured learner reflection supports PVI development, focusing on discussion rather than task-oriented activities. It should be adaptable, open to dialogue, and encourage critical thinking. Learner reflection complements experiential learning by reinforcing shared values.

Learning Environment: The clinical learning environment significantly influences PVI. It encompasses structure, culture, hidden curriculum, and relational aspects. Medical educators should

acknowledge system flaws, emphasizing that learners must prioritize patient care despite challenges. Creating “errors of kindness” by exposing learners to challenging situations early can foster resilience.

Assessment and Evaluation: Assessing PVI presents challenges due to its dynamic nature. Educators should encourage values’ acquisition and internalization rather than making summative judgments. Relationships play a vital role in PVI development, with coaches, faculty, and mentors supporting learners in their journey.

Program evaluation should focus on whether curricula promote professional identity development and values. Evaluations should consider faculty training, the provision of safe spaces for dialogue, and transparent value statements. Collecting data on professional lapses among graduates can inform program improvements.

SUMMARY

Becoming a physician is a demanding journey, requiring personal integration of core values that guide daily decisions and sustain a lifelong medical practice. Effective medical education should provide thoughtful curricula, supportive learning environments, and well-trained faculty to encourage professional value formation. As medical education evolves, the concept of “professional value integration” serves as a more inclusive and adaptive framework for shaping the physicians of the future.

Millennium Conference 2023 Participating Medical Schools

New York University
University of Illinois
Penn State
Washington University in
Saint Louis
University of Vermont
Case Western
Harvard University
Morehouse

Table 1- MC2023 participating medical schools



Millennium Conference 2023

Welcome New Team Members

We would like to extend a warm welcome to the latest additions to our talented team. These individuals bring a wealth of knowledge and experience, and we're excited to have them on board to help us continue our mission of excellence and innovation.

- **Julian Benitez** – Simulation Technician. Jules joins us from the Department of Emergency Medicine at BIDMC where he has been an Emergency Medical Technician.

- **Zoe Brodsky** – Simulation Technician. Zoe also joins us from the Department of Emergency Medicine here at BIDMC where she is an Emergency Medical Technician.

- **Olivia Ezekwelu** – Administrative Coordinator. Olivia is working in the GME office and has worked in a number of different administrative roles including Harvard Business School and Brigham and Women's.

- **Robbin Miraglia** – Simulation and Skills Education Specialist. Robbin joins us from the Northeast Health Systems where she was the Clinical Educator for Beverly Hospital outpatient clinics in the Department of Nursing Practice, Quality, and Education.

- **Naomi Montilla** – Program Administrator in the UME Office. Naomi joins us from the Ob/Gyn Department where she was the Program Coordinator working on the Ob/Gyn clerkships.

- In addition to the new team members, we are pleased to announce that **Ling Hsiao** has been promoted to Associate Director of Medical Education Research. Congratulations Ling!

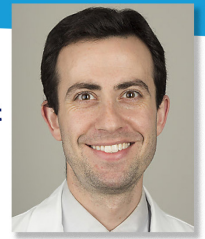


L to R: Zoe Brodsky, Julian Benitez and Robbin Miraglia

S. Robert Stone Award for Excellence in Teaching

Jeff William, MD

The Carl J. Shapiro Institute is proud to announce Dr. Jeff William is the recipient of the 2023 S. Robert Stone Award for Excellence in Teaching



Dr. Jeff William Receives Stone Award

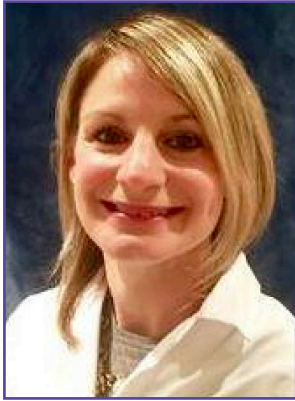
The Carl J. Shapiro Institute is thrilled to announce that **Dr. Jeff William** is the 2023 recipient of the S. Robert Stone Award for Excellence in Teaching. The Stone Award was the first Harvard teaching award established at one of the academic affiliates and is a manifestation of the strong commitment of BIDMC to its education mission. It was established in honor of the late past board chair of Beth Israel Hospital by his children. Dr. William has long displayed an ardent passion for and dedication to teaching. His curricular innovations were recognized on a national level when he received the top prize in the American Society of Nephrology, Innovations in Kidney Education Contest.

LMSA National Conference



As part of National Hispanic Heritage Month, members of our GME office attended the Latino Medical Student Association (LMSA) National Conference on Sept. 16 in Atlanta to promote our education training programs. The LMSA exists to unite and empower current and future physicians through service, mentorship, and education to advocate for the improved health of the Hispanic & Latino community in the United States.

BIDMC Academy Celebrates Women in Medicine Month



On September 13, the BIDMC Academy celebrated Women in Medicine Month with a visit from **Dr. Stephanie Mueller**, an Assistant Professor of Medicine at Harvard Medical School. Dr. Mueller's presentation was entitled: A Career in Hospital Medicine, Research & Faculty Development: How Mentorship Guided My Career.

Congratulations PCE Class of 2023

A reception was held in the Leventhal Conference Room on Friday, Sept. 22 to celebrate the Principal Clinical Experience Class of 2023. Congratulations to all involved. Please keep in touch and best of luck in all your future endeavors.



Join Us October 25-27

The Shapiro Institute will hold its biannual Principles of Medical Education "Maximizing Your Teaching Skills" course IN PERSON on Oct. 25-27. The course provides techniques and strategies that significantly improve student engagement, and teaching and mentoring effectiveness. For more info go to: <https://medicaleducators.hmscme.com>



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Carl J. Shapiro Institute for
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Medical Students, Residents, Fellows, Faculty,
Allied Health Students

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October 25-27, 2023

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