

Teaching Professionalism

An EBL Package

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- As part of my fellowship, I assisted the programme directors of the Southampton patch produce and deliver various learning packages
- These were for a variety of audiences, with sessions for established GPs, trainees in difficulty and at various stages of training
- For the ST1/2 cohort, we selected patient safety as an area to target. Learning modules on professionalism, prescribing and other fields were produced

Why Professionalism?

- Professionalism is a vital aspect of modern medical practice
- There are frequent examples from the medical press where professionalism has been compromised
- Professionalism is often perceived as something doctors learn ‘on the job’ rather than via structured teaching – we sought to equip our trainees with knowledge of professional behaviour at an early stage in training

The EBL Approach

- Similar to PBL, but with important differences
- Each session consists of several short cases, with supporting information to help guide discussion and support learning
- The cases are self contained and do not require prior preparation
- iPads or other internet access provided so that guidelines may be examined

Delivery

- The module consisted of two cases, plus a debate on professional attitudes
- The first focussed on hospital working – with probity and team work as major themes
- The second focussed on work in General Practice – with substance abuse, burnout and self help particularly targeted
- Trainees were split into mixed groups of ST1/2 trainees, with eight doctors per group

- Trainees were invited to bring their own experiences to the group, and to compare and contrast those to the cases offered
- Resources in the form of GMC documents (Duties of a Doctor, Good Medical Practice), the MDU casebook and BMA guidelines were supplied to help guide and back up the learning
- Contact details to support agencies such as those above were supplied, should any trainee discover they had issues that needed further guidance

Evaluation

- Structured written feedback was received from each trainee at the end of the session
- Trainees were also invited to link their learning to the GP curriculum so as to demonstrate the relevance of their learning
- Universally positive feedback was received with trainees praising this approach to learning about professionalism
- “It really helps to know who I can talk to”
- “It’s interesting to see how tiny things like lateness can reflect bigger problems”

Conclusions

- EBL is an effective approach when considering professionalism
- Trainees found it helpful to discuss professional behaviours in a small group environment
- Trainees were able to apply their own experiences to the cases presented and make the learning more relevant
- The group facilitators found the modules helpful in guiding discussion and making a potentially dry subject approachable



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