

# Fostering Humanism & Professionalism

## Fall 2018 Schedule\*

Course Directors: Carol Hodgson, PhD & Pamela Brett-MacLean, PhD

All Sessions are on Thursdays from 5:30 – 7:30 PM in ECHA 2-590 & on eClass

	<b>Date</b>	<b>Tentative Topic</b>	<b>Assignment</b>
Session 1.	Oct. 25	Course Overview/ Introductions; Appreciative Inquiry (AI)	
Session 2.	Nov. 1	Teaching Caring Attitudes	Article assignment 1 Submit written reflective narrative #1
Session 3.	Nov. 8	Working on Highly Functioning Teams	Article assignment 2 Submit written reflective narrative #2
Session 4.	Nov. 15	Providing Effective Feedback	Article assignment 3 Submit written reflective narrative #3
Session 5.	Nov. 22	Active Role Modeling	Article assignment 4 Submit written reflective narrative #4
Session 6.	Nov. 29	Boundary Issues	Article assignment 5 Submit written reflective narrative #5
Session 7.	Dec. 6	After the Error	Article assignment 6 Complete written reflective narrative in class
Session 8.	Dec. 13	Final Session: The Third Thing & Well-Being and Renewal	Submit final reflective writing assignment

The class assignments will consist of a reading each week and a reflective narrative most of which will be submitted online before class, but some will occur in class. There will be a final narrative writing assignment: Imagining a humanistic and professional HPE system of the future.

Grading: Pass/Fail

## Background

Learning to teach and becoming a teacher is a developmental process. Experienced within a supportive, small group setting, the Fostering Humanism and Professionalism curriculum has provided a stimulating framework for “experiential learning of skills and reflective exploration of values.” Given our experience and others who have already implemented the program, we believe that the participants’ reflection on their approach to teaching and clinical care has promoted their growth and development as clinical teachers. Being engaged in an ongoing, dynamic process of making sense of one’s own educational, teaching and clinical experiences along with their personal and professional values has, we believe, helped the participants to revitalize a conscious commitment to humanism and professionalism.

Role models are viewed as central to the process of enculturation into the medical profession given the “community of practice” training experiences that frame learning and identity formation. Clearly negative role models can adversely impact, and impede the development of learners as effective, humanistic, and caring professionals. However, it has been documented that medical students and residents are often exposed to negative role modeling, witnessing faculty who demonstrate lack of compassion and caring, and problematic professional and ethical behaviours.

Additionally, the CanMEDS roles of “professional” and “communicator” encompass relevant enabling competencies such as: (1) *Professional*: exhibiting “honesty, integrity, commitment, compassion, respect and altruism,” committed to delivering the “highest quality care,” “balance personal and professional priorities,” “heighten personal and professional awareness and insight;” and (2) *Communicator*: communication with patients and their families is “characterized by understanding, trust, respect, honesty and empathy,” consider “the patient’s context, responses, concerns, and preferences,” “respect diversity and difference.”

This course is helping participants to strengthen their identity as clinical educators who can effectively impart their knowledge and insights about patient-centred care, in part, by role modeling humanism and professionalism.