



Academy for
Professionalism in
Health Care



Professional
Formation

Professional Formation Update

Healthcare Professionalism Education, Assessment, Remediation & Research

A newsletter produced jointly by the Academy for Professionalism in Health Care and Professional Formation

Happy New Year! Where can you access 18,000 readers who have similar passions as you? The Professionalism Formation Update newsletter: thank you, to everyone who contributed in 2022.

We look forward to reading our community's thoughts, ideas, opinions, and research outcomes in 2023.

According to ChatGPT: "A community of professionals is a group of people who work in the same field or industry and share common professional interests. These communities often come together to share knowledge and expertise, network, collaborate on projects, and advocate for their profession. Professional communities can be local, national, or international in scope and may be organized around specific industries, disciplines, or areas of expertise. They may also be formed around shared values or goals, such as promoting sustainability or social justice. Professional communities can take many forms, including professional associations, trade organizations, and online forums."

As APHC continues to grow and welcome health care professionals around the globe, we look forward to continued scholarly discourse and discussion at conferences, round tables, board meetings and in these newsletters. Everyone's input and perspective are welcome. Submissions are not edited for content, only for readability and brevity, to help ensure that the writer's viewpoint is not misinterpreted or misrepresented.

Thank you for your submissions, Howard M. Notgarnie, Madison Tarleton and Sofica Bistriceanu. Howard explores the origin and use of the title "doctor" and explains his perspective on how title use impacts the roles of everyone on the health care team in response to Mohamud Verjee's December article (<https://conta.cc/3P2X3Nj>). Madison explains how the Career and Professional Development team at Rocky Vista University created a career development model that considers culture, religion, neurodiversities and equity and uses a puzzle model to illustrate that the definition of professionalism is nuanced and allows for student growth. Sofica shares her poetry and explains how analyzing a patient's voice can reveal critical health information, an important consideration when using telemedicine.

Thank you for these thoughtful and informative articles.

Leann

Leann Poston, MD, MBA, MEd, is a pediatrician in Dayton, Ohio and a freelance medical writer at LTP Creative Design LLC.



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2022 Year in Review

by Barbara Lewis

This newsletter, **Professional Formation Update**, is a joint collaboration between the **Academy for Professionalism in Health Care** (APHC) and **Professional Formation**. The two organizations started the newsletter in December 2017 with a little over 350 people on the distribution list. Today, the newsletter is distributed to over 18,000. We are always looking for contributors, so please let me know if you'd like to write an article. Students' submissions are welcome.

The two organizations jointly collaborate on the podcast, **Healthcare Professionalism: Education, Research & Resources**, which has released 79 episodes with over 7,750 downloads.

APHC

APHC's membership has nearly doubled to 300. Last year we unveiled an institutional membership, which 18 institutions have joined. The institutional membership provides organizations with hefty discounts. For more information: **<https://bit.ly/APHCMembership>**

Don't forget to visit the newly renovated website at **<https://academy-professionalism.org/>** which makes it easier to find resources.

APHC produced two very successful conferences – a one-day virtual conference in the fall that attracted 245 people from six continents and a three-day hybrid conference hosted by Drexel University College of Medicine with 205 attendees in person and online. The next conference is on **Health Care Professionalism and Bias Reduction: Sharing Global Strategies** June 7, 8 and 9 at the Health Education Campus of **Case Western Reserve University and Cleveland Clinic** and online via Zoom. The **call for proposals** is open until **January 17**. (**[www.Academy-Professionalism.org/2023Conf Abstract](http://www.Academy-Professionalism.org/2023Conf_Abstract)**)

APHC also cohosted a webinar with the American College of Dentists and the American Dental Association on **Oral Health is Essential Primary Care: The Importance of Interprofessional Collaboration** with 180 registrants and over 65 views online.

The monthly APHC Roundtable, launched by John Spandorfer in 2019, hosted 10 professionalism leaders in 2022. Open to members only, the Roundtables are held on the second Friday of the month at 3 p.m. ET. See the article below for the next Roundtable - **Better Together Physician Coaching: Addressing Burnout in Medical Trainees.** <https://bit.ly/APHC-Roundtables>

If you'd like to **get involved with APHC**, please consider joining the education, membership or program committee.

Professional Formation

Professional Formation, founded by the current APHC president Dennis Novack, has **12 modules on professionalism** for learners and **two for facilitators on faculty development and remediation**. During the pandemic with remote learning, the modules are free at: <https://bit.ly/ProfessionalFormationSignUp> Soon the modules will be in a subscription; however, they will continue to be free for APHC members.

An antiracism module is currently being piloted by 13 institutions and should be ready for the public later this year. The 20,000-word module, which will be free, has 21 exercises and 38 videos.

We hope to see you online and at the June conference!

Barbara Lewis, MBA, has been the Project Director of Macy grants for Professional Formation since 2016 and the Managing Director of APHC since 2018. Her other clients include hospitals in Afghanistan and Guam. She is currently pursuing a PhD in public health. BLewis@ProfessionalFormation.org

June 2023 Conference - Call for Proposals

Theme: **Health Care Professionalism and Bias Reduction: Sharing Global Strategies**

Dates: **June 7, 8 and 9, 2023**

Location: **Health Education Campus of Case Western Reserve University and Cleveland Clinic in Cleveland, Ohio**

Type: **Hybrid - in person and online via Zoom**

Deadline: **Tuesday, January 17, 2023**

Abstract Information:

www.Academy-Professionalism.org/2023Conf_Abstract

Information about the conference:

bit.ly/APHCJunConInfo

An Inclusive View of the Title
by Howard M. Notgarnie

I commend Mohamud Verjee's promotion of professionalism and the respect expected of people with professional titles in December's **Professional Formation Update**. However, Dr. Verjee posited that scientific and non-medical health doctors are "parading" our degree and "eroding" the respect of MDs. The title Doctor is the Latin word for teacher conferred by universities, not a privilege reserved for a single profession.

Although there are several views on the exact origin of making Doctor an academic title, universities used to have Latin as the language of instruction; so, addressing an instructor in any field as Doctor would be expected.[1] The title was granted for academic achievement as early as the ninth century for degrees in law and theology as well as medicine.[2] The Doctor of Philosophy degree, PhD, became a recognized degree in the twelfth century and became recognized as the highest level of academic achievement in the eighteenth century.[3] We earned the title, typically with eight to ten years of full-time academic programs. After completing bachelor and master degrees, we studied additional graduate courses and conducted original research—we have earned the title Doctor in part by publishing new information, thereby teaching other members our profession. Customarily, completing such research has been a requirement for the title Doctor that nowadays is not part of the curriculum for most programs in which students earn an MD or DO, though there is a reasonable argument that their interactions with patients and each other constitutes the teaching activities and creation of new information consistent with the meaning of title Doctor. Students in health professions educate their patients, mentor each other and conduct diagnostic services, thereby generating and disseminating information.

In contrast with the coursework requirements and original research for the PhD and similar non-medical doctorates, there were no universal minimum standards for earning a medical degree until the latter half of the sixteenth century. Only in the eighteenth and nineteenth centuries did medical students have to complete a dissertation to earn their degree and the title Doctor. Medical students did not universally face nearly today's level of academic rigor and quantity of scientific premedical background and post baccalaureate medical program until the middle of the twentieth century. The academic requirements to earn the title Medical Doctor continued to increase from the 1950s through the 1980s, at which time the amount of education surpassed that of a PhD student and became onerous enough at the postdoctoral level that the people governing medical residency curriculum recognized reducing the workload was not only better for the student physicians but also safer for their patients.[4]

Given Dr. Verjee's recognition that veracity is an important component of professionalism, I hope he takes this opportunity to reconsider the criticism of non-medical doctors using the title Doctor. He lamented that consumers and colleagues are becoming more informal in addressing physicians as Doctor, suggesting a diminution of respect. My impression after 30 years of clinical practice is that respect among all health professionals is becoming more egalitarian. The equality of status in addressing the person by name rather than by title indicates to patients that when they enter a health care office there is not only one expert; each team member is an expert in a particular aspect of the patient's care. He also lamented that female physicians are often assumed to be nurses, presumably because of the loss of formality in title usage. Ironically, the subjugation of women in the health care industry leading to that assumption was developed in the same political movement that confounded the definition of Doctor as exclusive to, rather than inclusive of, physicians.[5] Ultimately, I hope we can respect all people by acknowledging their actions, not their titles.

Howard M Notgarnie, RDH EdD, is a retired clinical dental hygienist, owner of Advanced Professional Education, member of the Governing Council of American Association of Dental Hygiene, and Secretary of the New Jersey Dental Hygienists' Association.

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Navigating Professionalism with Definitions & Student Development Models: “Puzzled” About Professionalism by Madison Tarleton

We are taught to think about words and their objective definitions as static. Define doctor, medicine or school—the definitions we are offered will vary with minor differences. When posed with the question, “What is a doctor?” we would all have a standardized answer. A doctor is a medical practitioner, a clinician, a care-provider, etc. We understand, in the abstract, what and who a doctor is. Likewise, we understand the definition of medicine, of school and of healthcare. Those definitions come to us in an innate way because we have been the recipients, the providers or the passive and active bystanders of medicine working on, in and around us.

One word (and the conjugations therein), often thrown around with the same definitional innateness, is *profession*, *professional* and *professionalism*. According to Creuss & Creuss (2010), a profession is often considered to be a social contract between one party and another, the profession—occupation, vocation, or service—often has financial reward or benefit. The definition of profession (professional and professionalism) has been hotly contested, especially within medicine and the social scientific fields, as evidenced by the APHC's Navigating the Professionalism Challenges of Evolving Technologies Virtual Conference.

Instead of a singular, linear and static definition, is it possible to present a bracketed, inclusive and branched definition of the profession, professional and professionalism? A definition that is steeped in theoretical and methodological consideration, while including *assessable* and *accessible* student-action items? Although a work in progress, the Career and Professional Development team at Rocky Vista University has chosen to create a career and professional development model that will serve medical students and medical professionals. This developmental model considers culture, religion, neurodiversities, and equity while challenging assumptions that “being professional” means showing up in a prescribed way.

Professionalism is as varied as medical specialties—it is not one size fits all. Our proposed model rests heavily on the NACE core competencies, McGovern SCoPE's definitions of professionalism and the panels from the Navigating Professionalism Conference. Presented as a puzzle, with interlocked pieces and rough edges, there are eight-core

competencies related to being professional, acting with professionalism and leaving medical school with career and professional goals and competencies. During the “How Would You Define Professionalism” panel, five presenters share their ideas about definitions of professionalism. These five definitions allowed the Career and Professional Development Team at Rocky Vista University to think about how we incorporate professional behaviors and models into our student development plan.

The decision to create a puzzle allows students to visualize how these competencies interlock, while the rough edges allow them to consider other pieces that may fit into their own personal development, before, during or after their medical education. These eight pieces offer a student development model that considers the hyphenated identities that students hold and the ways that those identities come forward in professional conduct—things like eye-contact, fidgeting, etc.

The competencies we identified are:

1. Resilience
2. Equity and Integrity
3. Collegiality
4. Culturally Aware Care
5. Service
6. Demonstrable Dependability
7. Career Skills
8. Innovation

Each of these competencies, when presented to our students, will include the following things: A definition of the competency as defined by our institutional core values, the student affairs core values and the student-learning outcomes of the career and professional development team. Each competency will also include a framework that is theoretical and/or methodological in nature, meaning it is grounded in student development methods or theories. Finally, a “Piece in Practice” component will advise students how to practice this competency as a student doctor.

Ultimately, this new model came to fruition after a conversation about medical student professional development. What began as a pursuit to define professionalism, resulted in a developmental model steeped in considerations of what it means to be a “medical professional.” Defining professionalism with nuance will allow our developmental model to grow with, for and in service of our students. The next pieces of the “puzzle” are to determine assessments and learning outcomes that will evaluate the students’ development.

Madison Tarleton, MA, is a Career & Professional Development Counselor at Rocky Vista University.

Voice Analysis for Decisions in Clinical Practice

by Sofica Bistriceanu

Verbal and nonverbal communication generates various debates and feelings between individuals, finally improving knowledge and experiences and, last but not least, influencing people's health.

Mental activity is mainly influenced by visual, sound and smell perception. A person's appearance, colour use, scent and movement in a specific environment create diverse motion

pictures going along with excitement, indifference or discomfort, according to data processing; miscellaneous musical compositions decoded by matching corresponding musical instruments or human voice determine a variety of emotions, relaxation and even attentiveness.

Verbal communication skills are necessary to improve an individual's professional, cultural and social life; the words' meaning and energy influence people's well-being. The effects of the usage of the words in the written format are different from the spoken words since the speech energy, controlled by the nervous system, adds value to the words' significance. Communication skills by terms make a difference between individuals and initiate numerous actions according to their relevance, physical characteristics of words' transmission, intended recipient's sensitivity and context.

In this digital era, an individual can put an idea in a writing format or convert it into a saying that instantly goes to the intended recipients using IT devices.

Speech and the words' ordering analysis offer information about the individual:

- Level of expertise
- Skills for knowledge translation in practice
- Emotions
- Possible medical conditions
- Well-being

Speech depicts its coordination in appearance; deficiencies at various levels for command and execution pathways indicate the voice's signs of interest in clinical practice. Voice characteristics, combined with the breathing data, reflect blood flowing in the human body. Heart activity, the respiratory system's function and gravitational waves influence human body fluids movement; the digestive, endocrine, skeletal, respiratory system, kidney and liver functions influence blood composition. The mind activity affects all these variables interplay, conveying the words and voice expression.

The heart function and respiratory system, both under nervous system coordination, are seen as significant contributors to the voice function. Heart failure modifies the body's fluid distribution and, subsequently, voice characteristics that change from one stage to another in its evolution.

Each person's voice is distinctive and adaptable to various internal and external stimuli. AI supply facilitates fast voice analysis and prediction of disorders in appearance or evolution. In this digital era, a video visit or only a phone call visit can offer sufficient details about individuals, including data health. For the medical team, an e-visit may be considered appropriate when necessary. For the patient, an in-person or e-visit represents a convenient option to get care in need. The patient experience can be appreciated/measured by their words' composition to express gratitude, voice attributes and sentiment analysis, preferably using AI supply.

Subjective voice analysis and artificial intelligence utilization offer another perspective in clinical practice. Recent medical literature highlights ambitious AI projects for using the voice function in diagnosis. Therefore, according to individual financial status, there will be a wide range of options for the disease's management in clinical practice. But only by using a mobile phone can the patient and the physician be connected to successfully control the patient's disorders. The art of using the voice for analysis and decisions in clinical practice defines us as professionals in the community we serve.

Sofica Bistriceanu, MD, PhD, is a Family Physician and the representative of Academic Medical Unit- CMI.

APHC Roundtable

Friday, January 13 at 3 p.m. ET

Join us for the monthly **APHC Roundtable**.

Better Together Physician Coaching: Addressing Burnout in Medical Trainees with Tyra Fainstad, MD

Physician burnout is a nebulous and progressive problem affecting all aspects of health care. Burnout disproportionately impacts women, begins early in training, and is linked to increased errors and mortality rates, physician depression, substance abuse and job turnover. While physicians are shown to have higher levels of grit, resilience and other adaptive wellness metrics, they often lack self-compassion and emotional agility compared to other fields. Low physician self-compassion contributes to burnout and likely stems from perfectionism, strong negativity biases and near constant comparison to peers. Professional coaching is relatively new to medical education but has promising data. We piloted Better Together Physician Coaching (BT), a novel, online, group coaching program in 101 female-identifying residents at the University of Colorado in a randomized controlled trial which reduced emotional exhaustion and imposter syndrome and increased self-compassion. In this session we will understand why burnout is such a big problem for physicians, then explore how coaching is especially impactful for physician burnout, and finally how it may be seamlessly integrated into the training experience moving forward.

Tyra Fainstad, MD, (pronouns: she/her/hers) is Associate Professor, Medicine Resident Clinic Director, Lowry Internal Medicine Co-Director of Better Together Physician Coaching University of Colorado School of Medicine.

Sign up at: <https://bit.ly/APHC-Roundtables>

Roundtables are for APHC Members only.

Join APHC to attend this Roundtable and access previous recordings including three APHC June conference keynoters: Jill Thistlethwaite, Fred Hafferty and Barry Egner.

<https://bit.ly/APHCMembership>

Thought's light

Thought's light on the ground is like the moon's rays around,
it can see where to wander, don't fly near danger,
even fog funnily comes afore it to embark.

...and if it falls, shortly stands up,
fast cleans up and bravely departs,
while its light, as the rays of the moon, enlightens its route

...and on the land and in the blue
shining with stars, it ascends as the moon,
hand in hand lovely, secretly goes up to fascinate us how it falls and arises.

Sofica Bistriceanu, MD, PhD, is a Family Physician and the representative of Academic Medical Unit-CMI. She is the author of seven volumes of poems.



Healthcare Professionalism Podcast

Professional Formation and APHC collaborate on a podcast, Healthcare Professionalism: Education, Research & Resources.

Released **every other Saturday morning**, recent episodes include **Laura**

Cooley discussing *Communication Skills that Build Trust and Equitable Relationships*, **Jason Eberl** talking

about *Conscientious Refusals to Provide Morally Contested Healthcare Services by Healthcare Professionals* and **Beverley Crawford** describing the *Penn Experience Course: Racism, Reconciliation and Engagement*.

You can access the podcast episodes on your favorite platform or at:

<https://bit.ly/PF-APHC-Podcast>

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Please purchase your products through Amazon using Smile.Amazon and designate the **Academy for Professionalism in Health Care** as your charity. Amazon donates a percentage of your purchase dollars to APHC to help the organization. Please sign up.



APHC Member Announcements

Pandemic Professionalism and Ethics Podcast

Listen to archived episodes of the COVID Ethics Series Podcast. Those episodes, as well as upcoming episodes can be accessed

via: <https://library.shu.edu/COVIDEthics/podcast>. The archive currently houses 22 episodes, which engage a variety of ethical and professionalism topics associated with pandemic issues. These topics range from considerations of vulnerability and politicization to resource allocation

and universal healthcare. These episodes (as well as their video counterparts, which can be found at <https://library.shu.edu/COVIDethics/>, have been adopted as course materials in a variety of healthcare and humanities training courses and are free to anyone interested in the subject matter.

The COVID Ethics Series and Podcast relies on the idea that challenging issues affecting health and healthcare are best addressed by many persons, from diverse backgrounds, practically reasoning together. These conversations aim to be inclusive and often involve leading experts from medicine, nursing and the health sciences, as well as political theorists, economists, ethicists, philosophers and lawyers.

Position Posting

Wake Forest University School of Medicine is seeking a national leader as their new Endowed Chair of Bioethics at a time of tremendous growth for the medical school and academic learning health system. For more information:

<https://www.higheredjobs.com/faculty/details.cfm?JobCode=177957293>.

If you are an APHC member, we will publicize your events, job searches, research, grants, articles, podcasts, books, etc., in the newsletter.

Thank you to the APHC 2022 - 2023 Partners who have agreed to support us for the coming year from our virtual conference in October to our hybrid conference June 7, 8 and 9.

Platinum Circle - **Case Western Reserve University and Cleveland Clinic and the AMA Journal of Ethics**

Gold Circle - **American Board of Medical Specialties (ABMS), Johns Hopkins Berman Institute of Bioethics and Loyola University Chicago Bioethics Institute**

Silver Circle - **American Association of Colleges of Osteopathic Medicine (AACOM) and the Gold Foundation**

Bronze Circle - **ABIM Foundation and Saint Louis University Albert Gnaegi Center for Health Care Ethics**

For more information about how you can support APHC, contact BLewis@ProfessionalFormation.org or go to: <https://bit.ly/APHC2022-23Partnership>

Sponsors must be approved by the APHC Board.



Past Webinar Recordings

If you missed the webinar - **Oral Health is Essential Primary Care: The Importance of Interprofessional Collaboration** with Lisa Simon, MD, DMD; Carlos Smith, DDS, MDiv, FACD; and Nanette Elster, JD, MPH, sponsored by the Academy for Professionalism in Health Care, the

American Dental Association and the American College of Dentists, here is a link to the recording: <https://vimeo.com/694986752>

Access our past webinar recordings at ProfessionalFormation.org

Mitigating the Effects of the Hidden Curriculum on Professional Identity Formation with Orit Karnieli-Miller, PhD

Social Justice Challenges: How to Achieve Excellence in Equity with Preston Reynolds, MD, PhD, MACP

Teaching Learners to Navigate Common Boundary Challenges with Elizabeth Gaufer, MD, MPH

Building Effective Teams and Eliminating Barriers with Christine Arenson, MD

Professional Formation, an on-line program with **14 professionalism modules**, has two webinars on **how ACOM and Geisinger Commonwealth integrated modules into their interprofessional education programs**.

If you would like to subscribe to the modules for free, contact Barbara Lewis at BLewis@ProfessionalFormation.org.

APHC Members' Benefits

As a member, you have access to special benefits that include:

- Belonging to a community of like-minded professionals
- Participating in the monthly Professionalism Education Roundtable interviews with authors, faculty and researchers, plus accessing past recordings
- Free access to 14 Professional Formation modules
- Enrolling in the APHC Faculty Development Certificate program known as LEEP (Leadership Excellence in Educating for Professionalism), which was launched in 2020 and offers longitudinal mentoring for a select group of individuals seeking to deepen their knowledge and skills in professionalism education, assessment and research
- Posting your research, articles, podcasts, webinars, conferences and books in the newsletter distributed to about 20,000
- Receiving a 20 percent discount on educational videos created by the Medical Professionalism Project, which also allows you to obtain MOC and CME
- Registering for APHC conferences with discounts
- Serving on our editorial team for our monthly newsletter and contributing articles
- Participating in APHC committees which include the conference program, membership, outreach, GME and education committees

Our annual membership fees are very inexpensive and are valid for one year from payment date. **Select from seven types of membership, including the institutional membership for four people. See the descriptions.**

Professional Formation Newsletter Editors

Editor-in-Chief: Leann Poston; Associate Editors: Janet de Groot, Marco Filho, Raul Perez, Bryan Pilkington, William Agbor-Baiyee; Managing Editor: Barbara Lewis

We need articles for our newsletters. Articles are less than 750 words and need to be submitted before the 1st of the month.

Please contact Barbara Lewis if you'd like to contribute an article to this newsletter.

If you know someone who would benefit from reading Professional Formation Update, please pass this along.

Sign up at <http://www.professionalformation.org/Contact Us>.