



College of Human Medicine  
MICHIGAN STATE UNIVERSITY

# Examining preceptors' professionalism from a student perspective

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## > Disclosure

- We have no conflicts of interest





## > Background

- Teaching professionalism is essential for medical education
- Role modeling is the method most frequently used to teach about professionalism






## > Background

- Students reported concerns of faculty's lapse in professionalism
- “the hidden curriculum” of adverse faculty mentoring of unprofessional behavior





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- Research question
    - How do students in their clerkship program evaluate preceptors' professionalism?





## > Method

- MSU IRB exempt approval
- Clerkship program during 2016-17 school year
  - 380 third and fourth year medical students
  - 1,613 preceptors across eight campuses and seven specialties





# > Faculty Professionalism Evaluation

Please rate the overall professionalism of your clinical educator below:

Below Expectations	Met Expectations	Exceeded Expectations
Meets some of the professionalism competencies but performed at a lower level than expected overall	Meets all of the professionalism competencies	Exceeds professionalism expectations; demonstrated meritorious performance significantly above the average faculty member
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

## Professionalism Comments

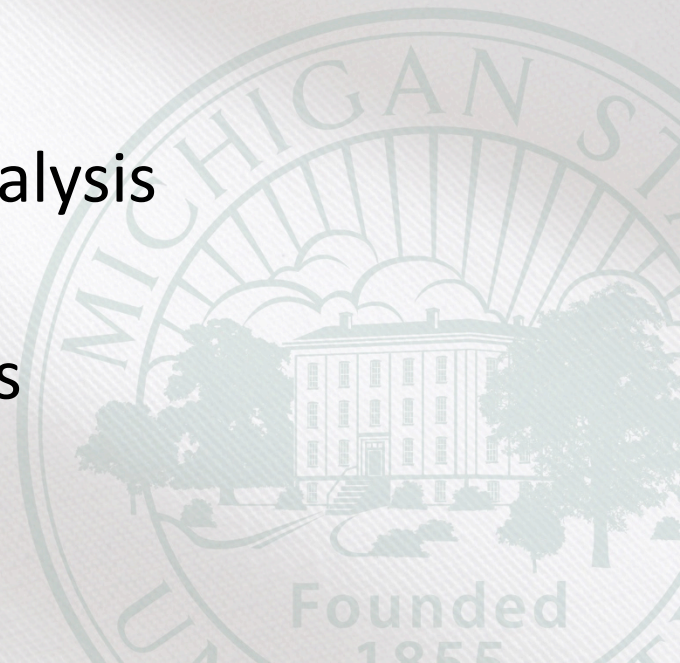
Please comment on the clinical educator’s professionalism based on your interactions with them.





## > Method

- A total of 8,785 observations, among them 3,311 comments were left
- Mixed methods
  - Ratings: ANOVA statistical analysis
  - Comments: Thematic analysis



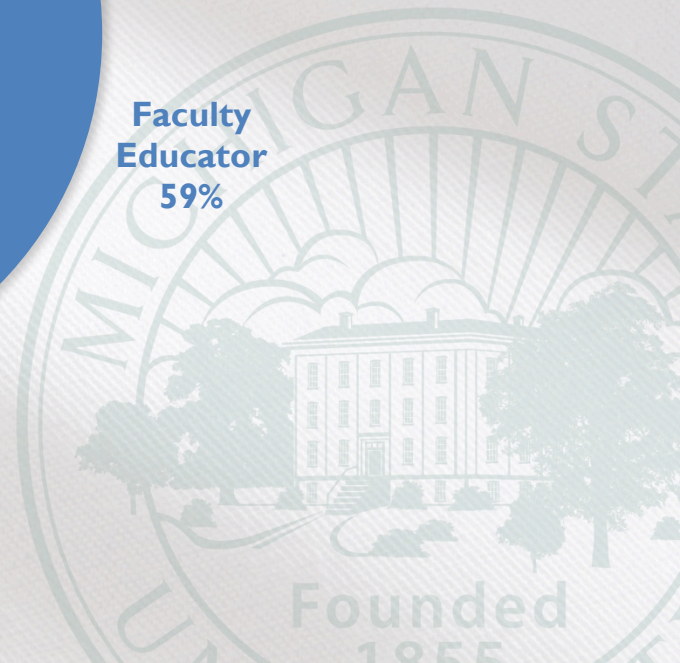
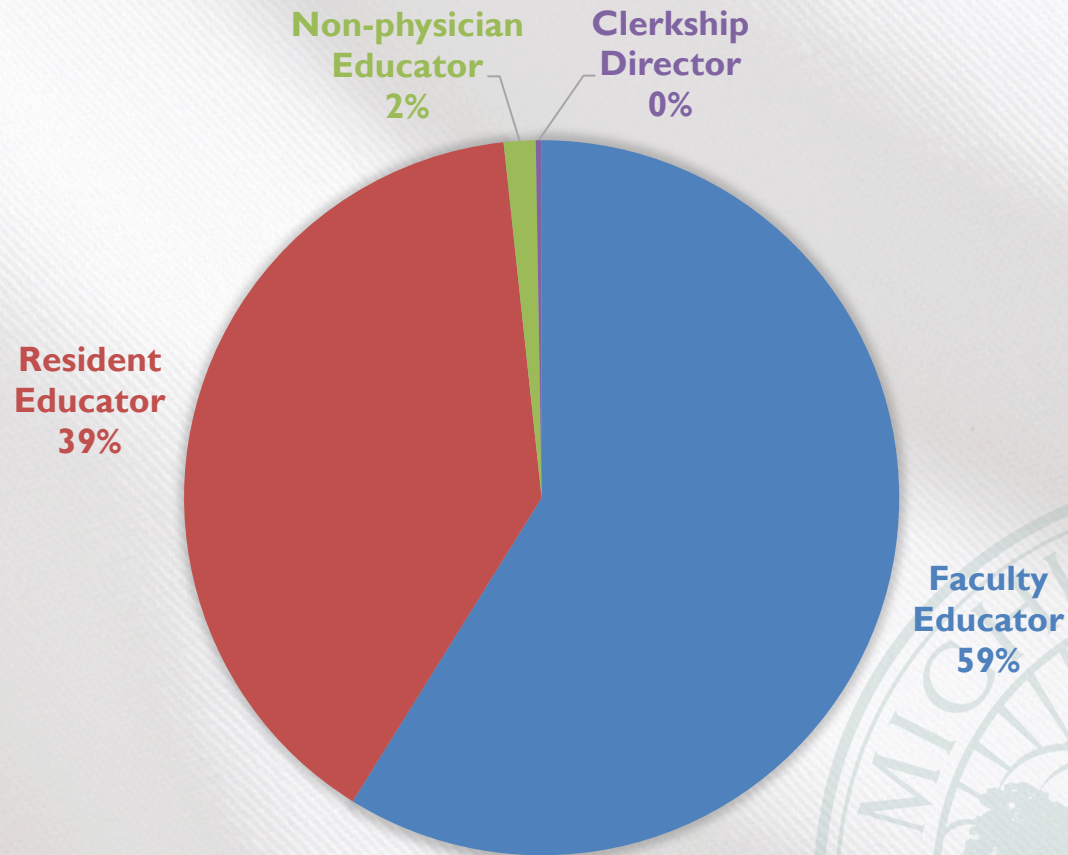


# Virtuous Professional



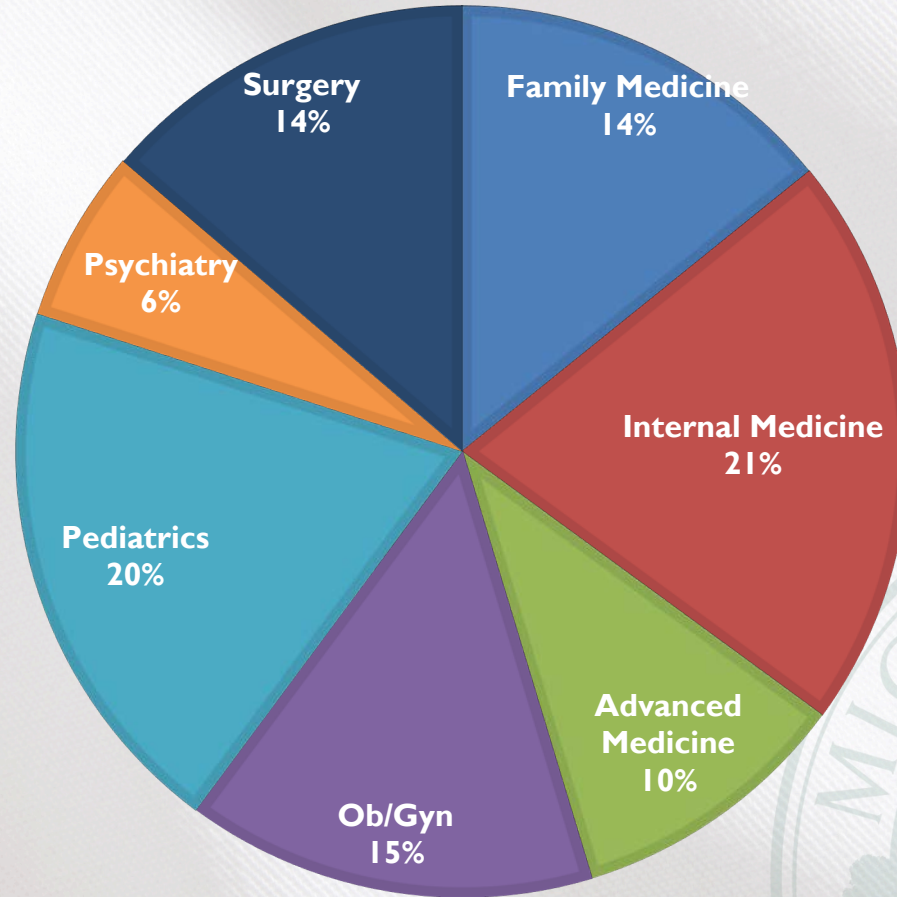


## > Preceptor status





# > Clerkship specialties

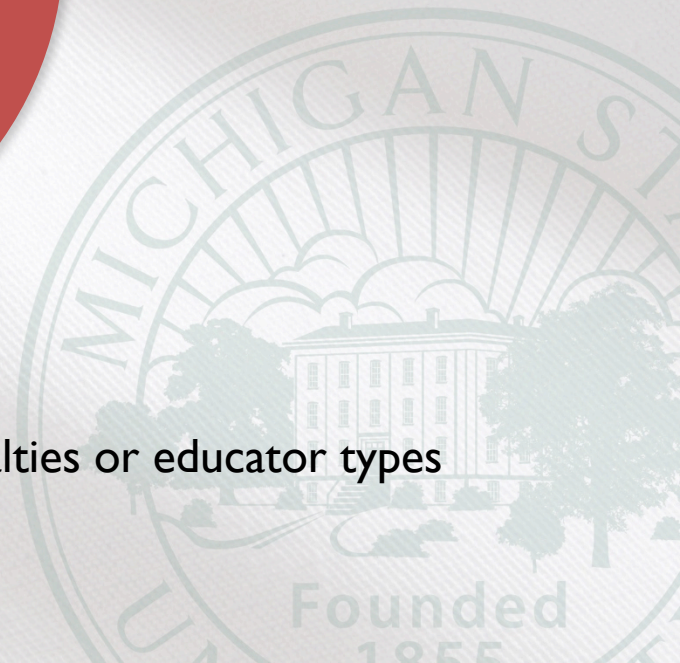




## Results: Ratings



No significant differences were detected across specialties or educator types





## > Results: Positive keywords

Attributes	Keywords
Compassion	Encouraging; patient; caring; willing to help; care about students; compassionate; empathy; thoughtful; supportive; understanding
Competence	Knowledgeable; thorough; efficient; intelligent; communication skills; competent; insightful; proficient
Honesty	
Respect for others	Respectful; rapport; approachable; bedside manner
Professional Responsibility	Time; feedback; involving; answer questions; inclusive; willing to teach; engaging; autonomy; enthusiastic; hands-on experience; passionate; leadership; challenge students to think; dedicated; open to teaching; inspiring; committed; conscientious
Social Responsibility	





## ➤ Results: Positive keywords

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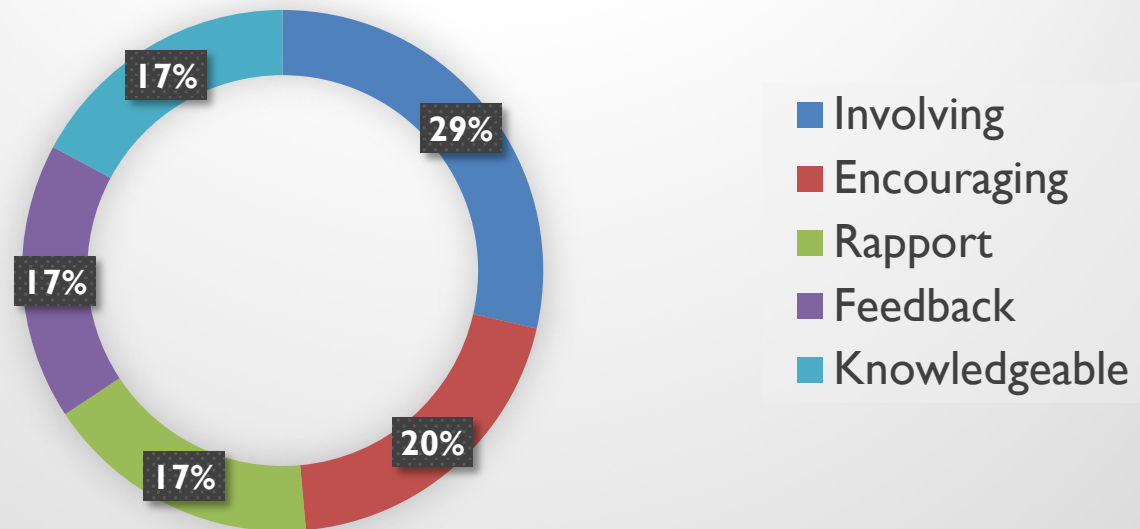


## Results: Positive keywords



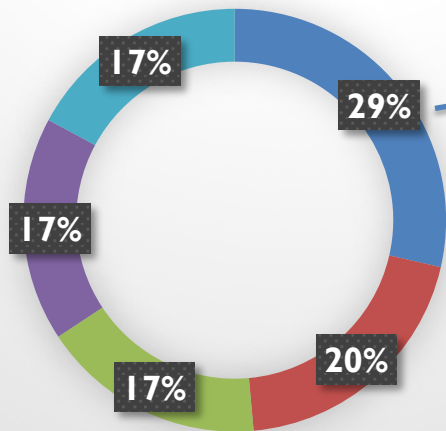


## > Comments rated as “3”s





## > Involving

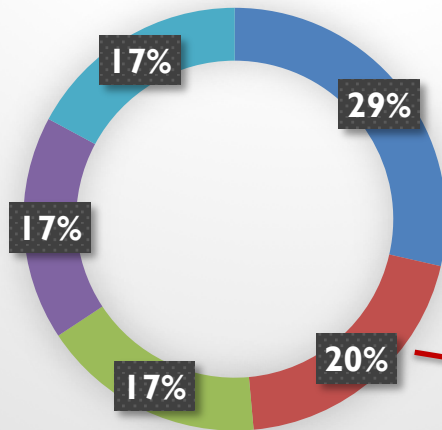


**Dr.V kept the medical students involved with the care of his patients and made us feel as though we were an important and needed part of the team.**





# > Encouraging

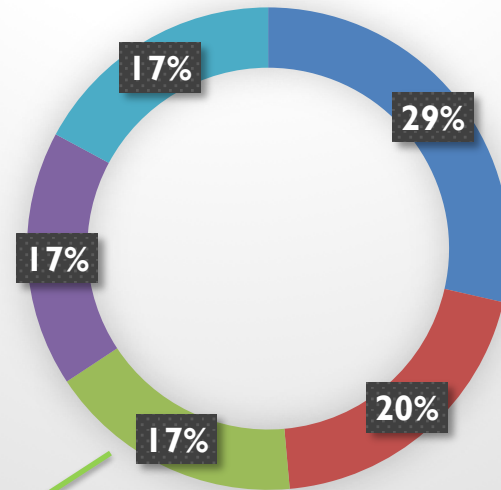


**Dr. M encourages everyone else on the team to work hard and to do it well. Truly cares about team work and making everyone feel part of the team.**





# > Rapport



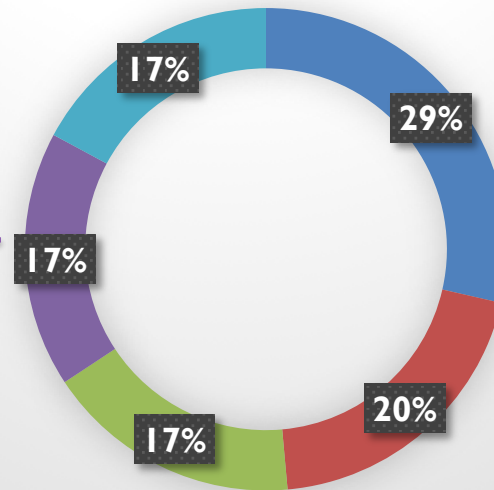
**He takes extra time to develop patient rapport.**





# > Feedback

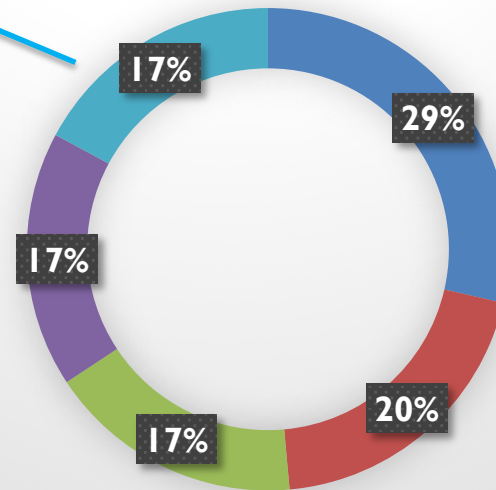
**Dr. R taught me  
the most about  
suturing, and  
provided me with  
great feedback.**





# > Knowledgeable

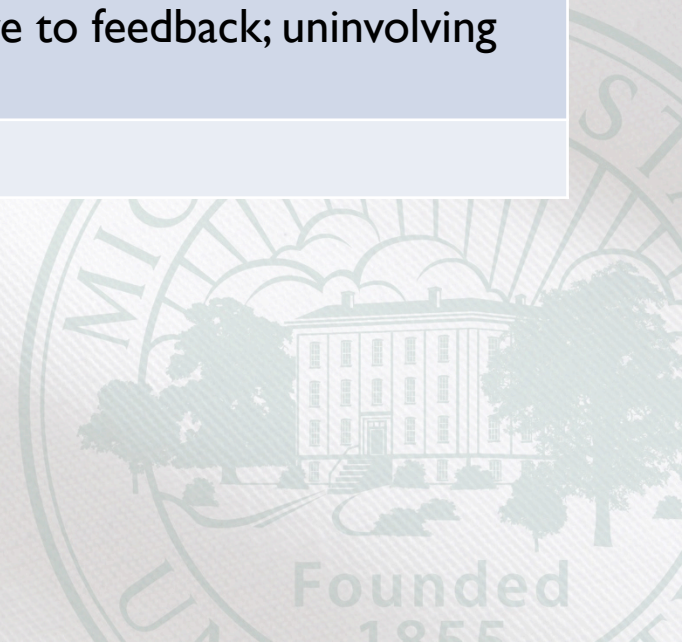
it is clear that Dr. D is  
extremely  
knowledgeable, skillfully  
trained, and puts his  
patients first 100% of  
the time





## ➤ Results: negative keywords

Attributes	Keywords
Compassion	Uncompassionate; careless
Competence	Incompetent; defensive
Honesty	Forcing workload on interns; unethical
Respect for others	Condescending; hostile; irritated; derogatory; offensive; disrespect; rude; mean; inappropriate comments about patients
Professional Responsibility	Vague in expectations; unreceptive to feedback; uninvolving
Social Responsibility	





## ➤ Results: negative keywords

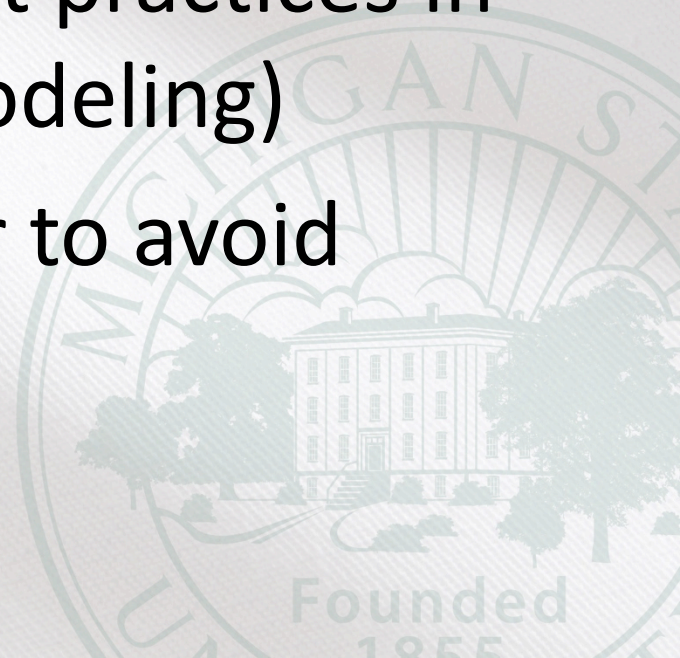
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## > Discussion

- Feedback from students could help preceptors reflect on their own professionalism
- Provide examples of best practices in professionalism (role modeling)
- Unprofessional behavior to avoid





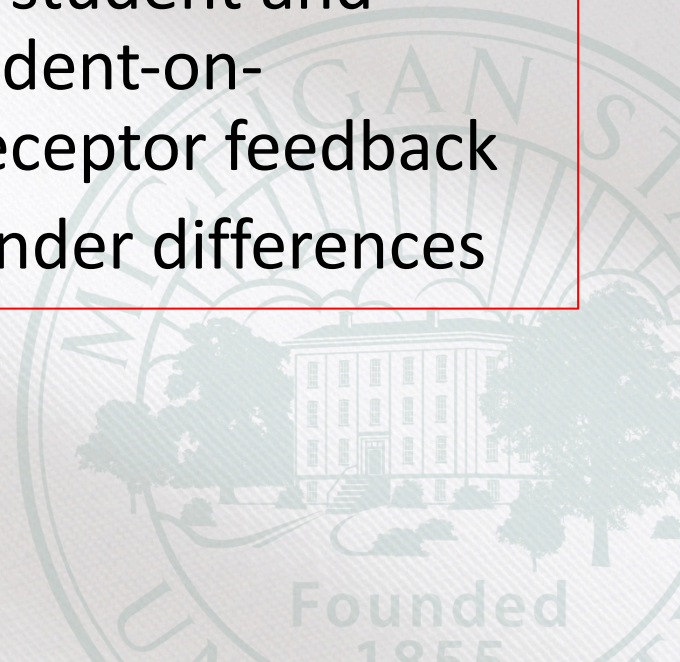
## ➤ Limitations and future directions

- Limitations

- Rating scale
- Evaluation time point
- Completely exploratory, not generalizable

- **Future directions**

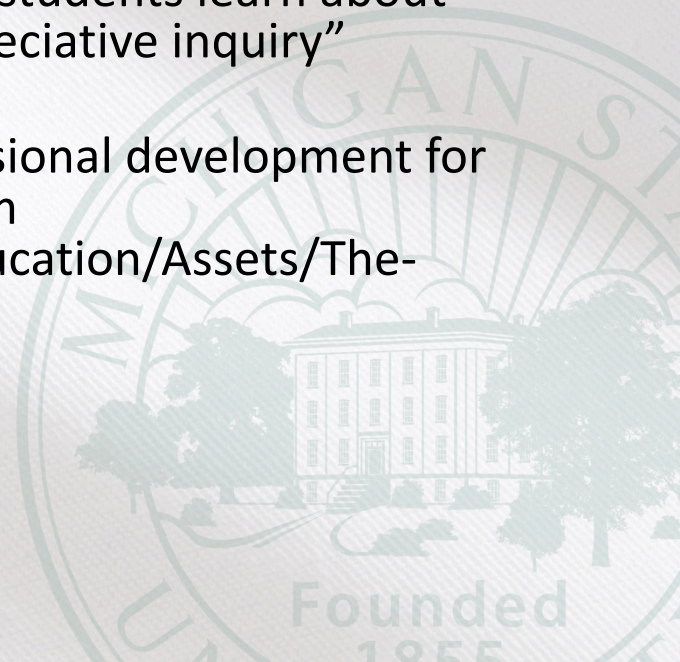
- Rating on the six attributes
- Compare preceptor-on-student and student-on-preceptor feedback
- Gender differences





## References

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# Questions?



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