



College of Human Medicine  
MICHIGAN STATE UNIVERSITY

# Examining preceptors' professionalism from a student perspective

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Michigan State University  
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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





- 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.

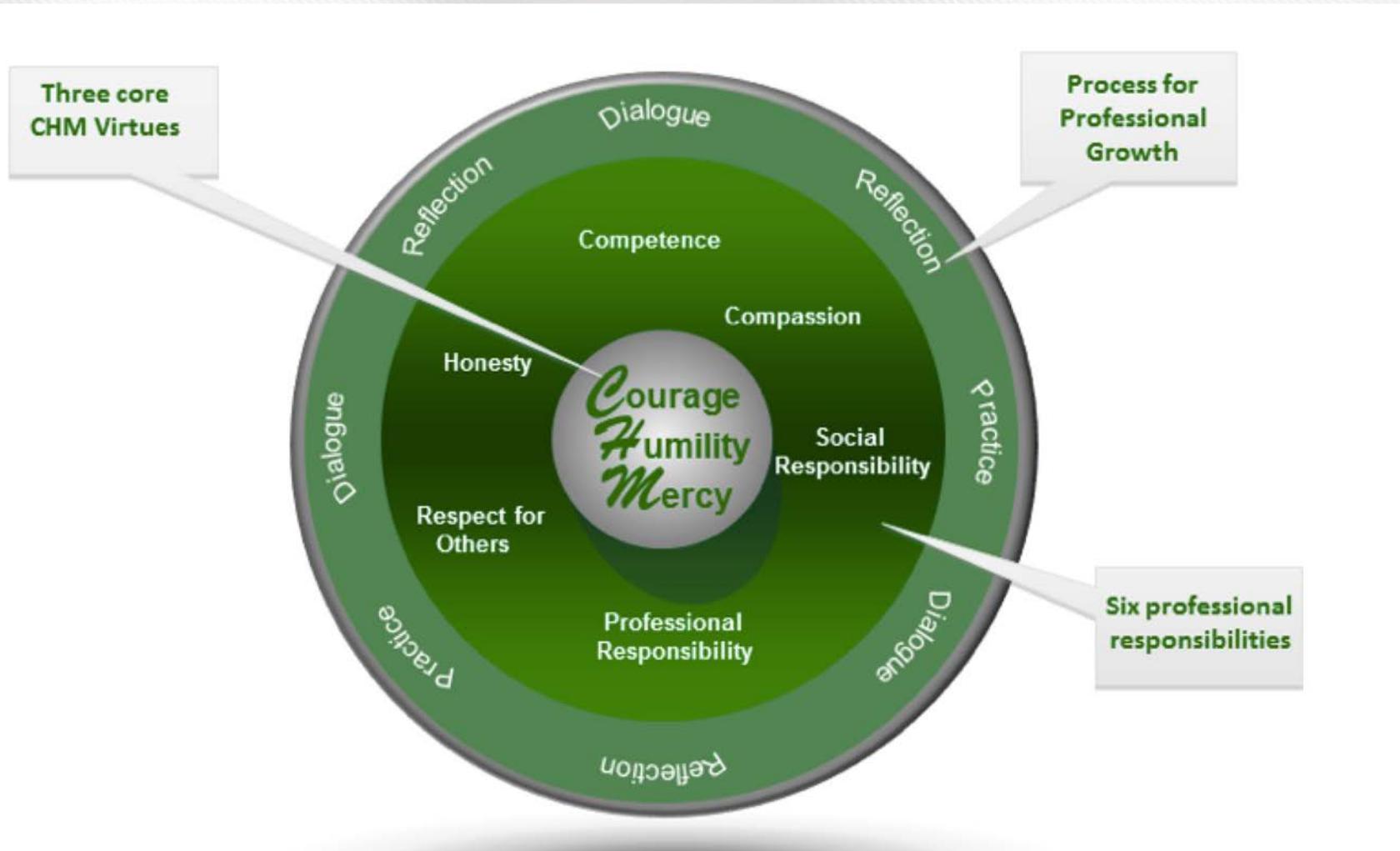


## Method

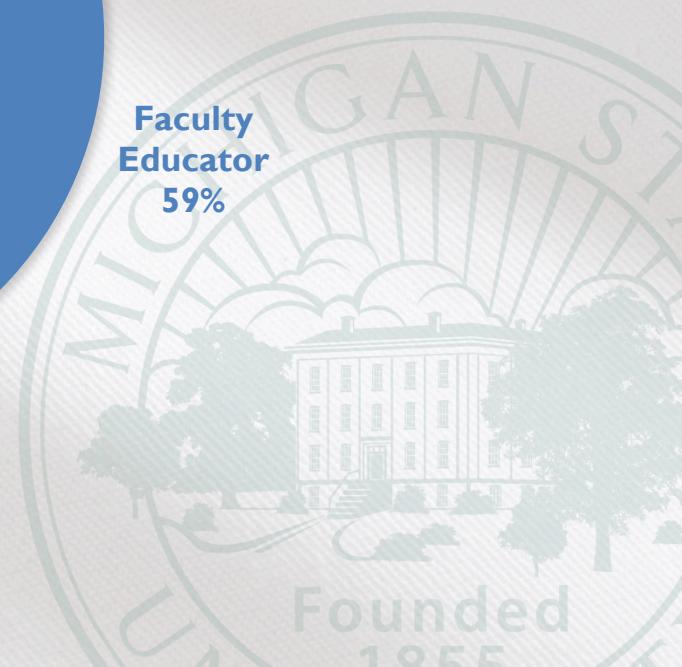
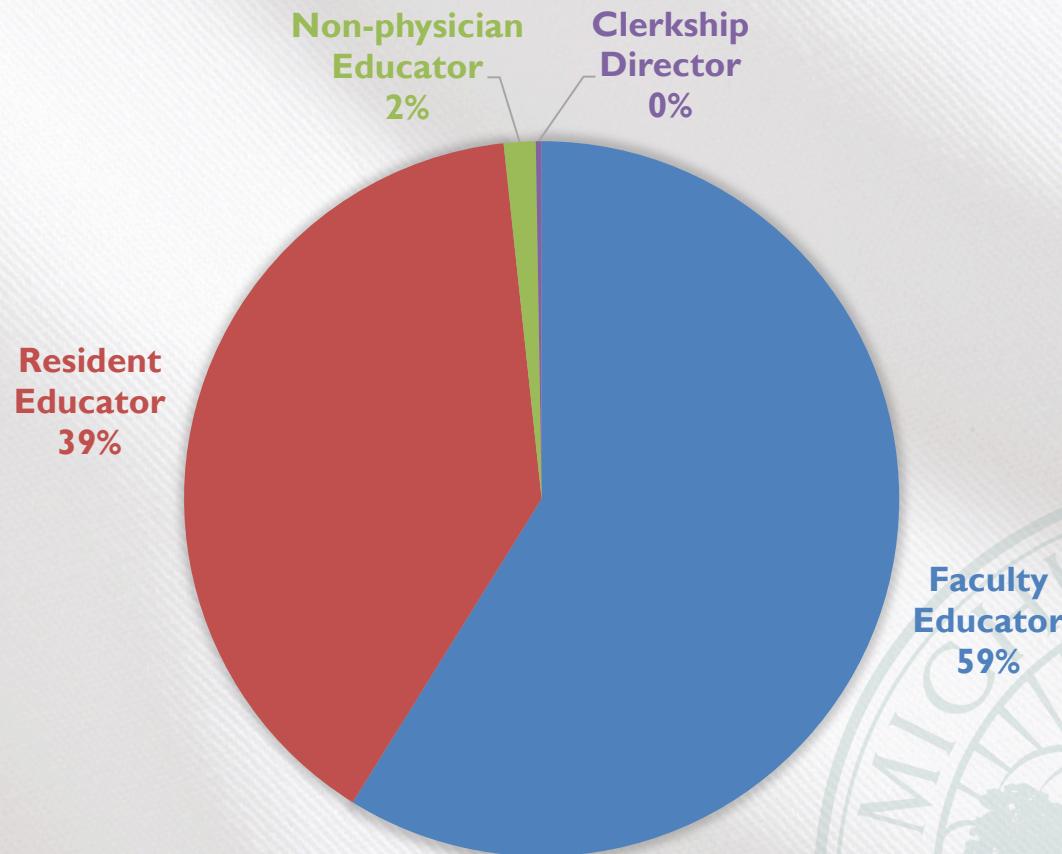
- A total of 8,785 observations, among them 3,311 comments were left
- Mixed methods
  - Ratings: ANOVA statistical analysis
  - Comments: Thematic analysis



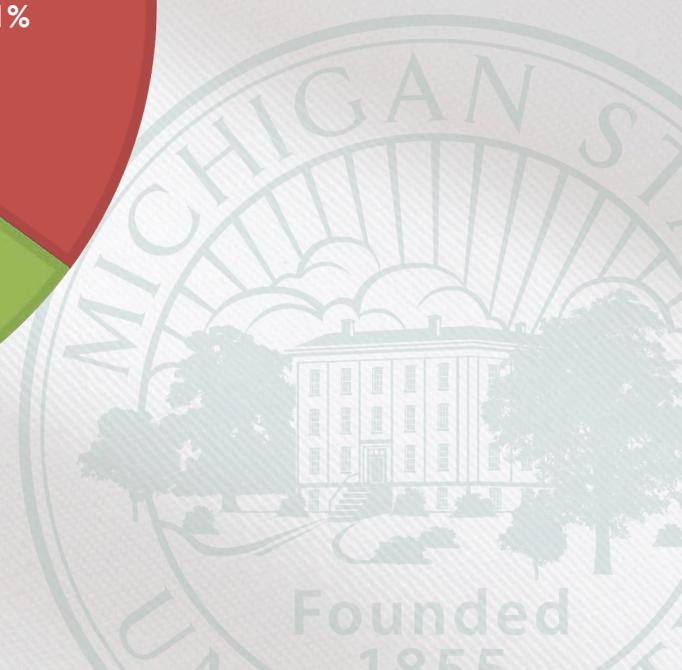
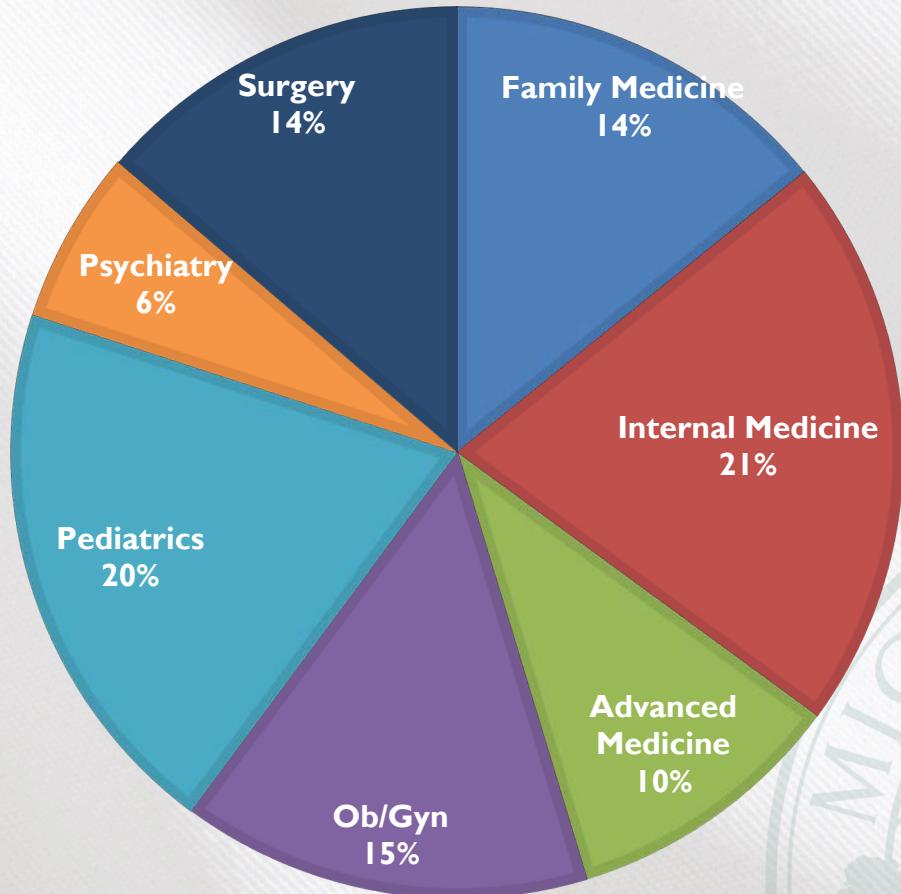
# Virtuous Professional



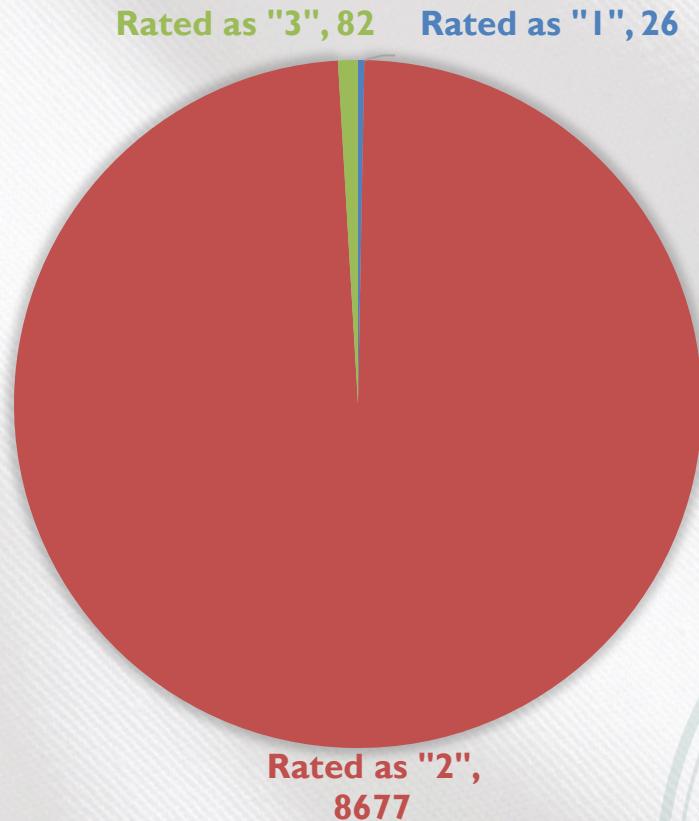
# Preceptor status



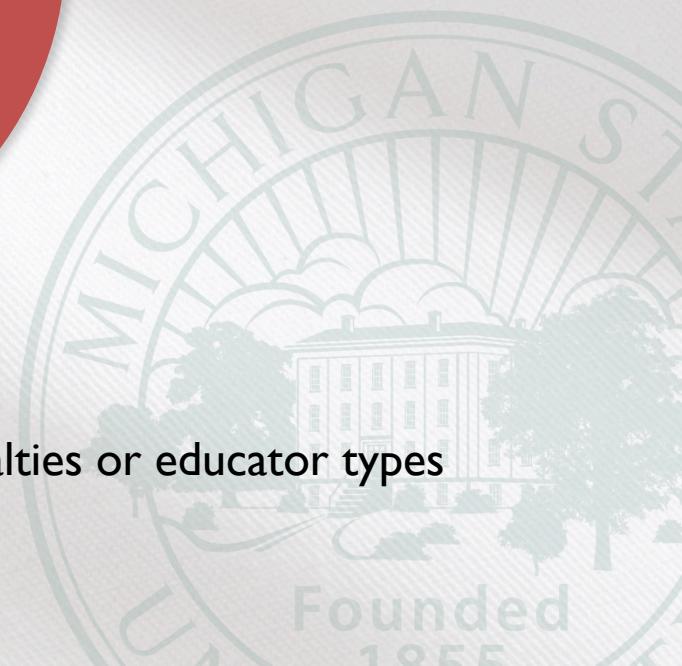
# Clerkship specialties



# Results: Ratings

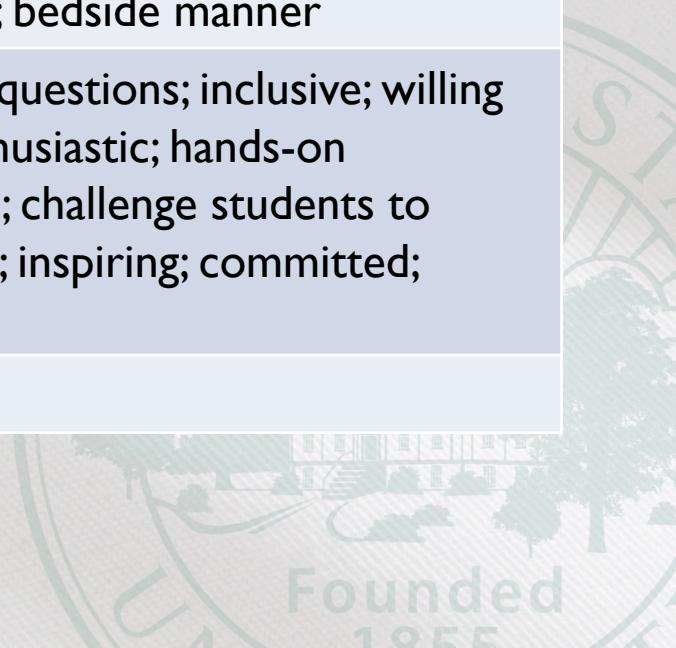


No significant differences were detected across specialties or educator types



# 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

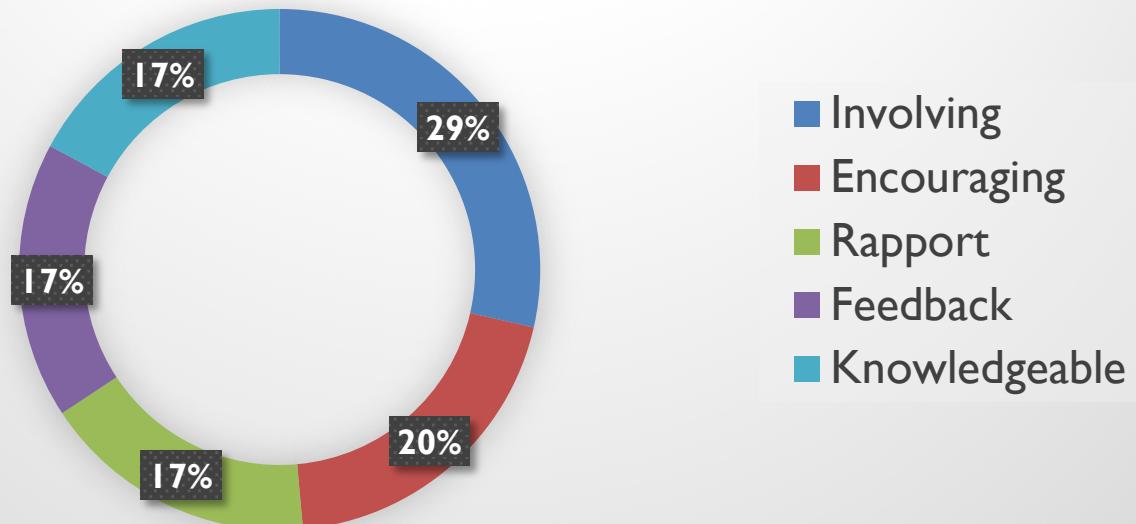
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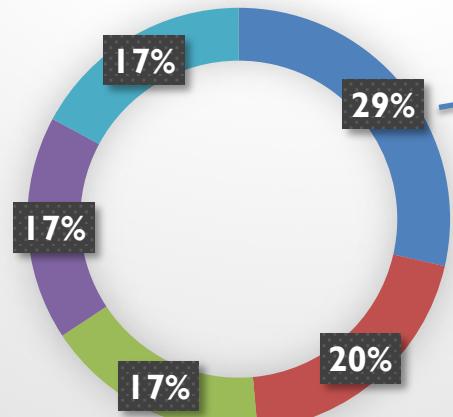
teach autonomy  
answer  
involving  
knowledgeable  
questions

patient  
approachable  
encouraging  
respectful  
exemplar  
time  
willing  
feedback  
inclusiv

## Comments rated as “3”s



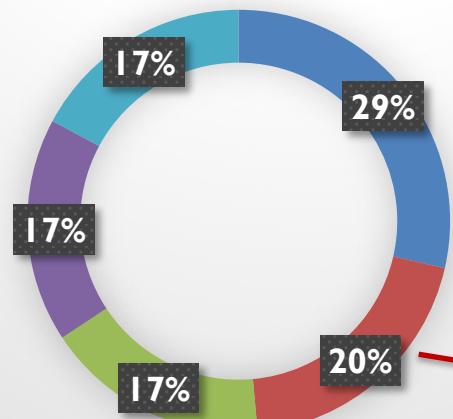
# Involving



**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.**

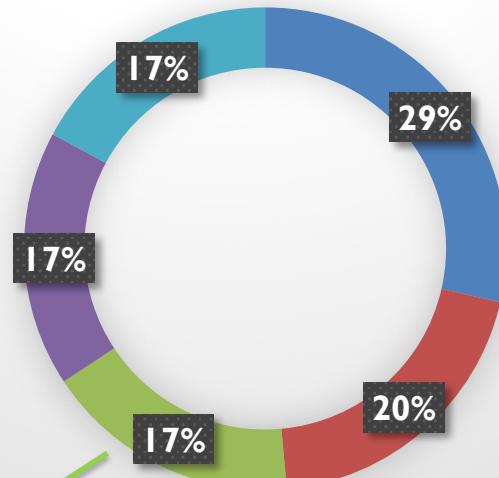


# Encouraging

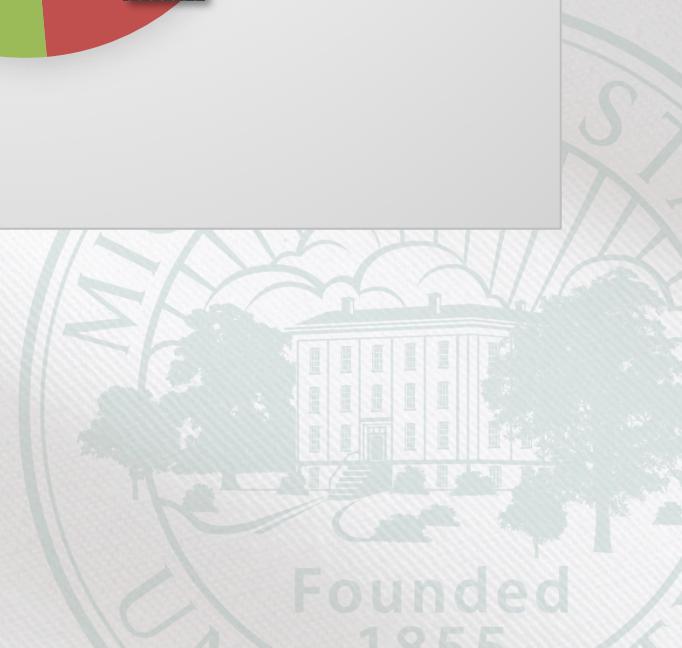


**Dr. M encourages everyone else on the team to work hard and to do it well. Truly cares about team work and making everyone feel part of the team.**

# Rapport

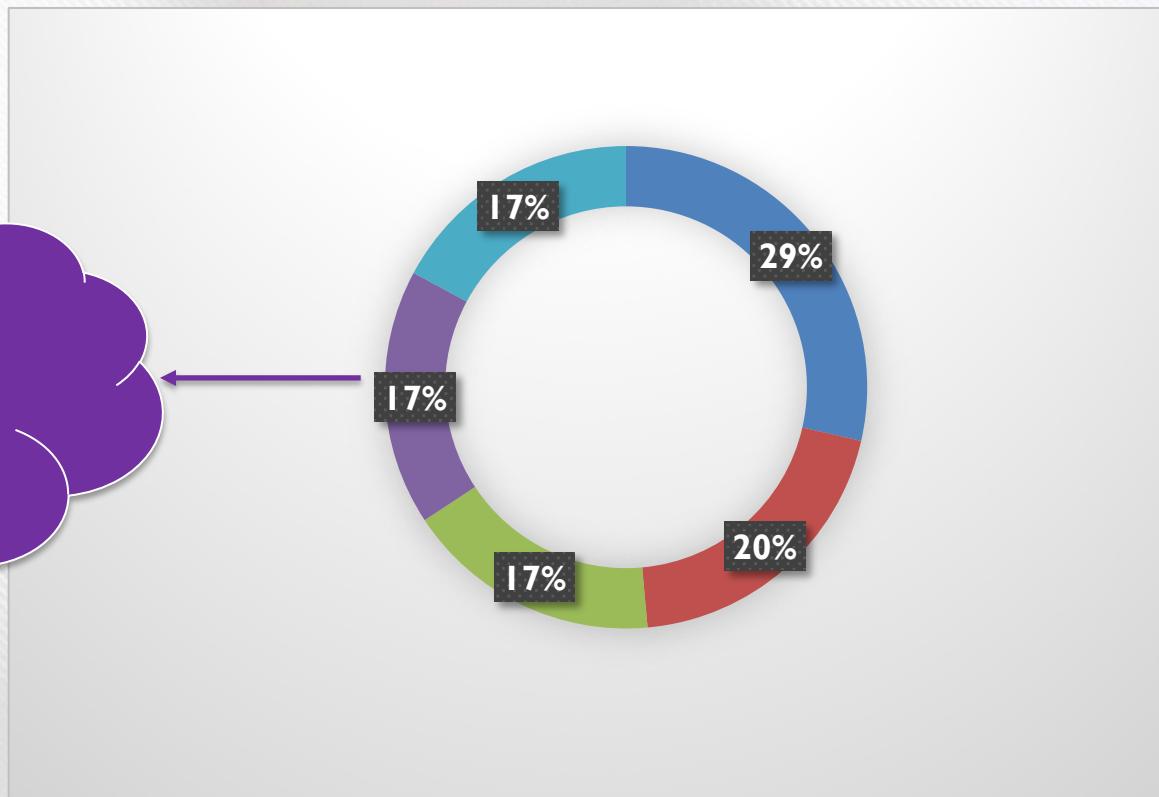


**He takes extra time to develop patient rapport.**



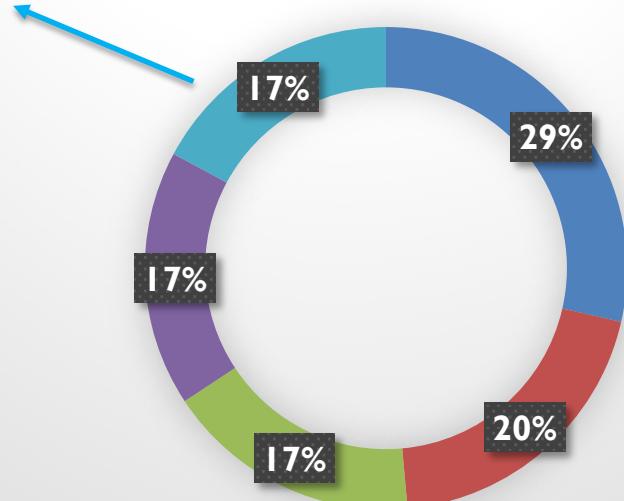
# Feedback

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



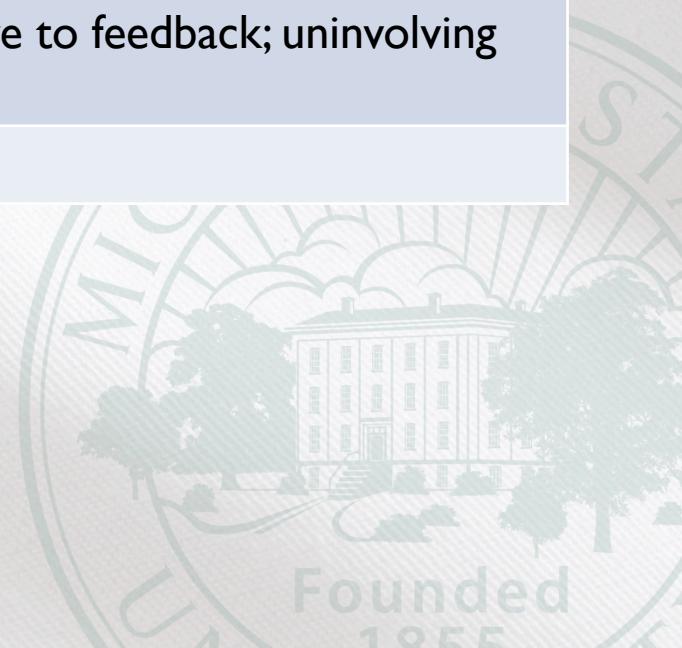
# Knowledgeable

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



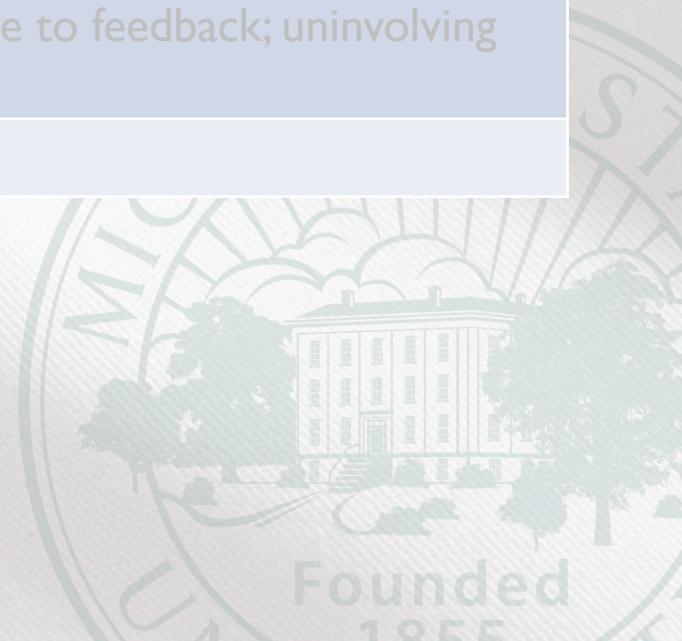
# Results: negative keywords

| 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       |   |



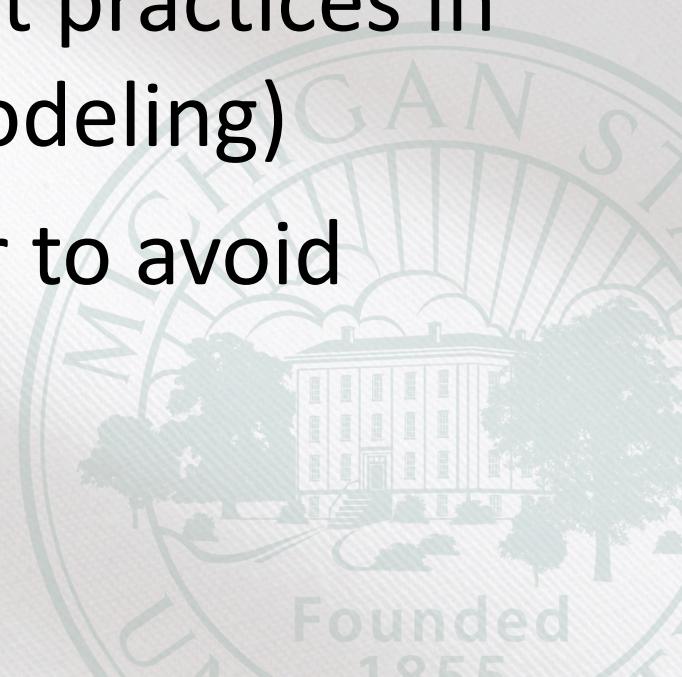
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## Discussion

- 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

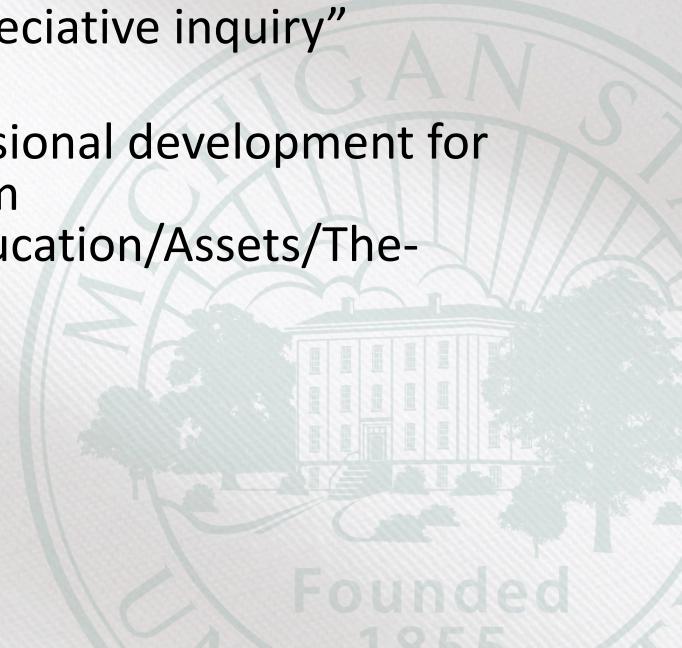
- Rating scale
- Evaluation time point
- Completely exploratory, not generalizable

- Future directions

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

# References

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# Questions?

