

Index

- accountability attributes, 13
 accreditation, defined, 202
 Accreditation Council for Graduate Medical Education (ACGME)
 accreditation process, 175, 176, 208
 competencies and, 231, 251, 280
 professionalism defined, 55
 adaptive expertise, 285
 adolescent identity, 39
 adult learning principles, 73–74,
 129–30
 adult psychological development, 187
 Aesculapian tradition, 11
 agency in socialization process, 59, 62
 Aligning and Educating for Quality
 Initiative program (Ae4Q), 195
 alignment and learning, 86
 allocentrism, 48
 altruism
 as behavior *vs.* attribute, 57
 cognitive base of professionalism, 27
 importance of, 14, 19, 32, 55
 rejection of, 174
 self-interest *vs.*, 221
 ambiguity in practice of medicine, 17
 American Academy of Pediatrics, 158
 American Board of Internal Medicine
 (ABIM), 157, 161, 162, 196, 209
 American Board of Medical Specialties
 (ABMS), 55, 175, 208, 209
 American College of Physicians, 207
 andragogy concept, 73–74
 anxiety concerns in medical
 education, 18
 Appreciative Inquiry and
 Relationship-Centered Care, 273
 apprenticeships. *see* Physician
 Apprenticeship
 arrested development, 174
 art and literature in educational theory,
 77–78
 articulation in learning,
 69, 71
 assessment. *see also* self-assessment;
 specific assessments
 anonymity in, 162
 challenges in, 155–56
 coherence in, 164
 collect views and opinions of
 co-workers, 162–63
 comprehensiveness in, 163–64
 conscientiousness index, 163
 continuity in, 164
 does in, 161–63
 faculty development, 129
 with feedback, 156, 169
 future directions, 164–65
 instrument development in, 157
 introduction, 155
 knows how in, 158–60
 knows in, 157–58
 methods of, 156–57
 milestone assessment, 175
 overview, 236–38, 237*f*, 239–40
 peer assessment, 162–63, 237, 240
 performance during clinical years,
 267
 professional identity formation, 3,
 236–38, 237*f*, 239–40, 242–43
 programs in teaching, 120*f*, 120–21
 reasons for, 156
 remediation and, 3
 shows how in, 160–61
 system of, 163–64
 teaching medical professionalism,
 27, 281
 unprofessional behavior incidents,
 162
 work-based assessment in residency,
 249–50, 254–55
 workplace-based assessment, 160
 Association of American Medical
 Colleges (AAMC), 55, 175, 195
 Association of American Physicians
 and Surgeons, 210
 Association of Faculties of Medicine of
 Canada (AFMC), 175, 176
 asynchronous learning in residency,
 252
 attending to feelings, 71
 attentive listening, 218
 attributes
 accountability attributes, 13
 altruism attribute, 14
 caring and compassion attributes, 12
 changes in, 13–14
 openness attributes, 12
 personal attributes of positive role
 models, 88
 presence attributes, 12
 of professional identity, 11*f*, 12*f*,
 11–12, 13*t*, 56
 teaching attributes of positive role
 models, 88
 attrition theory, 267, 268*t*
 authentic activities and learning, 69
 authentic experience, 98
 authenticity of professionalism, 63–64
 authoritarianism, 40
 autonomy in practice
 defined, 48
 limits to, 13
 motivation, 172, 174
 professionalism and, 10
 respect for patient autonomy, 13
 restrictions to, 19
 traditional healing role and, 12
 back-stage environments, 44
 Balint group model, 194
 barriers to mentoring, 89
 Barry Challenges to Professionalism
 Questionnaire, 157
 bedside teaching encounters
 (BTEs), 44
 behavioral interviewing (BI), 264
 behavior/behaviorism. *see also*
 unprofessional behavior/lapse
 altruism and, 57
 changes in professionalism, 131,
 234, 280
 ethical behavior in practice, 15, 44,
 57, 62, 264
 identity and, 218
 professional behaviors, 10, 56, 84,
 249
 remediation theory, 156, 173–74
 Berzonsky's social cognitive model,
 40–41
 biomedicine, 279
 Bloom's taxonomy of learning, 236–37,
 237*f*, 240
 boundary crossing and
 interprofessional identity, 146–47
 British Medical Association
 (BMA), 210
 Buddhist meditation, 102
 cadaver dissection programs, 17, 223
 Campbell, Joseph, 107

- Canadian Interprofessional Health Collaborative (CIHC), 145
 Canadian Medical Education Directives for Specialists (CanMEDS), 100, 208, 231, 280
 “capital-D” discourses, 42, 44
 career guidance, 92
 career mentoring relationships, 89
 caring and compassion attributes, 12, 48–49
 Carnegie Foundation for the Advancement of Teaching, xi, 58, 62, 217, 224, 279
 case vignettes/presentations, 76–77
 Centre for Medical Education, 3
 certificate/degree programs, 127–28
 character formation and role modeling, 76, 222
The Choice is Yours (film), 98
Choosing Wisely program, 196
 civic professionalism, 12
 civil rights movement, xi, 204
 class pledge, 27, 27f
 clear boundaries, hypothesis, 108
Clinical Care Pathways, 196
 clinical competency, 76, 88
 clinical experiences/skills training, 235, 249
 clinical governance, 211
 Clinical Learning Environment Review (CLER), 176
 clinical skills development, 238
 clinical thinking, 218
 coaching in learning, 70
 code of conduct, 145
 codes of ethics, 5, 10, 19
 codes of professional practice
 CanMEDS document, 208
 clinical governance, 211
 future lessons, 210–11
 Good Medical Practice in UK, 207f, 206–7
 Good Medical Practice in US, 207–8
 identity and, 211
 maintenance and accountability, 208–9
 maintenance of certification, 55, 209, 210, 211
 maintenance of licensure, 209–10, 211
 overview, 205–6
 revalidation in UK, 208–9, 210
 cognition as conversation, 42
 cognitive apprenticeship, 69–70
 cognitive base of professionalism, 5–6, 33, 116–18, 117f, 251–52,
 cognitive flexibility, 285
 cognitive identity, 38
 cognitive psychology, xiii
 cognitive skills of test-takers, 157
 cognitive structures (personal theories), 41
 Cohen, Jordan, 56, 57, 58
 coherence in assessments, 164
 Collaborative Institutional Training Initiative (CITI) program, 157
 collaborative learning, 69, 70
 collective identity, 150, 151
 collective social actors, 47
 collective socialization, 42
 collectivism vs. individualism, 47–48
 collect views and opinions of co-workers, 162–63
 College of Family Physicians of Canada, 195, 209, 253
 commercialism, 55, 56
 commitment process of identity, 40
 communication skills training, 269, 271t
 communities of practice
 continuing professional development, 188, 189
 educational theory and strategies, 71–72
 establishing membership in, 118–19
 faculty development, 116, 128, 133
 hierarchy of medicine, 18
 interprofessional becoming, 147
 introduction, 2
 learners and, 8
 medicine as, 6–7
 professional identity formation, 72
 role modelling and mentoring, 85, 86–87
 socialization into, 31, 32–33
 specializations, 192
 values and norms of, 113
 community service learning, 238–39
 comparative fit method, 46
 competence/competency
 achievement, 240
 clinical competency, 76, 88
 coaches, 253
 frameworks, 280
 increasing levels of, 18
 self-regulation and, 14
 complex body of knowledge, 10
 comprehensiveness in assessments, 163–64
 Confucian cultural traditions, 48
 congruence model, 101–2, 103
 conscientiousness index, 163
 “constructivist” understanding (constructivism)
 idea of learning, xiii, 85
 identity and, 171
 role modelling and mentoring, 84, 91, 92
 unprofessional behavior, 170
 consumer movement, 204
 continuing professional development (CPD). *see also* transition periods
 case study, 186
 conclusions, 197
 defined, 193
 future directions, 196–97
 group focus, 194–96
 independent practice, entry, 188–89
 individual focus, 194
 introduction, 186–88
 lessons learned, 196
 professional identity and, 55, 193–94
 revalidation and, 208
 transitions, 188
 continuity at transition points, xiv
 continuity in assessments, 164
 continuous performance improvement model, 175
 controlled experiments, 102
 controlled motivation, 172
 core concepts of professionalism, 256
 core professional principles, 55
 Coulehan, Jack, 224
 critical incident technique (CIT), 77, 158
 critical reflexivity, 284, 285
 critical thinking, 71, 85
 Cruess, Richard and Sylvia, 218
 culture of medicine, 79
 curing agenda, 101
 death anxiety, 102–3, 107
 debriefing in residency, 253
 decision-making skills
 ethical decision-making skills, 85
 importance of, 39
 moral decision-making skills, 85, 159
 styles of, 40
 during transition periods, 192
 uncertainties underscoring, 55
 deeply-held core values, 92
 Defining Issues Test (DIT), 159
 deliberation importance, 228
 Department of Obstetrics and Gynecology (OBGYN), 262, 264
 Detached Doctor narratives, 43, 45
 developmental networks, xiii–xiv
 developmental process of identity formation, 31–32, 68
 Dewey, John, 98, 99, 228
 dialecticism, 48
 DiCorcia’s 4-Part Impression Management Feedback Statement, 269, 271t, 271–72
 DiCorcia’s 4-Part Impression Management Response Statement, 272–73, 272t,
 didactic presentations in residency, 252

Index

- diffuse-avoidant approach, 41
 disability/impairment identity, 38
 discipline-based values, 148
 dissonance
 identity, 18, 147–49, 151, 172, 283
 interprofessional becoming, 147–49
 management strategies, 147–49,
 negative identity dissonance, 148
 unprofessional behavior, 172, 174
 diversity discourse, 43, 281
 “do-as-you-please” individualism, 205
 doctor-centric view of professional
 identity, 204
 doctoring courses, 238
 doctor-patient relationship. *see* physi-
 cian-patient relationships
 does in assessment, 161–63
 doing role models, 86
 dominant discourses in identity,
 43–44, 45
 Donaldson, Liam, 206
 Donning the Healer’s Habit, 220
 dual identity, 149
 dyadic mentoring relationships, 90
- East-West divide, 48
 educational environment changes. *see*
 also impression management
 attrition theory, 267, 268*t*
 changing culture of medical school,
 261–62
 communication skills training, 269,
 271*t*
 faculty passions and future
 concerns, 262–63, 263*f*,
 faculty recognition, 264
 formative feedback climate, 267–69
 humanism and, 273–74
 leadership development, 265
 learner identity changes, 266–67
 overview, 261
 reality vs. expectation, 265–66
 recruitment care, 264
 recruitment of new chair, 262
 educational theory and strategies
 adult learning principles, 73–74
 case vignettes/presentations, 76–77
 communities of practice, 71–72
 conclusion, 79
 culture of medicine, 79
 experiential learning cycle, 74*f*
 instructional design, 73*f*, 74–76
 licensing regulation and, 205
 narrative-based medicine, 78
 overview, 3, 68
 portfolio learning, 78, 255
 professionalism and professional
 identity formation strategies, 76,
 77*f*
 role modeling, 76, 77*f*
- sentinel events and critical
 incidents, 77
 situated learning, 69–71
 theoretical framework, 69
 theory, defined, 68–69
 use of art and literature, 77–78
 work-based learning, 72–73
ego, defined, 39
 Eliot, TS, 103–4
 embeddedness, 48
 emotional intelligence (EI) training,
 252
 emotional involvement element in
 teaching, 104
 empathy, 39, 174
 end-of-clerkship summative
 evaluation, 269
 engagement element in teaching/
 learning, 73, 104, 109
 Entrustable Professional Activities
 (EPAs), 175
 environment
 back-stage environments, 44
 front-stage environments, 44
 level of unprofessional behavior,
 171–73, 176–77
 negative learning environment, 17
 stresses, 61
 Erikson, Eric, 39
 Erikson’s identity crisis, 39–40, 43
 Erikson’s theory of healthy adult, 187
 ethical behavior in practice, 15, 44, 57,
 62, 264
 ethical comportment, 217
 ethical decision-making skills, 85
 ethnicity/race identity, 38
 European Federation of Internal
 Medicine, 207
 evaluation meetings, 240
 evidence-based CPD, 195
 evolutionary biological determinism,
 218
 experiential learning
 on clinical experience, 105–6
 conclusions, 109
 congruent presence, 101–2
 cycle of, 74, 74*f*
 death anxiety, 102–3
 defined, 72
 evaluation, 107–8
 experiential learning, overview,
 98–99
 faculty development and, 130
 individuation, defined, 108–9
 knowledge, experience and identity
 formation, 97–98
 lecture strategy, 104
 long-term perspectives, 106
 medical professional type, 100–2
 medical school experience, 106–7
- mindful medical practice course,
 105
 mindfulness, 100–1, 101*f*
 orientation strategy, 103–4
 overview, 15–16, 97
 palliative care, 107
 panel discussions, 104–5
 reflection on, 103
 reflective doing, 99
 reflective presence, 99
 reflective thinking, overview, 99
 resilience and self-care, 108
 simulation, 106
 whole person care, 100, 100*f*, 101*t*
 extracurricular opportunities, 236, 239
- faculty development
 accommodating diverse needs, 129
 adult learning principles, 129–30
 case study in, 133–35
 common approaches to, 126*f*, 126
 communities of practice, 116,
 128, 133
 conclusion, 136–37
 core content into practice, 131–32
 educational methods, 130
 evaluations, 130–31, 237
 formal faculty development, 124
 goals and priorities, 63, 129
 importance of providing, 116
 at individual level, 125
 informal faculty development, 124
 institutional culture, 129
 key content and underlying
 principles, 135
 learning from experience, 126–27
 learning from peers, residents, and
 students, 127
 marketing of, 130
 mentorship, 128
 needs assessments, 129
 online learning, 127, 130
 organizational culture, 129, 133
 overview, 121, 124–25
 postgraduate residency, 255
 programs for, 2, 263
 promote reflection in, 132
 promotion of professional
 development and, 135–36
 reasons needed, 125–26
 role modelling and mentoring, 91,
 128, 132
 stakeholder targeting, 129
 structured activities learning,
 127–28
 at systems level, 125–26
 teaching professionalism, 116, 125,
 132, 133–34
 teaching the cognitive base, 131
 underlying principles, 131

- work-based learning, 128, 132–33
- workshops, 135–36, 242
- fading in learning, 70
- Family Medicine, 194
- Federation of Medical Regulatory Authorities, 210
- Federation of State Medical Boards (FSMB), 207, 209
- feedback
 - with assessment, 156, 169
 - debriefing in residency, 253
 - educational environment changes, 267–69
 - multisource feedback data, 194
 - non-judgmental feedback, 92, 174
 - during postgraduate residency, 249
 - remediation and, 181
 - on required reflections, 239
- fellowships, 127
- fiduciary duty of physician, 14
- Figured Worlds theory, 87
- Fitzgerald, Scott, 100
- five functions of mentoring
 - relationship, 89
- Flexner, Abraham, 204
- Flexner Report*, xi
- flipped classroom format/simulation, 252–53
- foreclosure in identity, 40, 42
- formal faculty development, 124
- formal learning scenarios, 252–53
- formal mentoring relationships, 89
- Francis, Robert, 205
- Franks, Ronald, 224
- freestanding lectures in residency, 252
- Freud, Sigmund, 39
- front-stage environments, 44
- full participation in the community, 7
- “game the system,” 28
- gender discrimination, 190
- gender/sex identity, 38
- generativity vs. stagnation stage, 187
- global health immersion
 - experiences, 238
- glomerular filtration rate, 99
- Goffman, Erving, 60, 282
- Goffman’s dramaturgy theory, 44
- Gold Humanism Honor Society, 273
- good communication, 39
- good doctor/physician identity, 9, 43, 45, 281–83
- Good Medical Practice (GMP) in UK, 206–7, 207f
- Good Medical Practice (GMP) in US, 207–8
- Graduate medical education (GME), 55
- Graduation Questionnaire (GQ), 56
- Grand Rounds in residency, 252
- Groningen Reflection Ability Scales (GRAS), 160
- group didactic lectures, 76
- group identity of professionals, 63
- group justification in stereotyping, 146
- group learning, 126, 194, 195
- guided reflection, 15
- habitus, defined, 143
- Hafferty, Fred, 224
- healer
 - changes in, 12–13
 - changes shared by professional, 14–15
 - communities of practice, 119
 - overview, 11f, 11, 12f, 12
- healing agenda, 101, 102
- healing connections, 108
- Healing Doctor identity, 43, 45
- healthcare system, 17, 192, 250–51
- heavy patient loads, 190
- Hellenistic Greek concepts, 228
- Hicks, Madelyn, 191
- hidden curriculum, 87, 90, 142, 280–81, 284
- hierarchical identity, 190
- hierarchical mentoring relationships, 89
- hierarchy of medicine, 18, 136
- Higher Education Academy (UK), 142
- Hippocratic Oath, 5, 17, 19, 118
- Hippocratic tradition, 11, 13
- holistic physicians, 235
- homophobia concerns, 191
- honesty principle, 15, 39, 55
- horizontal cultures, 48
- humaneness quality, 202–3
- humanism/humanistic physician, 217, 234, 237, 239
- iceberg metaphor, 103
- id*, defined, 39
- identity. *see also* professional identity; professional identity formation
 - achievement, 40
 - behaviorism and, 218
 - codes of professional practice, 211
 - collective identity, 150, 151
 - defined, 217–18
 - development opportunities in residency, 250
 - development stages, 171
 - diffusion, 40, 42
 - dissonance, 18, 147–49, 151, 172, 283
 - influences on, 191–92
 - narrative identities, 42–43, 144
 - patched identity, 250
 - personal identity development, 32, 43, 136, 190–91
 - physician identity, xi, 187, 196
 - primary identities, 38
 - in relation to physician roles, 196
 - repression, 283
 - self-identification, 38, 54, 144
- Identity Cohesion vs. Role Confusion stage, 39
- identity-foreclosed individuals, 42
- identity formation. *see* professional identity formation
- Identity Status Interview, 40
- identity vs. role confusion stage, 187
- idiocentrism, 48
- imagination and learning, 86
- imagining role models, 86
- impression management
 - actor and, 270
 - audience and, 270–71
- DiCorcia’s 4-Part Impression Management Feedback Statement, 269, 271t, 271–72
- DiCorcia’s 4-Part Impression Management Response Statement, 272t, 272–73
- overview, 269–70
- verbal/nonverbal communication with, 270
- In a Different Voice* (Gillian), 187
- independent practice, entry, 188–89
- Indiana University, xv
- Indiana University School of Medicine (IUSM), 261
- individual, inadequate focus on, 30–31
- individual core competencies, 250
- individualism vs. collectivism, 47–48
- individual level of unprofessional behavior, 170–71, 172–73, 175–76
- individual order, 37, 39
- individuation, defined, 108–9
- informal faculty development, 124
- informal mentoring relationships, 89
- informational orientation, 41
- in-group categorization, 48, 135, 143
- “inner voice,” 87
- inside-out approach to learning, xiii
- insider-as-professional, 62
- institutional implications, 93
- institutional order, 37, 45–46, 47
- instructional design
 - core content, 75
 - cycle of, 73, 73f
 - educational strategies, 75
 - evaluating outcome, 75–76
 - goals and objectives, 75
 - steps to, 74–76
- instrumentalization of reflection, 285

Index

- instrument development in
 assessment, 157
 integrated, longitudinal programs, 127
 integrity in practice, 15, 39, 187
 intentionality in socialization
 process, 59
 interactional norms, 38
 interactional order of identity, 37,
 42, 45
 interactive CPD, 195
 Interdisciplinary Education Perception
 Scale (IEPS), 141
 interdisciplinary health research
 (IDHR), 148, 149, 191–92
 inter-group anxiety, 145
*International Charter on Medical
 Professionalism*, 10, 19
 Interpersonal Reactivity Index
 (IRI), 240
 interprofessional becoming
 boundary crossing and, 146–47
 conclusions, 150–51
 conflicts with, 145
 defined, 140
 discourse and narrative, 144
 faultlines, 145–46
 identity dissonance and theoretical
 lens, 147–49,
 implications, 142, 144–45, 146, 147,
 149, 150
 introduction, 140–41
 overview, 149–50
 reflexivity reflection, 144
 self-categorization theory, 143
 social identity theory, 142–44
 stereotyping, 146
 theories of, overview, 142
 threats to, 145–46
 uniprofessionalism, 140, 141–42,
 149, 150
 interprofessional education (IPE), 141,
 142, 144, 145, 150
 Interprofessional Education
 Collaborative (IPEC), 140,
 145, 150
 interprofessional learning, xiv–xv,
 46–47, 70, 235–36
 interprofessional socialization (IPS)
 model, 149
 interrelated world orders, 37
 intersectionality perspective, 283
 intimacy vs. isolation stage, 187
 In-Training Evaluation Report
 (ITER), 254
 intuitive processes, 99
 Irvine, Donald, 210
 isolating cognitive base from clinical
 context, 29
 isolation concerns of medical
 students, 17
 Jefferson Scale of Empathy, 159, 240
 joy, role of in education, 120
 Jung, Carl, 109
 Kabat-Zinn, Jon, 101
 Kearney, Michael, 108
 keeper of meaning task, 187
 Kegan's identity development stage
 theory, 171
 Keogh, Bruce, 212
 Knausgård, Karl Ove, 97
 knowledge, experience and identity
 formation, 97–98
 knows how in assessment, 158–60
 knows in assessment, 157–58
 lapses in professional behavior, xiii
 leadership development, 265
 Leadership-Faculty partnership, 63
 learner perspective on medical
 professionalism
 adult learning principles, 73–74
 communities of practice, 8
 current approaches, areas for
 improvement, 28–31
 current approaches, strengths of,
 27–28
 from experience, 126–27
 individual, inadequate focus on,
 30–31
 isolating cognitive base from clinical
 context, 29
 negative professionalism, 29
 over-simplification of complex
 content, 28–29, 33
 from peers, residents, and
 students, 127
 positive role model insufficiency, 29
 professional identity development,
 26
 summary, 31
 transition periods, inadequate focus
 on, 29–30
 learning. *see also* educational theory
 and strategies; experiential
 learning; postgraduate residency
 adult learning principles, 73–74,
 129–30
 alignment and, 86
 articulation in, 69, 71
 asynchronous learning in
 residency, 252
 authentic activities and, 69
 Bloom's taxonomy of learning,
 236–37, 237f, 240
 coaching in, 70
 collaborative learning, 69, 70
 communities of, 235
 community service learning,
 238–39
 constructivism idea of learning,
 xiii, 85
 development theories and, 85–88
 in effectiveness evaluation, 131
 engagement element in teaching/
 learning, 73, 104, 109
 fading in, 70
 formal learning scenarios, 252–53
 group learning, 126, 194, 195
 hidden curriculum in, 87, 90, 142
 imagination and, 86
 inside-out approach to learning, xiii
 interprofessional learning, xiv–xv,
 46–47, 70, 235–36
 modelling in, 70
 negative learning environment, 17
 observational learning, 84, 86
 participation and, 86
 as participation metaphor, xiv
 portfolio learning, 78, 255
 scaffolding in, 70, 171
 self-directed learning, xiv, 78, 85
 simulation in experiential learning
 and reflection, 106
 situated learning theory, 69–71
 socialization process, 136, 220, 226,
 238–39
 social learning system, xii–xiii, 147
 social learning theory, 6f, 6–7, 85
 student learning, 136, 220, 226,
 238–39
 teaching and learning implications,
 93
 understanding of, 84
 vicarious learning, 86
 work-based learning, 72–73, 128,
 132–33, 248, 253–54
 “learning by doing,” 72
 lecture strategy, 104
 legitimate peripheral participation,
 7, 72
 lesbian, gay, bisexual, transgender or
 queer (LGBTQ), 191
Let Me Heal (Ludmerer), x
 Levinson's theory of life structure, 187
 Liaison Committee for Medical
 Education (LCME), 176
 licensing/accrediting regulations and
 standards. *see also* codes of
 professional practice
 accreditation, defined, 202
 certification, defined, 201–2
 conclusion, 212–13
 establishment of, 11
 evolving ideas about, 203–5
 introduction, 201–2
 leading by example, 212
 licensing, defined, 201
 patient expectations, 202–3
 patient experiences, 203

- public expectations, 203
 rebuilding trust through, 205
 revalidation in UK, 208–9, 210
 specialty standards, 211–12
 transparency, 212
- liminality concept, 223–24
 “little-d” discourses, 42, 44
 location of identities, 46
 longitudinal audio-diary study, 43
 longitudinal clinical experiences, 238
 longitudinal CPD, 195
 longitudinal study of healthy adult
 male development, 187
 long-term perspectives, 106
 loss of innocence, 18
 Ludmerer, Kenneth M., x
- Macy Foundation, 274
 maintenance of certification (MOC),
 55, 209, 210, 211
 maintenance of licensure (MOL),
 209–10,
 management of chronic diseases, 192
 Marcia’s identity status model, 40, 41,
 42, 43
 Marcus, Eric, 223
 marketplace ethics, 57
 marriage equality movements, xi
 Marxist writers, 98
 matriculating students’ knowledge and
 attitudes toward professionalism,
 158
 McAdams concept of narrative
 identity, 40
 McGill University Physicianship
 Program
 background, 219*f*, 220*f*, 218–20
 conclusion, 228–29
 elements of, 220–21, 222*t*, 223*t*
 future directions, 228
 introduction, xv, 217–18
 lessons learned, 225–27
 personal transformation aspects,
 221–24
 McGill University’s Faculty of
 Medicine, xv, 253
 meaning-making, xiii, 84
 medical character, 217
 medical education. *see also* educational
 environment changes; educa-
 tional theory and strategies;
 learning; postgraduate residency;
 teaching professionalism/
 professional identity formation
 aim of, 2
 anxiety and fear concerns in, 18
 Carnegie Foundation report on, 20
 challenges with, 38
 educational theory and strategies, 3
 identity formation, 7, 8
 implications for, 45, 47, 49
 objectives, 2–3
 reform in, 279
 reframing focus of, xii
 as re-socialization, 60–61
 role of, 31
 selection processes, 41
 socialization process through, 135
 social learning theory, 6–7, 6*f*
 teacher-centered approach to, 266
 threat to, 34
 values of the profession, 32
 medical error rounds, 195
 medical hierarchy. *see* hierarchy of
 medicine
 medical professionalism. *see also*
 assessment; interprofessional
 becoming; learner perspective on
 medical professionalism; McGill
 University Physicianship
 Program; socialization theory;
 teaching professionalism/profes-
 sional identity formation
 brief history of, 55–57
 challenges to educators of, 38
 changes in attributes, 13–14
 changes shared by healer, 14–15
 cognitive base of, 251–52
 concept, 217
 conclusion, 33*f*, 33–34
 continuity at transition points, xiv
 core concepts of, 256
 curriculum, 26–27
 defined, 5–6, 9–11, 55, 84, 201
 developmental networks, xiii–xiv
 educational objective, 135
 educational theory and strategies,
 76, 77*f*
 evolution of, 12
 identity development/formation,
 xiv, xv–xvi
 identity formation, 5–6, 31, 37
 interconnected concepts, 7–8
 interprofessional learning
 experiences, xiv–xv
 introduction, 1–3
 key elements, xi–xii
 learner concerns with, 31
 negative professionalism, 29
 nostalgic professionalism, 12,
 55, 283
 physician identity, xi
 principles and implications, xiii–xiv
 proto-professionalism, 220
 reborn professionalism, 12
 self-assessment in, 163
 social learning, xii–xiii
 Swick definition of professionalism,
 158
 system-specific threats to, 57
 teaching of, 26–31
 teaching the cognitive base, 131
 theoretical framework, 69
*Medical Professionalism in the New
 Millennium: A Physician’s
 Charter*, 207–8
 medical school experience, 106–7
 Medical School Objectives Project
 (MSOP), 55, 161
 medicine
 ambiguity in practice of, 17
 as community of practice, 6–7
 current moment in, x–xi
 hierarchy of, 18
 licensure establishment, 11
 as living culture, xi
 morality of practice, 10
 mentoring. *see* role modelling and
 mentoring
 Merton, Robert, 217
 metacognition, 285
 mid-rotation evaluation, 268
 milestone assessment, 175
 Miller’s pyramid
 knows how in assessment, 158–60
 knows in assessment, 157–58
 overview, 155, 164
 shows how in, 160–61
 Miller’s triangle, 120*f*, 120
 mindfulness, 100–1, 101*f*, 105, 132
 mini-CEX, 161
 mirror stage, 38
 mission-based management, 261
 modeling in learning, 70
 modern surgery, 279
 morality
 decision-making skills, 85, 159
 dilemma during residency, 255
 epistemology of, 217
 of medical practice, 10, 15
 moral world, 38
 numb response, 47
 organizational moral identity, 47
 philosophy of, 218
 in professional identity, 38–39, 170
 triggers, 102
 Moral Judgment Interview (MJI), 159
 moratorium in identity, 40, 42
 mothering perspectives, 188
 motivation of learners, 85
 motivation of role models/mentors,
 xiii
 Mount, Balfour, 218
 multiculturalism, 157
 multi-institutional longitudinal faculty
 development program, 91
 multiple mentors, 89
 multiple-mini interviews (MMIs), 251
 multi-source feedback (MSF) methods,
 254–55

Index

- multi-specialty clinics, 191
 mutual mentoring relationships, 89
My Struggle (Knausgård), 97
- narrative-based medicine, 78
 narrative identities, 42–43, 144
 narratology, 218
 National Alliance for Physician Competence, 208
 national differences in identity, 11
 National Health Service (NHS), 208
 national order and identity, 37, 47, 49
 National Research Council, 163
 nature-nurture debate, 282
 nature of mind, 42
 near-peers in medical training, 33, 34
 negative identity dissonance, 148
 negative learning environment, 17
 negative professionalism, 29
 negative role models, 88, 249
 networked mentoring relationships, 90
 Next Accreditation System, 175
 non-judgmental feedback, 92, 174
 non-traditional fields, 232
 normative orientation, 41, 42
 nostalgic professionalism, 12, 55, 283
- Objective Structured Clinical Examination (OSCE), 75, 236, 237, 252
 observational learning, 84, 86
 observation skills, 218
 occupational autonomy, 60
 occupational choice, 8
 occupational socialization in medical school, 57–58, 59, 64
 openness attributes, 12
 organizational culture, xi, 129
 organizational identities, 46, 136
 organizational moral identity, 47
 organizational norms, 38
 organizational structuralism, 146
 orientation strategy, 103–4
 Osler, William, 219
 Osler Fellows, xv, 219, 221, 223*t*, 226
 Ottawa Conference, 155
 Outcome Project, 208
 out-group categorization, 143
 outside-in approach to learning, xiii
 over-simplification of complex content, 28–29, 33
 Oxford English Dictionary, 8, 10
- palliative care, 107
 panel discussions, 104–5
 Papadakis study, 162
 paradigmatic trajectories, 86
 participation and learning, 85, 86
 part-time teaching, 190
 passive patient trust notion, 202
- patched identity, 250
 Paterson, Ron, 201
 patient-as-person, 44
 patient autonomy, 13, 210
 patient-centered care
 clinical experiences/skills training, 235
 developing identities through, 44–45
 empowerment, 44
 longitudinal clinical experiences, 238
 overview, 13, 39
 patient expectations, 202–3
 safety/quality assurance groups, 195
 patient-centric view of professional identity, 204
 patient memories of treatment, 105
 peaceful progression, 143
 Pediatrics Milestone Project, 233
 peer assessment, 162–63, 237, 240
 peer-mentors, 34, 238–39
 peer models, 33, 34, 92
 peer-pressure concerns, 17
 peer review, 60
 peer teaching, 70
 perforate boundaries, 149
 personal attributes of positive role models, 88
 personal constructs (concepts), 41
 personal identity development, 32, 43, 136, 190–91
 personal qualities and role modeling, 76
 phronesis concept, 38, 220, 224
phronimos, defined, 229
 Physician Apprenticeship, xvi, 73, 219, 222*t*, 225–27
Physician Charter, 47
 physician identity, xi, 187, 196
 physician-patient relationships, 158, 192
 building of, 270
 importance of, 9
 patient expectations, 202–3
 patient experiences, 203
 student doctor-patient relationship, 269
 physician-scientist vs. -educator, 190
 Picker Institute, 202, 206
 pilot program partnerships, TIME, 241, 242
 placating stance, 102
 portfolios, 78, 237, 255
 positive role models, 29, 33, 88
 postgraduate residency
 clinical experiences, 249
 cognitive base of professionalism in, 251–52,
 conclusions, 257
 context of, 248
- faculty development, 255
 formal learning scenarios, 252–53
 health system changes, 250–51
 identity development during, 250
 institutional/organizational changes, 255–56
 learning process, 251
 lessons learned, 256
 overview, 16, 186, 248
 practical guidelines, 256, 257*t*
 regulatory/education standards and, 251
 role-models during, 248, 249
 selection/admission process, 251
 self-assessment and reflection, 249, 256
 work-based assessment, 249–50, 254–55
 work-based learning, 248, 253–54
- practical medical wisdom, 228
 practice-based CPD, 195
 practice-based small group (PBSG) learning, 195
 practice in learning, 69, 71
 preceptorships with community practitioners, 238
 pre-existing individual identity, 32, 135
 presence attributes, 12
 primary identities, 38
 professional attitudes, 54
 professional behaviors, 10, 56, 84, 249
 professional identity. *see also*
 continuing professional development; McGill University Physicianship Program
 attributes of, 11*f*, 12*f*, 11–12, 13*t*, 56
 defined, 8–9
 definitions of, 278
 discourse, 277–78
 future of, 279
 good character notion, 281–83
 hidden curriculum and, 280–81, 284
 interconnected concepts, 7–8
 introduction, 277
 looking forward, 278–79
 reform in medical education, 279
 reimagining as self-construction, 283–85
 social constructionism, 277
 social contract with society, 19–20, 20*t*,
 stress from changes, 18
 summary, 20–21
 professional identity, nature and nurture
 Berzonsky's social cognitive model, 40–41, 42
 caring practitioner, 48–49
 developmental process of, 31–32, 68

- dominant discourses in identity, 43–44
 Erickson's identity crisis, 39–40, 43
 formative elements of, 63
 future of, 49–50
 individualism vs. collectivism, 47–48
 institutional order, 37, 45–46, 47
 interactional order of identity, 37, 42, 45
 introduction, 37
 "little-d" discourses, 42, 44
 Marcia's identity status model, 40, 41, 42, 43
 as moral process, 38–39
 narrative identities, 42–43
 national order and, 47, 49
 practical implications, 41–42
 self-identification, 38
 social identity and self-categorization, 46–47
 social worlds and, 37–38
 theoretical framework, 69
 through interaction, 44–45
 professional identity formation (PIF). *see also* interprofessional becoming; McGill University Physicianship Program; socialization theory; teaching professionalism/professional identity formation
 additional pedagogies, 235–36
 assessment and, 3, 236–38, 237f, 239–40
 challenges in development, 240–41
 clinical experiences/skills training, 235
 cognitive base of, 14
 communities of practice, 72
 continuing professional development and, 193–94
 defined, 9, 232, 283
 developmental process of, 31–32
 doctoring courses, 238
 educational theory and strategies, 76, 77f
 environmental level, 171–73, 176–77
 external factors, 17–19, 18f, 239
 extracurricular opportunities, 236, 239
 faculty development and, 135–36
 framework, 234
 implementation of recommendations, 238–39
 individual journey, 170–71, 172–73, 175–76
 individuation and, 108–9
 interconnected concepts, 7–8
 introduction, 1, 3, 232
 lack of understanding process of, 6
 learner's perspective, 26
 longitudinal clinical experiences, 238
 medical education, 7, 8, 10
 mentoring and advising, 91–93, 235
 national differences in, 11
 overview, xiv, xv–xvi
 palliative care, 107
 pre-existing individual identity, 32
 principles of, 31
 professionalism and, 5–6
 remediation theory, 173–74
 role modelling and mentoring, 91–93
 self-awareness in, 90
 socialization process, 15–19, 16f, 18f, 31, 32–33, 38, 115, 135
 summary, 20–21
 support for, 31
 teaching milieu, 16–17
 teaching the cognitive base, 131
 times of transition, xiv, 33
 unprofessional behavior, 170
 professional identity formation (PIF) with TIME curriculum
 assessment of, 242–43
 challenges in development of, 240–41
 coordination in, 243
 curriculum development, 242
 lessons learned, 242–43
 methods to promote, 233–35
 overcoming challenges, 241–42
 overview, 233f, 232–33, 234f
 professional experiences, 235
 promotion of, 238
 recommended strategies, 235–36
 reflection in, 235
 role modelling and mentoring in, 15–16, 235
 scholarly concentrations, 239
 sciences and humanities experiences, 235
 student learning communities, 238–39
 summer experiences, 238
 professionalism. *see* learner perspective on medical professionalism; medical professionalism; teaching professionalism/professional identity formation
 Professionalism Assessment of Clinical Teachers (PACT), 218
 Professionalism Mini-Evaluation Exercise (P-MEX), 161, 218, 254
 professional lapse, defined, 180
 Professional Self-Identity Questionnaire, 160
 professional socialization, 58
 professional societies, 211–12. *see also* specific professional societies
 professional stereotyping, 141
 program directors (PD), 175
 proto-professionalism, 220
 proximal development zone, 171
 psychodynamics, 218
 psychological constructs, 42
 psychological theory, 8
 psychosocial mentoring relationships, 89
 quality control system screening, 250
 quality improvement activity, 156, 173, 175
 reaction, in effectiveness evaluation, 131
 Readiness for Interprofessional Learning Scale (RIPLS), 141
 real-life experiences, 77
 reborn professionalism, 12
 re-evaluating experience, 71
 "reflection for action," 70
 "reflection in action," 70
 reflection in learning, 69, 70–71, 249, 256
 "reflection on action," 70
 reflective doing, 99
The Reflective Practitioner (Schön), 99
 reflective presence, 99
 reflective thinking, 99
 reflective writing, 235, 237
 reflexivity reflection, 103, 144
 Reis, Diane C., 30
 Relationship-Centered Care Initiative (RCCI), 261, 262
 remediation steps, 177–179, 178–79t, 181
 remediation theory, 156, 173–74
 Remen's *Healer's Art* elective, 235
 resilience and self-care, 108
 re-socialization of medical education, 60–61
 respect principle, 55
 results, in effectiveness evaluation, 131
 returning to experience, 71
 role acquisition, 142
 role model consciousness, 90
 role modelling and mentoring conclusion, 94
 dyadic mentoring relationships, 90
 effectiveness of, 90
 faculty development, 91, 128, 132, 193
 for fearlessness, 92
 formalized mentorship programs, 194
 hierarchical mentoring relationships, 89

Index

- role modelling and mentoring (cont.)
 - impact of, 120
 - implications and recommendations, 93
 - individual theories of learning and development, 85–88
 - introduction, 84–85
 - literature on, 88–90
 - mentoring, overview, 88–89
 - negative role models, 88, 249
 - overview, 15–16, 34, 76, 77f
 - positive role models, 29, 33, 88
 - at postgraduate residency level, 248, 249
 - in professional identity formation, 15–16, 91–93, 235
 - role modelling, overview, 88
 - seeing role models, 86
 - socialization process and, 136
 - student learning communities, 238–39
 - support for professional development, 90–91
 - throughout the educational process, 107
 - understanding influence of, 85
 - unprofessional behavior and, 172, 176
- root cause analysis (RCA), 176
- Royal College of Physicians and Surgeons of Canada (RCPSC), 175, 209–10, 231
- Royal College of Physicians of London, 10
- satisfaction, role of in education, 120
- scaffolding in learning, 70, 171
- Schein's three basic levels of
 - organizational culture, 59
- scholarly concentrations, 239
- Schön, Donald, 99
- seeing role models, 86
- self-assessment
 - continuing professional development and, 194
 - in postgraduate residency, 249, 256
 - in professionalism, 163
 - in teaching, 16, 85
- self-awareness in identity formation, 90, 135–36
- self-categorization theory, 46–47, 143
- self-control and social control, 60
- self-determination theory (SDT), 170, 172, 174
- self-directed learning, xiv, 78, 85
- self-efficacy, 86, 170
- self-esteem regulation, 102
- self-evaluation of students, 118, 121
- self-hood concept, 38, 217
- self-identification, 38, 54, 144
- self-interest vs. altruism, 221
- self-reflection, 235
- self-regulation
 - competence and, 14
 - interprofessional becoming, 145
 - licensing and accreditation, 201
 - overview, 14
 - right to, 19
 - student learning about, 221
- self-study packages in residency, 252
- self-theory, 40–41, 42
- sentinel events, 77
- sequencing workplace activities, 72
- service orientation, 10
- sexual harassment, 190
- sheer contact, 143
- shift worker mentality, 256
- Shipman, Harold, 210
- shows how in assessment, 160–61
- signature pedagogies, 141–42
- simulation in experiential learning and reflection, 106
- situated learning theory, 69–71
- Situational Judgment Test (SJT), 159–60
- small group work, 70
- Smith, Janet, 210
- social cognitive theory (SCT), 40–41, 85–86
- social constructivism theory, 78, 144, 194, 277
- social contract with society, 19–20, 20f
- social control, 60
- social identity theory
 - Allport's contribution, 142–43
 - beyond Allport, 143–44
 - interprofessional becoming, 142–44, 145
 - self-categorization and, 46–47
 - structures of, 171
- socialization process
 - adult psychological development, 187–88
 - into communities of practice, 31, 32–33
 - defined, 15
 - discrimination of women, 190
 - factors involved in, 16f
 - impact of, 282
 - interprofessional becoming, 147
 - of learners, 8
 - professional identity formation, 15–19, 16f, 18f, 31, 32–33, 38, 115, 135
 - self-identification, 38
 - student learning, 136, 220, 226, 238–39
 - student/resident roles in, 18f
 - through medical education, 135
- unprofessional behavior and, 172
- socialization theory, xiii
 - brief history of medical professionalism, 55–57
 - conclusions, 61–64
 - introduction, 54–55
 - medical education as re-socialization, 60–61
 - occupational socialization in medical school, 57–58
 - overview, 58–60
 - professionalism and, 60
- social learning system (SLS), xii–xiii, 147
- social learning theory, 6f, 6–7, 85
- social movements, xi
- social science theories, 170
- The Social Transformation of American Medicine* (Starr), 10
- social worlds and professional identity, 37–38
- societal expectations of physicians, 236
- societal messages and transition periods, 43
- Society for Cardiothoracic Surgery for Great Britain and Ireland (SCTS), 212
- socio-cultural environments, 146, 187
- Sociomoral Reasoning Measure, 159
- solo practitioner, 1
- specialist-based identity, 115
- specialist training completion, 201–2
- specialization and transition periods, 192
- specialty standards, 211–12
- splinted identity, 250
- standardization discourse, 43
- Standardized Patients (SP), 161
- status quo vs. critical appraisal in mentoring, 90
- stereotyping assumptions, 144, 146, 221
- Stockholm Syndrome, 61
- story element in teaching, 104, 109
- stress, role of in education, 120
- structured activities learning, 127–28
- student-centred learning, 71
- student doctor-patient relationship, 269
- student learning communities, 238–39
- student motivation, xi
- student-organized publications, 261
- The Student Physician* (Merton), 217
- Sullivan, William, 3
- summer learning experiences, 238
- super-reasonable stance, 102
- surprise element in teaching, 104, 109
- survey completions, 237

- Swick definition of professionalism, 158
- system justification in stereotyping, 146
- teacher-centered approach to education, 266
- teaching professionalism/professional identity formation
- allocation of responsibility, 115–16
 - assessment program, 120*f*, 120–21
 - attributes of positive role models, 88
 - cognitive base, development of, 116–18, 117*f*,
 - communities of practice, 118–19
 - educational objective of, 114
 - engaging students in, 118
 - faculty development, 116, 125, 132, 133–34
 - incremental approach to, 121
 - institutional support, 114–15
 - learning implications, 93
 - as moral endeavor, 68
 - multiple factors impacting, 119–20
 - overview, 113–14
 - postgraduate level, 115
 - principles of, 114
 - role modeling and, 76
 - session elements, 104
 - summary, 121–22
 - teaching milieu, 16–17
 - undergraduate levels, 115
- team-based care, 256
- teamwork between medical professionals, 176
- Test of Residents’ Ethics Knowledge for Pediatrics (TREK-P), 157–58
- The Joint Commission (TJC), 176
- theory of healthy adult, 187
- third culture personality, 143
- “time for care” quality, 203
- times of transition, xiv, 33
- total institution concept, 60
- Towards a Normative Definition of Medical Professionalism* (Swick), 10
- traditional Chinese medicine, 48
- traditional values of professionalism, 55
- Transformation in Medical Education (TIME). *see* professional identity formation (PIF) with TIME curriculum
- transformative healing process, 100
- transition periods
- conclusions, 197
 - context with, 192
 - continuing professional development, 188
 - inadequate focus on, 29–30
 - influences on identity during, 191–92
 - out of practice, 190
 - personal identity/life stages, 190–91
 - in practice, 189–90
 - societal messages and, 43
 - specialization and, 192
 - summary, 192–93
 - teams and, 191–92
- travel experiences to medical schools, 238
- trust-generating promise, 235
- trust process (trustworthiness), 39, 45, 205
- undergraduate programs, 16, 115
- uniprofessional, 140, 141–42, 149, 150
- University of Texas Medical Branch, xv
- unprofessional behavior/lapse
- case study, 177–79
 - components of, 170
 - current practices, 173–75,
 - dissonance, 172, 174
 - environmental level, 171–73, 176–77
 - future studies on, 179–80
 - general approach to, 180
 - incidents, 162
 - individual level, 170–71, 172–73, 175–76
 - individual vs. environmental interaction, 172–73, 176–77
 - investigation and characterization of, 180–81
 - lessons learned, 180
 - overview, 169–70
- professional lapse, defined, 180
- remediation steps, 177–79, 178*t*, 181
- remediation theory, 173–74
- role modelling and mentoring, 172
- student learning about, 221
- summary, 181
- verifying outcomes of remediation, 181
- user involvement, 44
- UT Health Professionalism Scholars, 232
- Vaillant’s longitudinal study of healthy adult male development, 187
- values and standards in mentoring, 90
- values of the profession, 32, 56
- Vanderbilt University Medical Center, 169
- vertical cultures, 48
- vicarious learning, 86
- vignettes in teaching, 28
- virtue to practice, 235
- Vision and Values statement, 273
- vitalizing dreams, 187
- voluntary engagement of members, 7
- volunteer experiences, 239
- wake up call in unprofessional behavior/lapse, 181
- web-based formats in learning, 242
- Western vs. Eastern cultures, 48–49
- White Coat Ceremony, 17, 27, 218, 220, 221
- whole person care, 100*f*, 101*t*
- Williams, Peter, 224
- women’s rights movement, xi, 204
- work-based assessment in residency, 249–50, 254–55
- work-based learning, 72–73, 128, 132–33, 248, 253–54
- work-based relationships, 46
- workplace-based assessment, 160
- workshops/short courses, 127
- World War II, 1
- Yin and Yang dualities, 48