



## 1<sup>st</sup> year medical students' understanding of Professionalism

Dr Iain Grom, Dr Lynsay Crawford and Dr Lindsey Pope  
School of Medicine, *University of Glasgow, UK*

Professionalism is a core medical education theme. Before their formal teaching begins, our first year students are asked "what makes a good doctor"? Working in small groups they generate a year group list of the attributes of 'a good doctor'. Do our students' beliefs align with the standards set by medical professional bodies?

This study aimed to compare our students' responses with two key documents: "Good Medical Practice" (GMP) <sup>1</sup> and "Advancing Medical Professionalism" (AMP) <sup>2</sup>. Data generated over thirteen years was analysed to identify any changes in values over this period.



### What was done

- A list of student-generated beliefs was available for 10 year groups over a 13 year timeframe
- A master list of attributes was generated and, where appropriate, responses were merged
- Each year's responses were mapped against attributes described in GMP and AMP
- The following were identified: frequently occurring beliefs, changes in patterns of beliefs and any discordance with the guidance

### Outcomes

- Analysis revealed 227 terms
- 117 terms could be mapped against GMP
- Concordance with AMP was 48/64

### Beliefs concordant with GMP



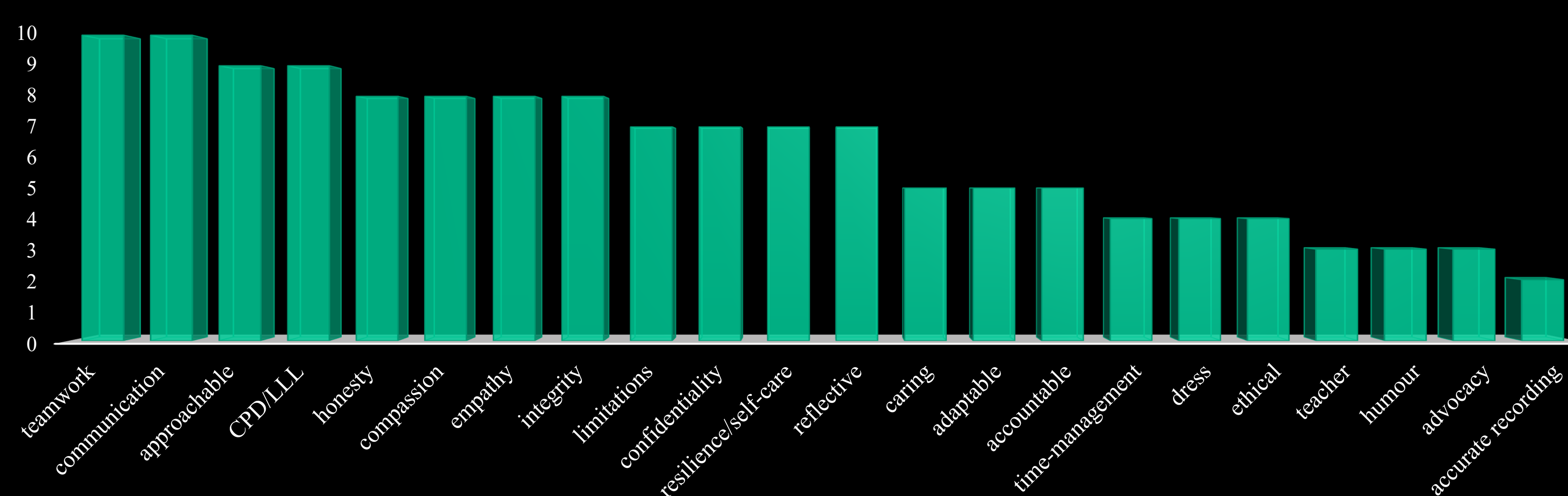
### GMP values not identified by students



### Discussion

- It is reassuring that students frequently identified values such as commitment to life-long-learning, integrity and honesty.
- An interesting aspect of this study was the areas where the students' values and guidance documentation did not overlap with professional guidance.
- The following values from AMP were not identified: research, audit, innovation, negotiation, leadership training, professional empowerment, feedback and vocation.
- This study suggests areas of professionalism teaching to be developed.

Frequency of core beliefs choice over 10 year groups



### Conclusions

Year 1 Medical Students consistently identified a wide range of professional values. There was discrepancy in significant areas between students' beliefs and key professionalism documents. It is hoped that as students progress through medical school they will develop a broader and more sophisticated understanding of professionalism.

### Future Developments

Repeat this exercise with our final year students to prompt reflection on how their understanding of this core concept has evolved to inform curriculum development.

### References

1 GMC Good Medical Practice 2014 <https://www.gmc-uk.org/ethical-guidance/ethical-guidance-for-doctors/good-medical-pract> [Accessed Feb28 2019]  
 2 RCP London 2018 <https://www.rcplondon.ac.uk/projects/outputs/advancing-medical-professionalism> [Accessed Feb28 2019]