

Title: Teaching and assessment of “patient centered professionalism” for residents at Khyber Pakhtunkhwa, Pakistan

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Context and setting: Although most of the accrediting and professional bodies throughout the world have included professionalism as a core competency yet this is not the case in Pakistan. Teaching or assessment of professionalism has not been declared mandatory by the regulatory bodies of Pakistan either at undergraduate or at postgraduate level. This has resulted in increasing number of complaints regarding unprofessional behavior of residents. To address the issue, Dept. of Medical Education (DME) of Postgraduate Medical Institute (PGMI), in collaboration with FAIMER Institute, took an initiative to introduce this competency for the residents training at PGMI.

Why the idea was necessary: Introduction of workshops for residents’ training at PGMI Peshawar was thought to be necessary in order to teach them core professional values and to familiarize them with rights of the patients as well as legal and ethical aspects of medical practice. Teaching and assessment of professionalism was also thought to be important for regaining trust of the society.

What was done: PGMI, in collaboration with FAIMER Institute, Philadelphia, initiated to formally introduce teaching of “patient-centered professionalism” to first and second year residents. Three-day workshops on professionalism were conducted for residents of PGMI. Each workshop enrolled 20 residents. A total of six workshops enrolling 120 residents were conducted from January – June 2012. Teaching and assessment strategies included pre-test and post-test in the form of OSCE having 10 active stations with standardized patient (SP) interactions and 10 static stations with case-based scenarios requiring written answers. Pre-test was followed by interactive lectures, case based discussions and reflective exercises. This interactive session was followed by post-test on day 3. Differences in pre- and post-test scores were noted for all stations and all workshops to analyze improvement, if any, in residents’ knowledge of core principles of professionalism and the application of these principles. Residents were encouraged to write reflective diaries regarding issues related to professionalism faced by them and how these were handled by applying the principles of ethics/professionalism learnt.

Evaluation of results and impact: Mean pre-test scores for active and static OSCE stations combined in six workshops conducted so far with 120 residents were 38.4% while mean post-test scores were 75.6% ($p = 0.000$). Mean scores in all six workshops for ten active OSCE stations with SPs (pre- vs. post-test) increased from 39.3% to 75.5% ($p = 0.000$) while mean scores at static OSCE stations (pre vs. post) increased from 37.4% to 75.7% ($p = 0.000$). Inter-rater reliability between SPs and facilitators was 90%. A highly statistically significant increase in

scores for knowledge (written test) and skills (OSCE) of almost 100% was observed. Workshop evaluation done using Likert scale showed a mean rating of 8.5/10. Feedback received from residents has been excellent.

Results obtained so far are very supportive of this training. It is therefore recommended that structured training and assessment of professionalism be provided to all residents in Pakistan.