



**Faculty of Medicine**  
 Salim El-Hoss Bioethics and Professionalism Program  
 المركز الطبي في الجامعة الأميركية في بيروت  
 برنامج سليم الحوص للأخلاقيات الاحيائية والاحتراف

**YaleCME**  
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**NBME**

National Board of Medical Examiners

**The Salim El-Hoss Bioethics and Professionalism Program at the  
 American University of Beirut, Faculty of Medicine  
 In collaboration with the National Board of Medical Examiners  
 (NBME)-USA**

**In joint sponsorship with Yale University  
 announces its 9<sup>th</sup> national conference**

# Assessing Medical Professionalism

**January 17-18, 2014**

**Golden Tulip Serenada Hotel, Beirut, Lebanon**

**PROFESSIONALISM**

ALTRUISM DOCTORS SOCIETY **ETHICS** SCIENTIFIC  
**ETHICS** ACCOUNTABILITY KNOWLEDGE

**INTEGRITY** CONTRACT WITH SOCIETY ACCESS  
**HONESTY** ROLE COMMUNICATION SKILLS

DOCTORS **MODELS** CLINICAL COMPETENCE  
 HEALTHCARE CONTINUED LEARNING

**EMPATHY** CONFIDENTIALITY RESOURCES  
 RESPONSIBILITY MEDICAL EDUCATION **DUTY**

# **GENERAL INFORMATION**

## ***Program Overview***

This activity is the 9<sup>th</sup> National Conference held by the Salim El-Hoss Bioethics and Professionalism Program at the American University of Beirut Faculty of Medicine. It aims at bringing physicians, residents, trainees, nurses and members of the healthcare team from Lebanon together to discuss issues pertaining to medical professionalism.

## ***Objectives***

As a result of attending this course, the participant will be able to do the following:

1. Define the framework for medical professionalism that incorporates relevant socio-cultural contexts and beliefs
2. Review the “Professionalism Charter” created during the March 2013 workshop in Beirut to foster consensus
3. Develop an approach to assessing professionalism that aligns with curricular goals and objectives
4. Apply leadership skills from Kotter and others to implementation of the “Professionalism Charter”
  - Apply the identified success features to a current change effort at their home institution.
  - Apply appreciate inquiry as an approach to institutional change.
  - Evaluate appreciative inquiry as an approach for identifying and managing change.

## ***Target Audience***

This annual scientific meeting has been designed for physicians, nurses, residents, trainees, and members of the healthcare team in all specialties.

## ***Venue***

The Medical Professionalism Workshop will be held at the Golden Tulip Serenada Hotel, Beirut, Lebanon.

## **DISCLOSURE POLICY**

It is the policy of Yale University School of Medicine, through its Center for Continuing Medical Education, to ensure balance, independence, objectivity, and scientific rigor in all its educational programs. All faculty participating in this symposium are required to disclose to the program audience (orally or with slide): any relevant financial relationship(s) they (or spouse/partner) have with a commercial interest that benefits the individual in any financial amount that has occurred within the past 12 months; and the opportunity to affect the content of CME about the products or services of the commercial interest. The Center for Continuing Medical Education will ensure that any conflicts of interest are resolved before the educational activity occurs.

## **ACCREDITATION/DESIGNATION STATEMENT**

This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint sponsorship of The Yale School of Medicine and American University of Beirut. Yale School of Medicine is accredited by the ACCME to provide continuing medical education for physicians. School of Medicine designates this educational activity for a maximum of 11 *AMA PRA Category 1 Credit™*. Physicians should claim only credit commensurate with the extent of their participation in the activity.

## ***Lebanese Order of Physicians Statement***

The Current Controversies in Research Ethics course also complies with the Lebanese Order of Physicians Continuing Medical Education guidelines.

## **Registration**

The registration fee for this workshop is \$50. It will include syllabus, coffee break and lunch.

For reservation and pre-registration kindly send an email to [ba45@aub.edu.lb](mailto:ba45@aub.edu.lb) to reserve a seat.

## **Activity Directors:**

Thalia Arawi, PhD  
Founding Director,  
Salim El-Hoss Bioethics & Professionalism Program  
Clinical Bioethicist  
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## **Featured International Faculty**

Peter Katsufraakis, MD  
Senior Vice-President for Assessment Programs  
National Board of Medical Examiners

Brownell Anderson  
Vice President  
International Programs  
National Board of Medical Examiners



**Dr. Peter Katsuftrakis** is a board-certified Family Physician and Senior Vice-President for Assessment Programs of the National Board of Medical Examiners. His responsibilities at the NBME include oversight of the Observational Assessment program, the Medical School Services and Medical Education and Health Profession Services programs, the Post-Licensure Assessment Service, and the United States Medical Licensing Examination (USMLE) program. He is a past associate dean for student affairs at the Keck School of Medicine of the University of Southern California, principal investigator of USC's Pacific AIDS Education and Training Center, and national chair of the Group on Student Affairs of the Association of American Medical Colleges. In cooperation with the US Health Resources and Services Administration and the International Training and Education Center for HIV, he has helped develop training programs and provide training for health care professionals in Ethiopia. He currently serves on the Federation of State Medical Board's Maintenance of Licensure Implementation Group and the American Board of Medical Specialties's Maintenance of Certification Committee.

Dr. Katsuftrakis received an MBA with honors from the University of Southern California in 1998, an MD from the University of California, San Diego in 1985, and a BA with high honors from the University of California, Berkeley in 1981. He served his internship and residency in family practice at Santa Monica Hospital and he is a Diplomate of the American Board of Family Medicine.

Dr. Katsuftrakis has been the recipient of numerous honors and awards for teaching and service from the University of Southern California and the Family Practice Residency at California Medical Center of Los Angeles. He is a member of the Alpha Omega Alpha Medical Honor Society and the Beta Gamma Sigma Business School Honor Society



**M. Brownell Anderson (Brownie)** is Vice President, International Programs at the National Board of Medical Examiners, USA. In this capacity, she works with medical schools around the world to better align curriculum outcomes with student assessments and with organizations to improve certification of healthcare professionals.

She is the editor of the annual *Proceedings* of the Research in Medical Education Conference and edits "Really Good Stuff" an annual collection of reports of medical education innovations, published in the journal, *Medical Education*.

Brownie was on the faculty of the Arabian Gulf University for several years and has worked with the Foundation for Advancement of International Medical Education and Research (FAIMER).

Prior to joining the NBME in 2011, Brownie was employed at the Association of American Medical Colleges for 27 years. In 2009 she received a grant from the Josiah Macy, Jr. Foundation to work with new and developing medical schools in the United States. At AAMC she worked with the curriculum and assessment programs of the medical student education programs, nationally. She served as the Program Leader for the AAMC's Group on Educational Affairs (GEA) and the RIME Conference and directed the Medical School Objectives Project (MSOP), and the Graduation Questionnaire.

She has published numerous articles on medical education and spoken at many national and international conferences. Brownie received her degrees from Washington University and the University of Illinois and was employed at SIU School of Medicine.

<b>FRIDAY 17 JANUARY</b>	<b>TOPIC</b>	<b>METHOD/METHODS</b>
<b>8:30am- 9:00am</b>	Registration	
<b>9:00am- 9:10am</b>	Opening Words – Dr. Kamal Badr	
<b>9:10am- 9:15am</b>	Welcome and Introduction – Dr. Thalia Arawi	
<b>9:15am-</b>	<b>Introduction: Objectives &amp; Overview</b>	<b>Interactive Present</b>
	<ul style="list-style-type: none"> <li>• Introductions of Session &amp; Leaders               <ol style="list-style-type: none"> <li>1. Introduce instructors and participants</li> <li>2. Everyone describes “ideal professionalism” example</li> </ol> </li> <li>• Action Plan (Overview of Sessions)</li> </ul>	Large group facilitated by Dr. Katsufrakis and Ms Anderson
<b>10:00am-</b>	<b>Review Professionalism Charter from March workshop</b> <ol style="list-style-type: none"> <li>a) Areas of agreement</li> <li>b) Areas in need of revision</li> </ol>	Large group discussion facilitated by Dr. Katsufrakis and Ms Anderson
<b>11:00am-</b>	<b>Summary of the Consensus Definition</b>	
	<ul style="list-style-type: none"> <li>• Everyone shares “aha” moments</li> <li>• What have you learned that will help to foster this consensus definition of professionalism?</li> </ul>	Post on easel/laptop Try to organize around cross cutting features identified
<b>11:30am- 11:40am</b>	<b>Break</b>	
<b>11:40am-</b>	<b>What does the literature tell us?</b>	
	<ul style="list-style-type: none"> <li>• What elements of our definition of professionalism are in the literature?</li> </ul>	Interactive Present w ALL contribute as appropriate Dr. Katsufrakis will lead the exercise
<b>12:05pm-</b>	<b>Translating into Action Plans</b>	<b>EVERYONE</b>

	<ul style="list-style-type: none"> <li>• Each participant identifies an area at work where professionalism (using new definition) must be applied</li> <li>• Share with group</li> </ul>	Capture on flipchart Anderson will write on flipchart
<b>12:25pm-1:25pm</b>	<b>Lunch Break</b>	
	<b>Assessing Professionalism</b>	
<b>1:25pm-</b>	<b>Basics of Assessment</b> <ul style="list-style-type: none"> <li>• Relationship of assessment to goals &amp; objectives, need for clarity</li> <li>• Focus of assessment (Miller's Pyramid)</li> </ul>	Large group Anderson will make presentation
	<b>Assessing Professionalism</b>	
<b>1:40pm-</b>	<ul style="list-style-type: none"> <li>• Using Miller's Pyramid, what might we target when assessing professionalism?</li> <li>• What assessment methods could we use to measure each of these?</li> </ul> <p>(examples: test of knowledge of ethical principles, reflective writing to measure ability to reason through a conflict between patient's wishes and physician's recommendation, observed performance in a clinical setting, standardized patient [colleague?] encounter to assess communication skills related to honesty, etc.)</p> <p>If not mentioned by group, also include mini CEX, P-MEX, and MSF</p>	Large group Katsufakis and Anderson facilitate Capture methods on flip chart for use during "Challenges" small group activity, below
	<b>Challenges to Assessing Professionalism</b>	
<b>2:10pm-</b>	<ul style="list-style-type: none"> <li>• Discuss challenges to assessing professionalism generally, and challenges of specific methods identified above.</li> <li>• Where possible, suggest strategies to mitigate or remove challenges</li> </ul>	Small group- participants working in groups
<b>2:25pm-</b>	<b>Report out</b>	Capture strategies on flip chart

2:45pm-	<p><b>Turning Thought into Action</b></p> <ul style="list-style-type: none"> <li>• Individually, each person spends 15 minutes identifying an aspect of professionalism that is meaningful to them and then reflecting on how they might assess that aspect of professionalism: <ul style="list-style-type: none"> <li>○ In no more than one sentence, describe the professionalism issue</li> <li>○ Identify 1-3 methods that might be used to assess this aspect of professionalism</li> <li>○ Pick one method, and outline tasks you might accomplish within the next month to implement this assessment at your institution</li> </ul> </li> <li>• Pair up. One person will spend 5 minutes describing his/her professionalism issue and the planned assessment. The second person will spend two minutes giving feedback re: strengths of the assessment plan, potential challenges, strategies to address challenges. Participants then change roles and repeat.</li> </ul>	This will be done individually and then in pairs – among the participants
3:15pm- 3:45pm	<b>Break</b>	
3:45pm - 4:45pm	<b>Report out on pairs – Summary and preparation for day TWO</b>	Anderson will lead this
<b>SATURDAY 18 JANUARY</b>		
8:30am- 9:00am	Registration	
9:00am-	<p>“My reaction to change in 3 words” to identify participant examples of change</p> <ul style="list-style-type: none"> <li>• Action Plan (Overview of Sessions)</li> </ul>	Dr. Katsuftrakis
9:45am	<ul style="list-style-type: none"> <li>• Participant examples of “ change anxiety”</li> <li>• An example from instructors (if needed)</li> </ul>	EVERYONE
10:15am-	<b>Basics of Appreciative Inquiry (AI) &amp; Charge to Small Groups</b>	
	<ul style="list-style-type: none"> <li>• Appreciative Inquiry as an approach to building on successes Identify success(es) during change events</li> <li>• Use structured small group/interview protocol</li> <li>• Identify themes of positive strategies</li> <li>• Analyze cross cutting themes</li> </ul>	Anderson will present

<b>10:35am -</b>	<b>AI Success in Change Anxiety (Small Groups)</b>	<b>All</b>
40 min	<ul style="list-style-type: none"> <li>In small groups (2-3 + coach), session participants interview each other to explore a ‘change success’ <ul style="list-style-type: none"> <li>5 minutes to record “own” success (Worksheet #1)</li> <li>4 minutes per success x 3-4 including discussion (record notes from others successes on Worksheet #2)</li> <li>Speak for 1-2 minutes identify themes</li> </ul> </li> <li>Session leaders will facilitate/guide dyads as needed</li> </ul>	<b>Present with Worksheet #1-3</b> Session Leaders serve as “coaches” and facilitate discussions.
20 min	<ul style="list-style-type: none"> <li>Identify common features associated with success (Worksheet #2)</li> </ul>	Everyone
<b>11:35am-12:00pm</b>	<b>Coffee break</b>	
<b>12:00pm -</b>	<b>Small Group Report Outs of Key Features/Themes for Success in Change</b>	
15 min	<ul style="list-style-type: none"> <li>&lt;1 minute reports on “key features” associated with Success</li> </ul>	Post on easel/laptop Try to organize around cross cutting features identified
15 min	<ul style="list-style-type: none"> <li>Cross Cutting Themes: Features clustered by group into themes associated with successful change events –</li> </ul>	
<b>12:30pm -</b>	<b>What does the literature tell us? Match Our Themes?</b>	
	<ul style="list-style-type: none"> <li>Cross cutting themes associated with successful (and unsuccessful) change events</li> <li>Concordance between AI Features &amp; Themes with the literature</li> <li>Update Themes list</li> </ul>	Interactive Present w ALL contribute as appropriate
<b>1:00pm-</b>	<b>Translating “Themes” into Action Plans</b>	
	<ul style="list-style-type: none"> <li>Using the professionalism topic identified on day one to change at the institution, (based on themes for success) what will you do first, upon returning to work? AND within 1<sup>st</sup> week of return to transform “half empty” anxiety reactions to positive/forward “half full” perspective.</li> <li>Suggest some long-term period as well and plans if the half empty reaction doesn’t quite get to half full</li> </ul>	<b>Worksheet #3</b>  Katsufakis and Anderson facilitate
<b>1:30pm-</b>	<b>Brief Reports of Selected Action Plans</b>	
	<ul style="list-style-type: none"> <li>Participants will be invited to present their action</li> <li>&lt;1 minute per report</li> <li>Record common strategies and add others from best practices</li> </ul>	<b>Large Group</b> Provide suggestions
<b>2:00pm - 2:30pm</b>	<b>Summary and Closing</b>	<b>Interactive Present</b>



	<ul style="list-style-type: none"> <li>• Summarize key themes emerging from “change anxiety” success strategies and highlight concordance between literature/best practices AI themes and Action Plans</li> <li>• Evaluate utility of AI approach for identifying/ managing change anxiety</li> <li>• References/resources on change and appreciative inquiry (handout)</li> <li>• Ask participants to provide e-mail addresses.</li> </ul>	<p>Katsufakis will lead summary of tools for assessing professionalism; Anderson will lead summary of approaches to incorporating the assessments</p>
	<ul style="list-style-type: none"> <li>• Provide list of references/resources on change and appreciative inquiry.</li> </ul>	

## Contact Information

For more information about this course, please contact:

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