CONTROL ID: 2475721
TITLE: Fostering Professional Behaviors in the Preclinical Years: How to Leverage Flexible Testing and Attendance Policies
CONTACT (NAME ONLY): Paula Ross
SUBMISSION ROLE: Emerging Solutions and Workshops
PRESENTATION TYPE: Emerging Solution
CURRENT CATEGORY:

ABSTRACT BODY:
Short Description: Unsupervised, flexible testing offers a unique opportunity for medical school administrators to examine medical students' self-regulation and professional development. Medical school administrators continue to examine the learning environment to ensure we are providing one conducive for student's professional development. Here we seek to examine the ways in which medical school leadership and administrators are giving much more consideration to student professional identity development in the preclinical period.

Abstract: Topic:
In 1957, Robert Merton noted that the role of the medical school was to transmit and advance the culture of medicine. This process shapes and transforms the novice layperson into an effective practitioner with good knowledge and skills as well as develops their ability to think, act and behave as a physician. While much attention has been given to aspects involving professionalism within the context of the clinical years in preparation for becoming a physician, (e.g., ethical dilemmas students will face once they enter clinical care), far less attention has been given to the development of student professional behavior during the preclinical years. Indeed, medical students face challenges within this context over the duration of their education. It is for this reason that it is so important that medical schools have the responsibility to determine which students not only have the skills and knowledge to practice medicine but also which students have the attitudes, behaviors and morals to self-monitor the ideals of the profession.

Unsupervised flexible testing offers a unique opportunity for medical school administrators to examine medical students' self-regulation and professional development. Again, Merton suggests that the students' environment contributes greatly, both directly and indirectly, to their socialization into the profession. Within the flexible testing environment, students self-regulate their professional behavior using the school's guidance on the expectations of acceptable behavior, generally the student honor code. Under this guise, students assume responsibility and accountability for their behavior.

Nearly six decades since Merton's observations, medical school administrators continue to examine the learning environment to ensure we are providing an environment conducive for student's professional development. Here we seek to examine the ways in which medical school leadership and administrators are giving much more consideration to how we think about student professional identify development in the preclinical period, not just the clinical setting. This Emerging Solutions session will bring together perspectives of curriculum and assessment, student affairs from three schools with different models for delivering student testing and monitoring professionalism.

Panelist:
Meg G. Keeley, Assistant Dean for Student Affairs, Professor of Pediatrics, University of Virginia School of Medicine.
Reena Karani, Senior Associate Dean for Undergraduate Medical Education and Curricular Affairs, Icahn School of Medicine at Mount Sinai, Director, Institute for Medical Education, Icahn School of Medicine at Mount Sinai.
Rajesh S. Mangrulkar, Marguerite S. Roll Professor of Medical Education, Associate Dean for Medical Student Education, Associate Professor of Internal Medicine and Learning Health Sciences, University of Michigan Medical School.
Owen Thompson, Medical Student, University of Michigan Medical School.

Moderator:
Sally A. Santen, Assistant Dean of Evaluation and Assessment, Professor of Emergency Medicine, University of Michigan Medical School.
**Additional facilitators/ recorders for Table Groups:**
Tamara Gay, Assistant Dean for Student Services, Associate Professor of Psychiatry, University of Michigan Medical School
Michelle Daniel, Assistant Dean of Curriculum, Assistant Professor of Emergency Medicine, University of Michigan Medical School
Sara Weir, Curriculum and Compliance Director, University of Michigan Medical School
Owen Thompson, Medical Student, University of Michigan Medical School
Peter Gliatto, MD, Senior Associate Dean for UME and Student Affairs, Icahn School of Medicine at Mount Sinai.
Shashi Anand, Assistant Dean for Curricular and Student Affairs, Icahn School of Medicine at Mount Sinai.
Jillian Aristegui, Student Affairs Manager, Icahn School of Medicine at Mount Sinai.
Christine Petersen, MD, Assistant Dean for Student Affairs and Medical Education, University of Virginia School of Medicine.
Megan Bray, MD, Associate Dean for Curriculum, University of Virginia School of Medicine.

**Session Plan:**
Dr. Paula Ross will provide a brief overview of existing knowledge in student professional development sharing current literature on how student develop their professional identities and (10 minutes).

Panelists (Keeley, Karani, Mangrulkar) from three medical schools will describe and discuss their testing policies, attendance requirements at mandatory sessions, as well as their approach to developing and monitoring [or measuring] medical student professional behavior. The panel will also include a student member (Karra) to provide this unique perspective (15 minutes). The discussion will be followed by a question and answer period (15 minutes).

Workshop participants will be divided into small groups to participate in table work to discuss the following questions involving the tensions inherent in professionalism development: (30 minutes).

- How do we encourage professionalism development during the preclinical years?
- How do we expect students balance the professional expectation of attending mandatory sessions and wellness/burnout?
- How do encourage student centered learning (focusing on student needs) while mandating attendance at sessions that may not have value?
- Does flexible testing in completely unsupervised setting encourage professionalism or offer too much temptation for cheating?
- How students engage in school-life balance and juxtaposed with institutional expectations?

Each group will include a facilitator/recorder to document these discussions. The data from this session will serve as the foundation for future presentations and publication on these topics.

**Level of Audience:** Early-career

**Focus of Presentation:** UME

**References:**
5. Jarvis-Selinger S, Pratt, DD, & Regehr G. Competency is not enough: Competency is not enough: Integrating identity formation into the medical education discourse. Acad Med 2012;87, 9, 1185–1190.

**PRESENTER:** Sally Santen | Meg Keeley | Reena Karani | Rajesh Mangrulkar | Lakshmi Karra | Paula Ross

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