Title: Professional Identity Formation: Pedagogy, Practice, and Assessment

Workshop Topic and Rationale:
Since the 2010 publication of the Carnegie Foundation’s Educating Physicians: A Call for Reform of Medical School and Residency (Cooke, Irby, O’Brien), professional identity formation (PIF) has become the focus of increased attention in medical education. Posited as one of four goals for educating future physicians, professional identity formation has been defined as “the transformative journey through which one integrates the knowledge, skills, values, and behaviors of a competent, humanistic physician with one’s own unique identity and core values.” (Holden, et al, 2015). At the 2015 Medical Education Meeting in Baltimore, the Group on Educational Affairs’ (GEA’s) Professional Identity Formation Working Group led a workshop designed to explore specific strategies supporting the development of identity formation in educational activities across the continuum of medical training. The topic that generated the most interest at this session was what Cruess and colleagues call one of the “educational implications and future directions” of the reframing of medical education—to make identity formation explicit in medical training.

The Professional Identity Formation Working Group of the GEA (Pamela Schaff, Chair) facilitated a series of workshops which were presented at each of the 2015 Spring Regional meetings so that participants could learn from several regional institutions that have developed educational strategies to make students aware of the concept of professional identity—to “engage learners as active participants in the process of identity formation and encourage them to trace their own progress through the journey.”

Participants then worked together to design new educational interventions or adapt existing curricular offerings in order to help advance PIF as an explicit part of medical education and training at their own institutions.

At this session, the Working Group will report on the Spring Regional meeting outcomes, and will turn its attention to the challenging topic of assessment of professional identity formation.

Session Objectives:
1. Describe the outcomes of the Professional Identity Formation Workshops at the Spring Regional Meetings, highlighting new pedagogies that advance PIF as an explicit part of medical education and training
2. List three frameworks for professionalism, and their implications for assessment
3. Identify the strengths and weaknesses of various strategies for Professional Identity Formation assessment for new and existing pedagogies

Presenters:
Pamela Schaff, MD
Chair, PIF Working Group (GEA)
Director, Humanities, Ethics, Art and Law (HEAL) Program
Keck School Of Medicine Of USC

Lars Osterberg, MD
Associate Professor (Teaching) of Medicine
Stanford University School of Medicine

Sheryl Pfeil, MD
Medical Director, Clinical Skills Education and Assessment Center
Ohio State University College of Medicine
Methods/Session Plan:

1. 5 minutes: Introduction of panelists and session objectives
2. 10 minutes: Dr. Schaff will summarize the outcomes of the spring regional meetings, highlighting several promising pedagogies that advance PIF as an explicit part of medical education and training.
3. 15 minutes: Dr. Irby will situate the concept of PIF in a discussion of the different frameworks that are used to address professionalism, thereby providing a foundation for the small group work to follow on methods of assessment.
4. 15 minutes: Dr. Osterberg will introduce several assessment tools, and provide instructions for the small group work.
5. 20 minutes: Participants will work in small groups to consider the applicability of various assessment strategies for new and existing pedagogies that have been implemented at their own institutions. Participants will use a worksheet designed to focus attention on, and facilitate further investigation of, potential assessment strategies. A scribe at each table will capture key ideas.
6. 10 minutes: Report out from tables on key ideas and next steps; wrap up.

Intended Outcomes:
Participants will consider the applicability of several tools for the assessment of identity formation at their home institutions. Electronic proceedings will be made available to all participants.

Target Audience:
GEA members: faculty, student, resident, and staff attendees

References: