

Teaching the Hidden Curriculum of *Professionalism* to Student Clinicians

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LEARNER OUTCOMES

- Define and list the concepts of professionalism critical to teach student clinicians
- Identify the generational differences that impact judgments of professionalism when working with student clinicians
- Learn strategies to use when modeling professionalism for student clinicians
- Create goals for the student clinician to address the development of professionalism skills

PROFESSIONALISM, DEFINED

1. The conduct, aims, or qualities that characterize or mark a **profession** or a **professional** person.

2. The following of a **profession** (such as athletics) for gain or livelihood.

merriam-webster.com

1. The competence or skill expected of a **professional**.

2. The practising of an activity, especially a sport, by **professional** rather than amateur players.

en.oxforddictionaries.com

1. The combination of all the qualities that are connected with trained and skilled people.

Dictionary.Cambridge.org

WORKPLACE SUCCESS SKILLS - ASHA

- Planning and priority setting
- Organizing and time management
- Managing diversity *
- Team building *
- Interpersonal savvy and peer relationships *
- Organizational agility *
- Conflict management *
- Problem solving, perspective and creativity
- Dealing with paradox and learning on the fly *

COMPONENTS PROFESSIONALISM

Duties/Technical Skills *

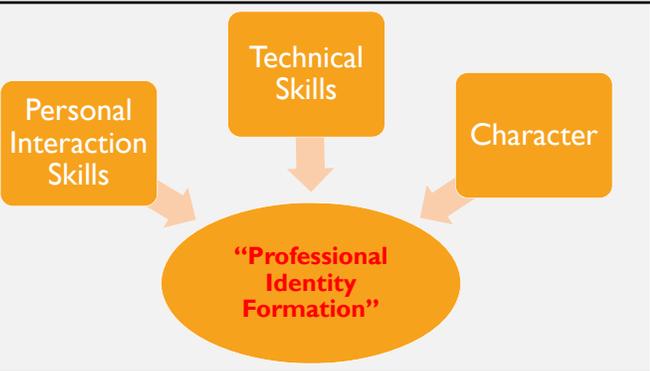
- Assessment
- Treatment

Interactions

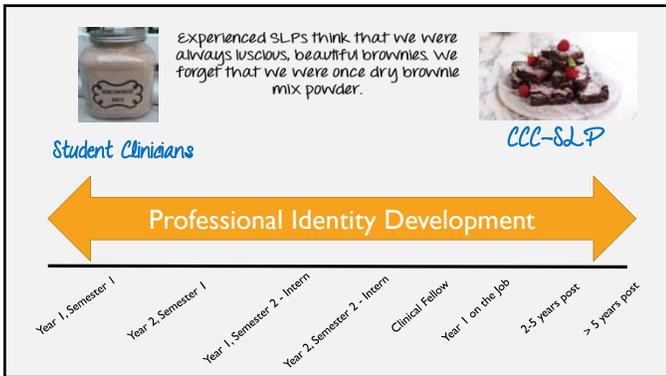
- Communications
- Confidentiality and HIPPA *
- ASHA Code of Ethics

Character

- Personal integrity
- Respect
- Responsibility
- Commitment









MD1

PROFESSIONALISM IN THE WORKPLACE

BY THE NUMBERS:

- 96% of respondents believe that professionalism matters to the public and the job site.
- 92% of HR executives/managers believe that colleges and universities should develop professionalism in students regardless of their field of study.
- 51% of respondents believe that the level of professionalism demonstrated in the workplace differs by generation.
- 96% of HR executives/managers believe that colleges and universities should develop professionalism in students regardless of their field of study.

2015
NATIONAL PROFESSIONALISM SURVEY
Recent College Graduates Report

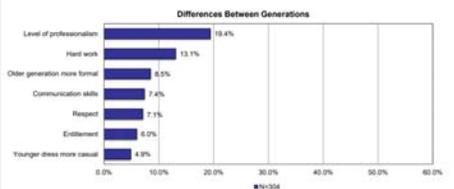


https://www.ycp.edu/media/york-website/cpe/2015-National-Professionalism-Survey-Recent-College-Graduates-Report.pdf

RECENT GRADUATES FINDINGS

- 10.8% felt they were lacking the necessary professional skills to succeed in the work force
 - 62.2% believed they had the skills needed
- Employees see themselves as being most responsible for developing professionalism
- 71.7% think generations differ in the level of professionalism demonstrated in the workplace

DIFFERENCES BETWEEN GENERATIONS



■ N=304

Have you observed that generations differ in the level of professionalism exhibited in your workplace?

What are the differences between generations' professionalism in the workplace?

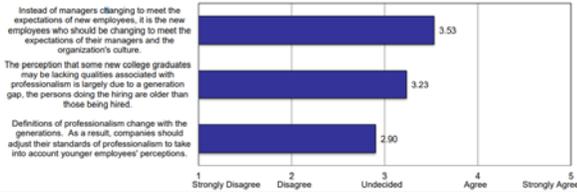
- A total of 71.7% believe generations differ in the professionalism exhibited in the workplace.

Polk-Lagason Research Group January 2015 York, Pennsylvania Page 20

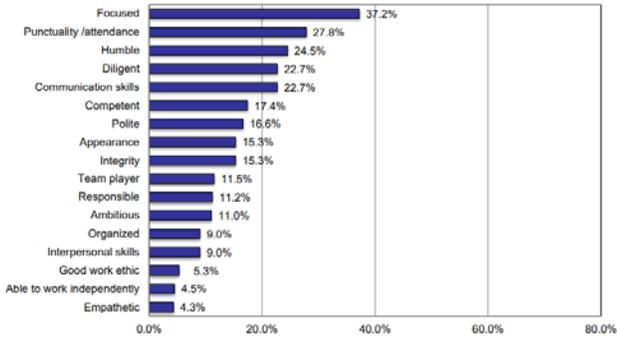
Definitions of Professionalism

To what extent do you agree or disagree with the following statements?

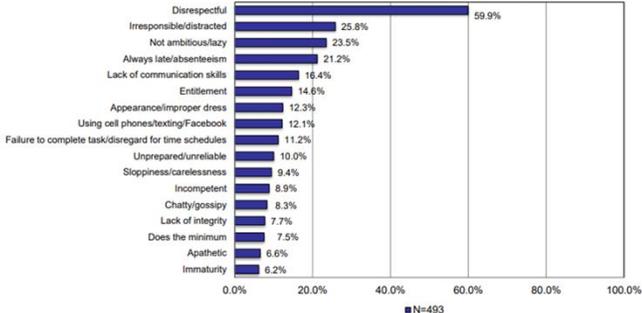
Changing Definitions of Professionalism



Qualities Describing Professionalism

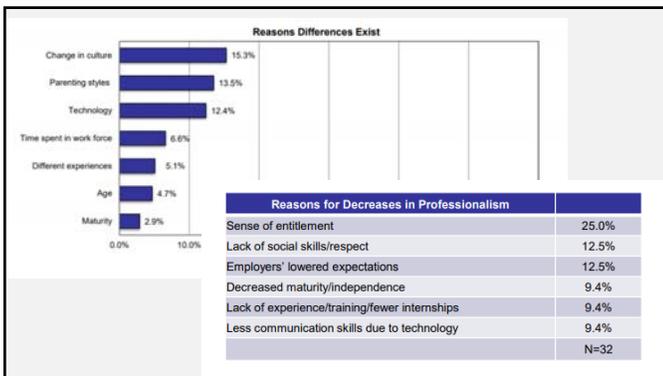


Qualities Describing Unprofessionalism



PROFESSIONALISM CHALLENGES PRESENTED

- Appearance and Presentation
 - Behaviors
- Attitudes towards work & job
 - Communication
 - IT & Emails



MILLENNIAL "LIKES"... BUT THEY LEARN LIKE ADULTS

KEY WORDS: Tech, Connected, Multitask, Balance
LinkedIn.com

Want to know WHY

Want to be shown

Want to be sure

Want visuals and multimedia

Want to work in teams

Want to be a partner with supervisor

A CASE IN POINT...



STRATEGIES

COMMON STUDENT MISTAKES

- Complaining
- Clarifying with supervisor
- Discussing with supervisor
- Initiative
 - Too little
 - Too much
- Increasing responsibility
- Punctuality and deadlines
- Saying you understand
- Copying information

Burrus & Haynes, 2009

- Contracting
- Implicit → Explicit
- Modeling professionalism

Larson's
Supervisory
Expectations Rating
Scale

Find out expectations



Write down and discuss expectations →

Making the Implicit → Explicit



Clinical Initiative and Developing Critical Thinking in Clinic:
BEFORE you ask a question...NAGPOT IT!

Notes... Consult your notes from classes (grad and undergrad), meetings, google doc files, etc.

ASHA... Go to the ASHA website: Check Out the Practice Portal and Information for SLPs sections

Google... Check out preliminary information from a Google search; follow it up with checking sources from textbooks and journal information (...library!)

Peers... Ask a peer; consult with a peer; pool your knowledge; learn and practice collaboration and oral summary skills

Observation... Look around – Integrate and assess the situation. Also, especially good for *where* questions!

Think about it... Take some time to search your acquired knowledge base



Use NAGPOT to construct questions that are probing, show analysis and are based on evidence and reason...this may even lead you to independently finding a conclusion or solution.
 This will forward your clinical growth in clinical problem solving!

DEVELOPING INITIATION AND INDEPENDENT PROBLEM-SOLVING

How to ASK QUESTIONS in Clinical Practicum
 * ...a primer in Taking Initiative in Problem Solving



- Check resources...before asking a supervisor:
- Peer clinicians
- Clinic / Site Manual(s)
- Reference books and materials
- SLPA Roles and Responsibilities



- Library Searches
- Websites...ASHA.org

Present a question showing what you know or what you have found out. Provide ideas about how you think the question might be answered.

GIVE THEM MORE

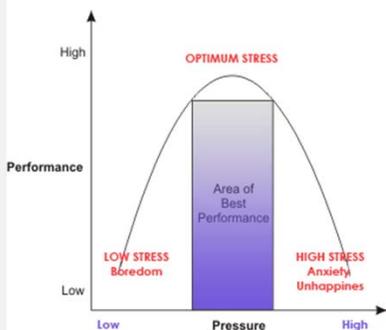
MODEL

OUT LOUD Thinking

REACT & REFLECT

EVALUATE & ANALYZE OUTCOME

INTERPROFESSIONAL EDUCATION (IPE) & INTRAPROFESSIONAL COMMUNICATION



A CASE IN POINT...

ASSESSING PROFESSIONALISM
&
GOALS

Feedback
The transmission of evaluative or corrective information about an action, event, or process to the original or controlling source.
Input → Output → Input → Output



Constructive Criticism
The process of offering valid and well-reasoned opinions about the work of others, usually involving both positive and negative comments, in a friendly manner rather than an oppositional one. (a)



Criticism
The act of expressing disapproval and of noting the problems or faults of a person or thing. (a)



a) Merriam-Webster; b) dictionary.net

A CASE IN POINT...

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