

How might we remediate problems with student professionalism? Progressing from the MDANZ ‘Professionalism and professional identity of our future doctors’ report

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A recent report on the professionalism and professional identity of our future doctors represents a collaboration across Australian and New Zealand Medical Schools to develop practical and relevant guidance for defining, teaching and assessing professionalism and effectively remediating unprofessional behaviours.

Recommendations from the report regarding remediation included: a clear description of the desired outcome from remediation; ensuring student perspectives are captured and inform remediation approaches; clearly communicating processes for remediating lapses in professional behaviour to all parties involved; using documentation and handover to improve ongoing support for learners who experience lapses in professional behaviour; and ensuring all staff and students are aware of channels of reporting and notification of concerns.

Remediation was identified as an area in need of further development in many medical schools, and was the focus of several proposed next steps for research, including multi-centre collaboration and the facilitation of networks across each school to share experiences and examples of good practice in the remediation of professional behaviour.

As a first step to informing future research and practice change, this PeArLS seeks to initiate networking across schools and professions and draw upon the experiences and ideas of those involved with remediation of professionalism lapses in a range of contexts.

We will briefly introduce the findings and recommendations from the report and seek participants’ responses to the following:

- What experiences do you have in managing staff and/or student lapses in professionalism (process focus)? What works?
- How do you measure the short- and long-term success of remediation approaches and synthesise information about repeated lapses in professional behaviour?
- How can students and supervisors in clinical learning environments be empowered to identify and report professionalism lapses?
- How can the student perspective be captured in processes for managing professionalism?