

FAQ

FREQUENTLY ASKED QUESTIONS

How can I assess how professionalism in my registrar?

Just like clinical competence and communication skills, there are multiple tools you can use to assess your registrar's level of professionalism. You should use the multiple tools for a comprehensive assessment. For example, your registrar may be highly professional in most areas, but perhaps only one area, such as dress-code, is letting them down. Tools for assessment of professionalism include:

- Self-appraisal
- Multi-source feedback
- Direct observation
- Patient opinions
- Case discussion
- Random case analysis
- Scenario-based teaching

How can I teach professional and ethical practice to my registrar?

You can use specific teaching and learning strategies to foster professional and ethical practice in their registrars. These include:

GENERAL STRATEGIES

Role-modelling – for example, punctuality and dress, billing practice, reflective practice, lifelong learning, self-care.

- **Self-awareness and self-reflection** – facilitate and encourage this “stop and think” practice so your registrar learns to use it as a career-long skill. Further, skill your registrar to articulate their clinical reasoning as a professional practice that enhances good patient-centred care.
- **Informal teaching** – during orientation, encourage your registrar to seek help when needed, and remain accessible or “corridor” or “on-the-run” teaching throughout their term. They need to know you have an open-door policy for learning.
- **Feedback** – constructive, honest and timely feedback will help your registrar develop professionally, clinically and personally.

SPECIFIC STRATEGIES

- **Set expectations**
 - Discuss previous understanding and experience
 - Discuss practice code of conduct
- **Perform assessments**
 - Self-appraisal
 - Multi-source feedback
 - Direct observation
 - Patient opinions
 - Case discussion
 - Random case analysis
 - Scenario-based teaching
- **Support and teach professional and ethical behaviour**
 - Facilitate teaching role
 - Role-play professional and ethical scenarios
 - Write-up and present a professionalism case
 - Analyse and present a critical incident
 - Discuss key content areas
- **Remediate unprofessional behaviour**
- **Foster a supportive practice culture**

Why should I discuss professionalism with my registrar during their orientation?

By discussing professionalism, you set expectations: you are giving the message, “This is a professional practice and these are the guidelines we adhere to.”

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How can I embed professionalism into my registrar's orientation, along with the clinical and work processes I need to introduce them to?

In addition to explaining work processes and where to find, or how to use equipment, you should embed professionalism into your registrar's orientation. You can do this by spending time getting to know your registrar. That is, "Where are you from?" and "Tell me a bit about your family?" etc.

Then probe about their knowledge and experience of professionalism. For example:

- "Tell me about your past experience in medicine?" Have you had good role models?"
- "Have you had any difficult experiences working under someone?"
- "Have you seen unprofessional behaviour? What was it?"
- "Have you had any issues around things like boundaries and conflicts of interest?"

Then set expectations: discuss your practice's code of conduct; encourage your registrar to read the Medical Board of Australia *Good Medical Practice: A code of conduct for doctors in Australia*.

My registrar is reluctant to role-play medical scenarios? Therefore, how can I use this as a tool to teach professionalism?

If your registrar finds role-playing stressful or difficult, you can 're-package' the concept, and keep the activity as short as possible. Instead of the word 'role-play', you could say "Let's practise", or "Let's rehearse this scenario," or "In 90 seconds, just explain to me what carpal tunnel is, as if I am the patient."

What are some examples of scenario-based teaching which I could discuss with my registrar?

It is worth discussing with your registrar that depending on location, demographics and culture of your patients, there may not always be a clear-cut answer to every professional scenario. Alternatively, other scenarios may have a single, clear answer that may not be apparent to the registrar.

So, it is valuable to have lots of discussions about scenarios to teach your registrar to discuss and reflect on what is/ is not professional in their/your/clinic's view. Here are some examples for discussion:

- If a patient requests continuation of a medication, but doesn't satisfy the PBS Authority criteria. Are you more likely to:
 - Prescribe as an Authority
 - Refuse to prescribe as an Authority
- Would you accept gifts from a patient?
 - Never
 - \$1-\$20
 - \$20-\$100
 - Over \$100
 - Home-made only
- Would you post information about a patient on social media?
 - Never
 - Once or twice
 - Regularly

For social media/online teaching tips, read:

- Medical Board of Australia Social Media Policy: <http://www.medicalboard.gov.au/CodesGuidelines-Policies/Social-media-policy.aspx>
- AVANT resource on social media: www.avant.org.au/Resources
- MDA resource on online professionalism: <https://defenceupdate.mdanational.com.au/Articles/online-professionalism>
- Are you comfortable seeing a close family member, friend or practice staff member as a patient?
 - Never
 - Only in emergencies
 - For ad hoc minor medical problems
 - As their regular treating doctor
- Would you allow a patient to hug you, or vice-versa?
 - Never
 - Sometimes

GPSA Shades of Grey – Ethical Dilemma flash cards provide many examples for scenario-based teaching to help build your registrar's professional knowledge and skills. The flash cards are available to download or purchase as a packaged set at <http://gpsupervisorsaustralia.org.au/flash-cards/>

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Resources

- GPSA guide Teaching Professionalism
<http://gpsupervisorsaustralia.org.au/guides/>
- GPSA webinar Teaching Professional and Ethical Practice
<http://gpsupervisorsaustralia.org.au/educational-resources/webinar-recordings/>
- Medical Board of Australia Good Medical Practice – A Code of Conduct for Doctors in Australia
<http://www.medicalboard.gov.au/Codes-Guidelines-Policies/Code-of-conduct.aspx>
- AMA Code of Ethics
<https://ama.com.au/position-statement/code-ethics-2004-editorially-revised-2006-revised-2016>
- Medicines Australia Code of Conduct
<https://medicinesaustralia.com.au/code-of-conduct/code-of-conduct-current-edition/>
- RACGP Standards:
[https://www.racgp.org.au/your-practice/standards/standards-for-general-practices-\(5th-edition\)/](https://www.racgp.org.au/your-practice/standards/standards-for-general-practices-(5th-edition)/)
- ACRRM Standards:
<http://www.acrrm.org.au/about-the-college/college-standards-for-professional-conduct>
- MDA articles
<https://www.mdanational.com.au/Resources?c=articles--case-studies&sc1=clinical-issues>
- AVANT articles
<https://www.avant.org.au/Resources/>
- Medical Board of Australia Social Media Policy
<http://www.medicalboard.gov.au/CodesGuidelines-Policies/Social-media-policy.aspx>
- AVANT resource on social media
www.avant.org.au/Resources
- MDA resource on online professionalism
<https://defenceupdate.mdanational.com.au/Articles/online-professionalism>