

33 references to support professional identity formation in undergraduate and postgraduate education in general practice

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ABSTRACT

Background

The concept of professional identity formation (PIF) is of central importance in medical school and in postgraduate training. In medical and physician training and continuing education, the focus is mostly on teaching medical knowledge and skills. It turns out that physicians also need to develop their own professional identity in order to promote their own medical socialization process. Good university hospitals and academic teaching hospitals offer physicians in training a structured curriculum that teaches clearly defined training content in the allotted time. During the first days of residency after the state examination in medicine, it quickly becomes apparent to the ward service that knowledge of some essential skills and basic competencies is not always available during the course of study, but that these may be required for communication with patients, senior physicians, nursing staff, or even colleagues or other employees at the workplace. Education means knowing certain facts from history and having at least seen the most important literature in terms of names and content in order to understand the culturally sensitive approach to patients.

Objective/question

In order to avoid the same beginner's mistakes over and over again, the most important details for working together in a clinical setting were summarized in 33 tips. Since culturally sensitive interaction with patients is also increasingly required, particular emphasis was placed on this as well. Based on Schwanitz's definition of education, tips were given on acquiring knowledge and skills in dealing with colleagues in a team, which are also understood as a basis in crew resource management in medicine.

Material and Methods

The evaluation of the 33 tips was carried out with medical students in their 5th-7th clinical semester who had already completed clinical traineeships and block placements and had contact with inpatient and outpatient care. The evaluation was carried out using a questionnaire

that included questions on acceptance, teaching quality and intrinsic and extrinsic motivation.

Results

The process evaluation shows broad acceptance and a measurable effect on extrinsic and intrinsic motivation for the tips. In the open-ended questions of the evaluation, the subjects pointed out that the tips on other cultures should be made even more detailed. Tips for self-reflection and interaction with other colleagues were rated positively.

Take-home message for practice

The 33 tips provide support in the daily work of training and continuing education in general practice."

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