A Practical Approach to Developing a Professionalism Curriculum
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Bibliography
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This article outlines the fundamental principles of professionalism and ten professional responsibilities for physicians. The Charter has been adopted by all of the ABMS Boards, including the American Board of Pediatrics.


This is an educational resource developed by the ACGME to help program directors teach and assess professional behavior. Some sample evaluation instruments are reviewed.


This article describes a method for enhancing the use of reflection in medical education. While the study was done with students, the concepts could be applied to residents.


This is the original article describing the use of the professionalism mini-evaluation exercise (PMEX). Initially tested in medical students, it appears to have very good psychometrics. It would be relatively easy to incorporate this instrument into a residency/fellowship program.


This document, developed jointly by the Association of Pediatric Program Directors and the American Board of Pediatrics Program Directors Committee has many useful vignettes and cases for teaching professionalism. It also has one chapter on evaluation strategies and a more thorough annotated bibliography. It is available at https://www.abp.org/abpwebsite/publicat/professionalism.pdf


This article outlines a very useful framework for thinking about professionalism lapses. It has served as the foundation for much of the subsequent work in this area.

This monograph, published by the AAMC, reviews medical professionalism and how it ought to be incorporated into medical education at all levels.


This is a very nice article that walks the reader through the process of developing and implementing a professionalism curriculum.


This paper expands on prior work in this area and extends the analysis to three medical schools. The strongest association between unprofessional behavior and subsequent disciplinary action by the medical boards was seen for those students who were described as irresponsible or as having a decreased ability to improve their behavior.


This brief commentary highlights many of the key issues in this emerging area of electronic professionalism.


The authors describe a thoughtful approach to teaching and assessing professionalism. This is worthwhile reading for all program directors.


An interesting and well-written book, this multi-authored text is a key resource for those interested in the academic approach to the teaching and assessing of professionalism.