

Platform Presentations

9:45-10:15 a.m. Terry Auditorium

**SOLVE THE DILEMMA OF TEACHING ETHICS USING TECHNOLOGY:
CLASSROOM AUDIENCE RESPONSE SYSTEMS, SURVEYS, AND ONLINE
DISCUSSIONS**

Janet L. Leasher, O.D.

Nova Southeastern University College of Optometry

INTRODUCTION: Mastering clinical ethics involves open discussion of ethical dilemmas encountered in practice; however, not all students feel comfortable contributing verbally to a live discussion in the large classroom, especially if the topic might be controversial or they are afraid their answer might be wrong. Their savvy electronic communication skills can be capitalized upon and educational technologies can be utilized that encourage students to challenge their own experience, use new knowledge, reflect upon it, and change their perspective within their expanding professional role.

PURPOSE: This constructivism approach to learning ethics requires stimulating the moral imagination, recognizing ethical issues, developing analytical skills, coping with ambiguity, and emerging with a sense of professional obligation and responsibility.

METHODOLOGY: This presentation describes a course module that uses pre-lecture online surveys, in-class audience response systems, and online discussion blogs to elicit and empower students to interact and engage while applying ethical principles and approaches to address clinical ethical dilemmas. These technologies outweigh traditional methods utilized to assess student knowledge because they challenge peer feedback, foster discussion and poll opinions, and gain peer consensus in establishing the significance of professionalism.

RESULTS: The incorporation of multiple technologies stimulates students by applying interactive critical thinking in concrete knowledge acquisition, case-based decision-making, team-based learning, and formative assessment resulting in competency to solve ethical dilemmas.

CONCLUSIONS: The electronic pedagogies of the 21st century such as utilizing student response systems, surveys, and online discussions allow the health professions educator to create active learning environments for engaging students in their own application of ethics.

9:45-10:15 a.m. Melnick Auditorium

FOUNDATIONS OF PROFESSIONALISM AND IMPACT ON STUDENT LEARNING

Shilpa J. Register, O.D.

The Ohio State University, College of Optometry

INTRODUCTION: Professionalism has been defined in many ways across disciplines. Professionalism, both demonstrated by faculty and students, needs to be taught and assessed in academic institutions.

PURPOSE: The purpose of this poster is to inform faculty of the importance of professionalism by presenting its foundations, ways of teaching, and impact on student learning.

METHODOLOGY: A comprehensive literature review was performed.

RESULTS: Professionalism definitions vary between professions. Professionalism is not adequately taught to students, partly because faculty members are unaware of its importance.

CONCLUSIONS: Professionalism is closely linked to malpractice and can have both a positive and negative impact on a profession depending on how it is taught and perceived by the learner.

9:45-10:15 a.m. Resnick Auditorium

USING KRATHWOHL'S TAXONOMY TO FOSTER AFFECTIVE LEARNING IN THE ONLINE ENVIRONMENT

Peter G. Holub, D.P.M.

Nova Southeastern University College of Allied Health and Nursing

INTRODUCTION: Schools across the United States have begun to revolutionize curricula to emphasize empathic pedagogy in academic and vocational programs, and current research is beginning to suggest educational innovations that can foster affective learning and help students be more introspective and emotionally attuned at responding intelligently and compassionately to others. So why hasn't distance education incorporated these same strategies for fostering affective development?

PURPOSE: Although multimedia narrative has been used to foster affective learning in the traditional classroom, little guidance is provided on the use of narrative to foster affective learning in the online class. Perhaps this is because many educators feel that the online learning environment is inadequate for promoting and assessing affective development. The purpose of this presentation is to: 1. Define the role of narrative in affective learning; 2. Understand how affective development is described by Krathwohl's taxonomy; 3. Examine Krathwohl's taxonomy as a method for selecting narrative; 4. Appraise the application of Krathwohl's taxonomy to the Online Learning Environment.

METHODOLOGY: Krathwohl's taxonomy can be used as a scaffold for selecting/organizing multimedia narratives to arouse emotion and foster affective development in the OLE.

RESULTS: The use of Krathwohl's taxonomy to organize patient narratives in an online doctoral level course on medical ethics and professionalism at Nova Southeastern University will be discussed.

CONCLUSIONS: Recommendations are made for future research on organizing the sequence of learning resources to match the student's affective learning trajectory.

9:45-10:15 a.m. Auditorium B

**CAN WE MOVE BEYOND TERMINOLOGY? PROFESSIONALISM FROM
OCCUPATION TO PROFESSION: A CASE STUDY**

Nathalie Garbani, M.S.

Nova Southeastern University College of Allied Health and Nursing

INTRODUCTION: Words evolve and their meanings or usage change. In addition, roles and positions of employees in the health care system hierarchy also evolve. These practical changes may not always be reflected in perception or attitude within and/or between hierarchical strata. A dissertation research, exploring the needs of role change in the field of diagnostic vascular sonography, yielded results worthy of exploration.

PURPOSE: The goal of this presentation was to present how occupational or professional roles can unconsciously or unintentionally influence perception or attitude toward professionalism or professionalization.

METHODOLOGY: Literature search on the etymology and usage of the words profession, professionalism, and professionalization was performed to gain understanding of perception of their meanings in regard to the people working within the health care system. The publications retrieved then served as a base of reflection against the results of a needs assessment study done to explore the feasibility of a role change in one of the fields of diagnostic imaging, known as vascular sonography.

RESULTS: Ascension of some technologists in diagnostic medical sonography to a more independent role has been a successful model in the United Kingdom and Australia. The application of this model in the United States is facing reticence and concerns. Among probably many other roadblocks, attitude and perception of the role as an occupation or a profession seem to be an impediment to the process.

CONCLUSIONS: Is professionalism a matter of perception and attitude of role in the workforce? Can we model or teach professionalism in that context?

10:20-10:50 a.m. Terry Auditorium

MEASURING PROFESSIONALISM IN PHYSICAL THERAPY

Diana G. Venskus, Ph.D., Bennett J, Childs-Kober K, Mirshahi R, Mam A, Renner K, Takeuchi-Wanlass I

Marymount University

INTRODUCTION: Professionalism has no clear definition and remains ambiguous throughout all health care disciplines. The American Physical Therapy Association (APTA) included professionalism in Vision 2020 as an important construct to advance the development of the profession. In 2002, the APTA identified seven Core Values of Professionalism that serve as a definition for practice. Presently, there is no valid instrument available for measuring professionalism behaviors of the individual physical therapist.

PURPOSE: The purpose of this research was to develop and validate a survey for measuring professionalism behaviors among practicing physical therapists.

METHODOLOGY: Grounded theory techniques guided development of a common set of

indicators in initial survey development. A systematic review of cross-sectional research literature examining general measures of professionalism in physical therapy, medicine, and pharmacy was conducted. Face validation was obtained via a convenience sample of 10 practicing physical therapists representing multiple practice sites. An expert panel of four physical therapist professionalism content experts and one survey design expert participated in initial survey content validation. A sample of 161 licensed physical therapists from the Commonwealth of Virginia participated in the construct validation for the newly developed survey instrument. Exploratory factor analyses in the form of principal component analysis were used in construct validation.

RESULTS: Face validation and four rounds of content validation resulted in a 39-item survey designed as a self-assessment for measuring professionalism in physical therapy. Exploratory factor analysis resulted in the development of a five-factor solution, which accounted for 51.4 percent of the unique variance in the data. The five factors are named: Accountability, Patient-Centered Care, Advancement, Participation, and Values. Accordingly, individual professionalism represents behaviors that progress in development across individual, patient/client, institutional, and societal levels. All seven Core Values of Professionalism are represented in the survey.

CONCLUSIONS: The new survey, Professionalism in Physical Therapy, is unique in the physical therapy literature. The survey is of reasonable length and is designed for easy data collection. The instrument demonstrates content and initial construct validity and thus may be used to measure individual practitioner professionalism in physical therapy practice. As physical therapy approaches Vision 2020, physical therapist practitioners are expected to demonstrate more advanced professional behaviors in patient/client interactions, among practitioners within and among practices and representing the needs of the community and the profession at the societal level. These results contribute to the growing body of literature defining and measuring professional behaviors in health care and may be used to direct academic and professional development programming and substantiate professionalization of physical therapy.

10:20-10:50 a.m. Resnick Auditorium

DEVELOPMENT AND IMPLEMENTATION OF A CORE VALUES PORTFOLIO TO ASSESS STUDENT LEARNING OUTCOMES

Mary Tischio Blackinton, Ed.D.

Nova Southeastern University College of Allied Health and Nursing

INTRODUCTION: The American Physical Therapy Association (APTA) identifies seven core values important to the profession of physical therapy: Accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility. One of the student learning outcomes of our entry level Doctor of Physical Therapy (D.P.T.) program was that students would demonstrate self reflection and growth in these seven areas. Although the APTA developed a self-assessment instrument to self assess skills in the seven areas, this tool asks individuals to rate how often they engage in specific behaviors. The problem underlying this project was that the Outcomes Committee wanted to investigate how students changed in these seven core values over time during the three-year D.P.T. curriculum. In addition, we were interested in learning what type of educational experiences influenced value development.

PURPOSE: To develop an authentic assessment process related to the seven core values described by the APTA.

METHODOLOGY: The Outcomes Committee chair, in conjunction with the faculty and program director, developed a Values and Documentation Portfolio requirement in 2009. The

following decisions were made: “The portfolio would be required for graduation but would not be graded. The portfolio would be submitted in the summer of year three, immediately preceding nine months of clinical rotations. The values section of the portfolio would require students to self-assess in each of the seven core value areas. Students would include both self reflection and artifacts (evidence) to support each value category, emphasizing change over time and personal growth.” Faculty would review the portfolios in order to assess whether the outcomes were being met and also to determine what experiences facilitated growth and change in these areas. The first class to complete the portfolio was the 2010 graduating cohort.

RESULTS: Based on the assessment of a sample of Values portfolios, NSU students demonstrate growth in all of the seven areas over the course of the three-year curriculum. The areas with the most growth included accountability, altruism, caring/compassion, and social responsibility. Students had more difficulty showing evidence in the areas of excellence, integrity, and professional duty. Activities identified by the students as enhancing these values included: a) service learning experiences; b) clinical education experiences; c) the program requirement to attend local and national APTA functions; and d) opportunities to teach other students. Excerpts of student submissions will be provided in the presentation.

CONCLUSIONS: The American Association of Higher Education advocated that one of the 9 principles of good practice in assessing student learning is to pay attention to not only student outcomes but also the experiences that lead to those outcomes. The analysis of the Value Portfolios in the entry level DPT Program demonstrated that experiences OUTSIDE the classroom such as service learning activities and attendance to APTA meetings were those that enhanced the development of values across the curriculum. Furthermore, the portfolio itself appeared to enhance reflective skills of the entry level students. In the future, the DPT Program will analyze how core values change between the first and third years of the program. The area of values development in entry level professional education needs additional attention and research, including: a) whether feedback on the values portfolio would enhance value development; b) if discussion with faculty prior to submission can enhance value development.

10:20-10:50 a.m. Auditorium B

LEADERSHIP AND PROFESSIONALISM: A UNIQUE COURSE DESIGN IN THE OCCUPATIONAL THERAPY PROGRAM AT NOVA SOUTHEASTERN UNIVERSITY

Thomas Laster

Nova Southeastern University College of Allied Health and Nursing

INTRODUCTION: The Occupational Therapy Program voted to create a new course focusing on professionalism and leadership in response to new accreditation standards and a new professional centennial vision that included an emphasis in leadership.

PURPOSE: The course was designed to provide didactic experience as well as hands-on in the field experience for the occupational therapy students as their last course in the on-campus portion of their curriculum.

METHODOLOGY: The course was comprised of a one-week didactic portion and two weeks of in-the-field portion focusing on all aspects of professionalism and leadership. Students were exposed to leaders in the field both in class and onsite focusing on leadership styles, advocacy, consultancy, characteristics, and composition.

RESULTS: Students and onsite leaders were positive when evaluating the course. Students stated they felt more prepared to be leaders in their area of practice and the site leaders welcomed the unique opportunity to provide opportunities for leadership activities.

CONCLUSIONS: This is the only course that combines didactic and fieldwork devoted solely to professionalism and leadership in any occupational therapy program in the United States. It was noted by the accreditation team in July 2010 as being unique and exemplary in meeting the profession's centennial vision. We will continue to evaluate the course for effectiveness.

2:40-3:10 p.m. Terry Auditorium

**THE ETHICAL ISSUES INVOLVED IN TEACHING MEDICAL SCIENCES IN THE
MEDICAL SCHOOL**

Almos Bela Trif, M.D., Ph.D., J.D.

Nova Southeastern University College of Medical Sciences

INTRODUCTION: Dr. Trif, who has a master's degree in medical ethics, teaches pathology and pathophysiology for five colleges in the Health Professions Division. His primary research focus is in the areas of doctor-patient relationship and burnout syndrome.

PURPOSE: This workshop will explore some less obvious ethical issues, along with the greatest principles of academic teaching.

METHODOLOGY: The session will include a PowerPoint presentation, after which discussions on the topics presented will ensue.

RESULTS: A number of important topics will be presented. These include: main activities in a teaching university; the difference between information and knowledge; how learning is meant to bring useful knowledge; practical and theoretical issues deriving from academic activities and their ethical implications; needs of a teaching university; competent faculty; student recruitment; academic freedom; political correctness; keeping up a good standard for evaluation and accreditation process; the contemporary culture of the students trumps the traditional teaching and learning system; preparation for assessment; main categories of students; diligence and personal motivation; more diligence; and QEP in the learning process.

CONCLUSIONS: It is anticipated that the participants will discover the multifaceted ethical aspects of some daily teaching activities.

2:40-3:10 p.m. Melnick Auditorium

**USING FILM IN TEACHING PROFESSIONALISM TO PHYSICIAN ASSISTANT
STUDENTS**

Frederick Paola, M.D., J.D., Albert Coombs, M.A., Lois Nixon

Nova Southeastern University College of Allied Health and Nursing

INTRODUCTION: Professionalism is a core competence of physician assistant students and practitioners.

PURPOSE: To study the effectiveness of film in teaching professionalism to physician assistant (PA) students during the clinical year of PA education.

METHODOLOGY: Based in part on the recommendations of experts in medical ethics and the humanities, we will select a series of nine films that impart lessons regarding the tenets of professionalism. The films will be shown to a cohort of PA students over a 13-month period as part of their end-of-rotation (EOR) curriculum.

RESULTS: A number of instruments culled from the medical literature will be used to assess the effect of the film series on trainee professionalism. The professionalism of the film study group will be compared with that of a control group, whose clinical year experience will differ only in the absence of the film series.

CONCLUSIONS: We hope to prove the effectiveness of film in teaching professionalism to physician assistant (PA) students.

2:40-3:10 p.m. Auditorium B

INTERDISCIPLINARY FACULTY: DEMYSTIFY THE INTERDISCIPLINARY GRADUATE SILOS

Patricia Dittman, Ph.D., Josephine Shallo-Hoffmann, Ph.D.

Nova Southeastern University College of Allied Health and Nursing, College of Optometry

INTRODUCTION: Propose a successful, novel program with interdisciplinary faculty members, administrators, and students with collaboration that leads to best practices in graduate education.

PURPOSE: To analyze a successful interdisciplinary program; faculty and administrative collaboration leading to best practices in academic education.

METHODOLOGY: An interdisciplinary team of administrators and faculty developed an educational model to serve Ph.D. students with an enriched curriculum that focuses on the strengths and highlights four health care professions: nursing, occupational therapy, physical therapy, and health science. Members meet to determine common academic courses set within the NSU College of Allied Health and Nursing and developed a curriculum that is taught in an interdisciplinary format. Online and hybrid courses are offered in a lock-step or unlocked format depending on the needs of the programs.

RESULTS: This symbiotic curriculum enhances the sharing of research, courses, and literature across disciplines, assists in establishing research partnerships to meet the future needs of health care, and supports fiscal responsibility. Multidisciplinary curriculum reviews occur each term that focus on current trends and specific needs of each discipline. The HPD courses provide students and faculty members open dialogue that values contributions from each discipline.

CONCLUSIONS: This model meets the academic rigor of university accrediting bodies while providing effective financial stewardship.

Workshops

1:00-2:30 p.m. Terry Auditorium

DEFINING PROFESSIONALISM THROUGH ASSESSMENT: RUBRIC DEVELOPMENT AND USE

Suzanne Robben Brown, Ph.D. (c)

Touro University Nevada University of New England

INTRODUCTION: Dr. Brown earned her B.S. degree in physical therapy from the University of Oklahoma, an M.P.H. degree in health administration from the University of Oklahoma, and is a Ph.D. (candidate) at TUI University.

PURPOSE: To identify professionalism criteria and components of each to allow accurate and fair assessment and be able to construct user-friendly rubrics that allow faculty members and students to differentiate performance in professional behaviors.

METHODOLOGY: Lecture, group discussion, group project, individual product.

RESULTS: Assessing student performance in a fair and consistent manner is a challenge for any faculty member; however, professionalism and behavior present unique challenges of generational beliefs and subjectivity. Rubric assessment provides descriptive levels of performance and a scoring tool linked to expected outcomes. Developing rubrics can be overwhelming for the novice user; however, through understanding of the process and scoring methods, a pattern emerges for conquering the details of development. Students and faculty members using rubrics during assessments with professionalism components are provided uniform expectations and explanations of behaviors. Transparency in grading is achieved in what is often considered a subjective grading area.

CONCLUSIONS: Widespread use of rubrics to assess professionalism throughout a professional curriculum can provide students and faculty a consistent mechanism to model professionalism.

1:00-2:30 p.m. Melnick Auditorium

TAKING BACK THE CLASSROOM: MONITORING PROFESSIONALISM IN STUDENTS

Melissa Coffman, M.P.A., Robin Schugar, M.S.P.A.S., John W. Rafalko, Ed.D.

Nova Southeastern University College of Allied Health and Nursing

INTRODUCTION: Professor Coffman is the chair, program director, and administrator and leader dealing with student professionalism while presenting at various national conferences on professionalism. Professor Schugar is course director for Introduction to the PA Profession and a leader in student activities and has presented on professionalism at national conferences. Dr. Rafalko is the director of clinical medicine and surgery and has presented on various educational topics at HPERS since 2007.

PURPOSE: To identify characteristics of professionalism; list common issues related to

nonprofessional behavior encountered with students; discuss various methods of evaluating professional behavior among students; discuss various methods of monitoring and correcting nonprofessional behavior; compose a plan to evaluate and hold students accountable for their professionalism.

METHODOLOGY: This workshop, through interactive case scenarios, questions and answers, discussion, and brainstorming, will result in and provide suggestions for solutions to problems on student professionalism.

RESULTS: As medical educators, our role must be to facilitate the acquisitions of professionalism, in addition to learning clinical medicine. This includes education on ethics, respect of patients, responsibility and commitment to the profession, reflection, and self-awareness. The manners in which these are implemented vary among programs, each struggling to define and measure this quality. This presentation will serve to evaluate various methods of assessing and evaluating professionalism in students with the anticipation of finding the concepts necessary to foster the development of professional behaviors. The 15-minute introduction will provide a short background on recent literature related to professionalism amongst health care students. In addition, a general list of characteristics of professionalism that are expected and the common issues related to nonprofessional behavior will be presented. The 60-minute discussion period will be composed of eliciting information from the audience related to various methods of evaluating and monitoring professionalism. In addition, the facilitators will distribute samples of various tools that are being utilized in physician assistant and medical school programs. These assessments will be compared and contrasted. In addition, the audience will also be asked to discuss how nonprofessional behavior is addressed in their programs. Throughout the discussion, the facilitators will be recording key points. The facilitators will then spend 15 minutes summarizing the discussions, highlighting the key points of discussion. These key points will be brought together to construct a plan to evaluate and monitor professionalism in students.

CONCLUSIONS: With the changing trend in student demographics, many health care educators struggle to monitor and enforce professional behavior in students. We will discuss common issues related to professionalism in regard to student behaviors. The audience will participate by sharing their ideas, situations, and policies while composing a plan to evaluate and hold students accountable for their professionalism.

1:00-2:30 p.m. Resnick Auditorium

**SURVIVAL SKILLS FOR AFFECTIVE EDUCATION—INTEGRATING
PROFESSIONAL BEHAVIORS IN A HEALTH PROFESSIONAL'S CURRICULUM**

Helen L. Masin, Ph.D., Lori Nolan Gusman, M.S., Elsa Drevyn, D.P.T.

University of Miami

INTRODUCTION: Helen L. Masin, Ph.D., Lori Gusman, M.S., and Elsa Drevyn, D.P.T. The presenters are the clinical education team for the D.P.T. program at the University of Miami and have extensive experience in this arena.

PURPOSE: Participants will recognize essential professional behaviors and learn practical skills for implementing those behaviors in the classroom and the clinic. Participants will receive guidance in writing professional behavioral objectives at the beginning, intermediate, entry level, and post-entry levels for their profession utilizing the original research by May et al.

METHODOLOGY: Lecture, demonstration, and case studies in small groups using the assessment tool provided.

RESULTS: Writing concrete objectives for professional behaviors can be challenging for faculty

members and students. This workshop will demonstrate how professional behaviors can be integrated and assessed throughout a professional curriculum. Participants will have an opportunity to practice writing affective behavioral objectives and will receive feedback on these objectives during the workshop.

CONCLUSIONS: Learning these skills will assist academic and clinical faculty in identifying and remediating problematic affective behaviors in the classroom and/or the clinic. Participants will learn how to utilize an objective format for assessment and remediation following this workshop.

1:00-2:30 p.m. Auditorium B

REMAINING PROFESSIONAL IN AN UNPROFESSIONAL WORLD

Cheryl C. Purvis, Ph.D.

Nova Southeastern University College of Medical Sciences

INTRODUCTION: Dr. Purvis is an associate professor who has taught anatomy for over 12 years. Her sincere personality and commitment to educating future health care professionals has been recognized by her optometry students with the Teacher of the Year Award.

PURPOSE: The foundation of professionalism is an underlying commitment to ethical behavior. Interpersonal interactions govern our daily lives as health professions educators. Student-faculty and faculty-faculty relationships will be explored. Modeling professionalism will be discussed. The primary objective is to facilitate dialog among participants regarding unprofessional behaviors that inhibit a productive academic atmosphere.

METHODOLOGY: A variety of scenarios will be presented that highlight common unprofessional pitfalls and missteps including: bad-mouthing, half-truths, lies, gossip, cheating, lack of integrity, and technology etiquette. Case studies will be used to generate discussion. Participants will be encouraged to storyboard their own experiences.

RESULTS: Some of these scenarios will be used to stimulate discussion: 1) The CAT virus demonstrating the destructive nature of the rumor mill; 2) To attend or not to attend signing in for classmates; 3) Mr. Teflon how-to-use technology to stick it to the liars; and 4) Technology etiquette. After each scenario, the group will discuss how the situation was handled and explore alternative endings. Participants will be encouraged to share their own experiences. All participants will be given a large poster sheet to create a flow chart of events and illustrate their story. In conclusion, we will summarize helpful suggestions and key principles to serve as guidelines in our future dilemmas.

CONCLUSIONS: Mutual respect and cooperation serve as the basis for faculty to teach and model professionalism. This workshop will foster skills to promote a collegial atmosphere among faculty as well as students. Attendees will realize as educators, we share similar challenges. Together, we will develop guidelines for dealing with common situations. Core values underlying professional behaviors will be solidified.