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Lean in Medical Education: Reaching for Quality Management Tools to Teach Human Anatomy Effectively in a Multicultural and Multilingual Learning Space
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Development of professional values and attitudes through teaching anatomy

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Survey tool

- 5 parts
- 38 questions
- 16 participants (4 universities)

- Part 1 and 2 – manuscript
- Part 3 (**Teaching and Assessment of Medical Professionalism**) – presentation



Professionalism

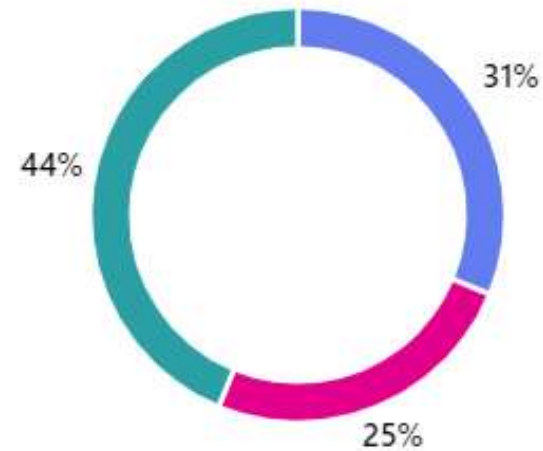
- 'Behaviours that support trustworthy relationships.' Shapiro J. Confronting unprofessional behaviour in medicine. BMJ. 2018 Mar 7;360:k1025.
- 'Professionalism in the medical field is the expression of responsibility to peers and to patients.' Swartz W.J. Using gross anatomy to teach and assess professionalism in the first year of medical school. Clinical Anatomy. 2006 19:437-441.
- 'a set of values, behaviours, and relationships that underpin the trust the public has in doctors' Royal College of Physicians, 2005



20. Does your Medical School/Faculty/College (apart from your Anatomy Department) provide any formal instruction and assessment of medical professionalism at the undergraduate level?

16 Responses

- Yes 5
- No 4
- I don't know 7



Closer look

- **UoC** – a course on medical professionalism, course “Medical Law and Ethics”, no formal assessment
- **UoZ** – a course “Medical Ethics”, no assessment mentioned
- **UoP** – “in courses as part of the curriculum”, no assessment mentioned
- **MU** – no courses or the participants did not know

University (total no of participants)	Yes	No	I don't know
UoC (3)	3	0	0
UoZ (4)	1	2	1
UoP (4)	1	1	2
MU (5)	0	1	4



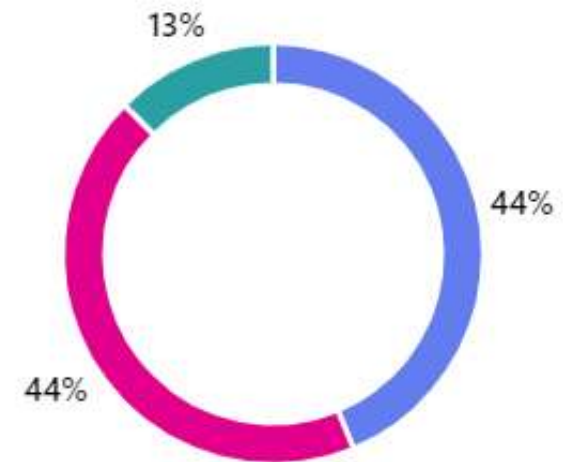
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23. Does your Anatomy Department provide any formal instruction and assessment of medical professionalism at the undergraduate level?

16 Responses

- Yes 7
- No 7
- I don't know 2



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Closer look

- **UoC** – no specification provided
- **UoZ** – ‘A few members of our Dpt have developed TLAs regarding professionalism’, ‘assessment of behavior in the cadaver room; student evaluation of teaching; open-ended questions regarding experiences’
- **MU** – ‘ethical practice, professionalism in relationships’ and ‘Ethical behaviour in the dissection room.’

University (total no of participants)	Yes	No	I don't know
UoC (3)	1	2	0
UoZ (4)	4	0	0
UoP (4)	0	3	1
MU (5)	2	2	1



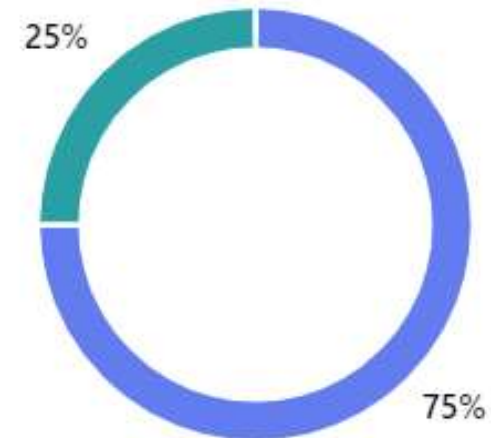
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26. Do you think that medical professionalism is taught informally in your Anatomy Department, e.g. as part of the hidden curriculum?

16 Responses

● Yes	12
● No	0
● I don't know	4



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Closer look

- **UoC** – ‘Students are given a lecture at the beginning of the course about professional values and behaviours, and anatomy demonstrators are role models in the dissection room to ensure that students act respectfully towards their donors.’
- **UoZ** – ‘students emulate their teachers - if the teachers do not behave professionally, the hidden curriculum is obvious - the students receive the message that professional behavior is not important’
- **UoP** – ‘From the practice leaders... All the practice leaders are acting as a role model, they are crucial for the students in term of studying about professionalism.’
- **MU** – ‘... teachers, provide the "classic/old" way of teaching professionalism through our behaviour and conduct during the sessions (theoretical, practical, dissection).’

Recommendations

- Discuss and agree on definition of medical professionalism in your department
- Discuss and potentially apply teaching of some elements of medical professionalism into your anatomy curriculum
- Be aware of the informal way you may teach your students some elements of medical professionalism



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<https://morphology.med.muni.cz/symposium>



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