

THE ACKERMAN SYMPOSIUM ON MEDICINE AND CULTURE



**Educating for Professionalism:**  
from principles to practice

05

THE NEW CONFERENCE CENTER AT  
**HARVARD**  
MEDICAL SCHOOL  
77 AVENUE LOUIS PASTEUR

Amphitheater, Ground Floor

# Schedule at a glance

## Friday, April 8

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8:30 am - 9:00 am	CONTINENTAL BREAKFAST
9:00 am - 9:15 am	INTRODUCTION TO THE SYMPOSIUM
9:15 am - 12:00 pm	PROFESSIONALISM: PRINCIPLES & CONTEXT
12:00 pm - 1:00 pm	LUNCH
1:00 pm - 5:30 pm	NEW STRATEGIES FOR PROFESSIONAL EDUCATION

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## Saturday, April 9

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8:00 am - 8:30 am	CONTINENTAL BREAKFAST
8:30 am - 11:00 am	SOCIETY & PROFESSIONALISM
11:00 am - 12:00 pm	DISCUSSION & CONCLUSION

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# Friday, April 8

9:00 AM - 9:15 AM

## Welcome and Introduction

**Allan M. Brandt, PhD**

*Amalie Moses Kass Professor of the History of Medicine, Harvard Medical School  
Chair, Department of the History of Science, Harvard University*

**Robert D. Truog, MD**

*Professor of Medical Ethics, Anaesthesia, & Pediatrics, Harvard Medical School  
Senior Associate in Critical Care Medicine, Children's Hospital Boston*

## Professionalism: Principles & Context

Professionalism has become a central concept for understanding the interface between medicine and society, and is a driving concern behind medical education reform. This panel will address the history of professionalism; how the social contract between society and medicine has shaped our understanding of professionalism; and how changes in the delivery of health care, changes in payment structures, and advances in technology have affected our understanding of professionalism. We will examine the background and context for the Physician Charter on Medical Professionalism, one of the most high profile attempts to address these issues. How might the Charter change the current dialogue about professionalism? What has been the impact of the Charter? What is the future of the Charter?

9:15 AM – 9:45 AM

## Medicine as a Profession: A Look Back and a Look Ahead

**David J. Rothman, PhD**

*Professor of Social Medicine, Columbia College of Physicians and Surgeons  
President, Institute on Medicine as a Profession*

9:45 AM – 10:15 AM

## The Changing Social Contract in Medicine: Professionalism in the New Age of Healthcare Delivery

**Sharon Levine, MD**

*Associate Executive Director, Kaiser Permanente, The Permanente Medical Group, Inc.*

How has the  
**revolution**  
in health care services  
influenced our understanding  
of professional values?

10:15 AM – 10:30 AM | DISCUSSION

10:30 AM – 10:45 AM | BREAK

10:45 AM – 11:15 AM

## Professionalism in the Physician Charter

**Troyen Brennan, MD, JD, MPH**

*Professor of Law and Public Health, Harvard School of Public Health*

*Professor of Medicine, Harvard Medical School*

*President and CEO, Brigham and Women's Physicians Organization*

11:15 AM – 11:45 AM | SYNTHESIS AND COMMENTARY

**Arthur Applbaum, PhD**

*Professor of Ethics and Public Policy, Kennedy School of Government*

*Acting Director, Edmond J. Safra Foundation Center for Ethics, Harvard University*

**Daniel Wikler, PhD**

*Mary B. Saltonstall Professor of Population Ethics, Harvard School of Public Health*

**Miles Shore, MD**

*Bullard Professor of Psychiatry, Harvard Medical School*

*Visiting Scholar, Kennedy School of Government, Harvard University*

11:45 AM – 12:00 PM | DISCUSSION

12:00 PM – 1:00 PM | LUNCH

### RESOURCES

"Medical Professionalism in the New Millennium: A Physicians' Charter." *Lancet* 359.9305 (2002): 520-2.

Brennan, T. A. "Charter on Medical Professionalism: Putting the Charter into Practice." *Annals of Internal Medicine* 138.10 (2003): 851.

Brennan, T. A. "Physicians' Professional Responsibility to Improve the Quality of Care." *Academic Medicine* 77.10 (2002): 973-80.

Rothman, D. J. "Medical Professionalism — Focusing on the Real Issues." *New England Journal of Medicine* 342.17 (2000): 1283-86.

What are the  
**new metrics**  
for evaluating  
professional behavior?

And what is their reliability?

## New Strategies for Professional Education

Concerns about the decline of professionalism in medicine have impelled many medical schools to explicitly address professional values in their curriculum. This session will examine the numerous issues that arise in teaching professionalism, including how concerns about professionalism are addressed in current efforts at educational reform, how professionalism should be defined in the context of medical education, how students' understanding of professionalism can be evaluated, and which strategies are emerging as the most successful. Do we teach to establish a "floor" for professional behavior, or do we aspire to standards of excellence? How do we impart professional values to medical students—is role modeling adequate? Other topics to be considered include the influence of the "hidden curriculum" on the attitudes and behaviors of young physicians; the conflict of physicians behaving professionally in the face of a health care structure that does not encourage professional behavior; the strengths and limitations of empirical measurements of professionalism among physicians; and the role of continuing medical education in teaching established practitioners about professionalism.

1:00 PM – 1:30 PM

### Can Professionalism Be Taught? Can Professionalism Be Measured & Evaluated?

**Richard L. Cruess, MD**

*Professor of Orthopaedic Surgery, Member of the Centre for Medical Education, McGill University*

**Sylvia R. Cruess, MD**

*Professor of Medicine, Member of the Centre for Medical Education, McGill University*

1:30 PM – 2:00 PM

### Consequences of Unprofessional Behavior in Medical School

**Maxine Papadakis, MD**

*Associate Dean for Student Affairs, UCSF School of Medicine*

2:00 PM – 2:15 PM | DISCUSSION

2:15 PM – 2:30 PM | BREAK

What should  
medical students do about  
**negative**  
**role models?**



2:30 PM – 3:00 PM

## A Perspective from the AAMC: Educating for Professionalism, What's Working & What's Not?

**Deborah Danoff, MD**

*Associate Vice President, Division of Medical Education, Association of American Medical Colleges*

3:00 PM – 3:30 PM | SYNTHESIS AND COMMENTARY

**Steven Joffe, MD**

*Assistant Professor of Pediatrics, Dana Farber Cancer Institute*

**Edward Lowenstein, MD**

*Henry Isaiah Dorr Professor of Research and Teaching in Anesthetics and Anesthesia, Harvard Medical School*

*Provost of the Department of Anesthesia and Critical Care, Massachusetts General Hospital*

**Kate Treadway, MD**

*Assistant Professor of Medicine, Harvard Medical School*

3:30 PM – 3:45 PM | DISCUSSION

3:45 PM – 4:00 PM | BREAK

4:00 PM – 5:30 PM

## On the Wards: Student Perspectives on Professionalism

**Ronald A. Arky, MD**

*Charles S. Davidson Distinguished Professor of Medicine, Harvard Medical School*

**Martin Schoen & Nicole Martin**

*Harvard Medical School, Class of 2006*

### RESOURCES

Branch, W., Pels, R. J., Lawrence, R. S., Arky, R. "Becoming a Doctor. Critical-Incident Reports from Third-Year Medical Students." [New England Journal of Medicine](#) 329.15 (1993): 1130-2.

Cruss, S. R., and R. L. Cruss. "Professionalism Must Be Taught." [BMJ](#) 315.7123 (1997): 1674-7.

Papadakis, M. A., H. Loeser, and K. Healy. "Early Detection and Evaluation of Professionalism Deficiencies in Medical Students: One School's Approach." [Academic Medicine](#) 76.11 (2001): 1100-6.

Swick, H. M., Szenas, P., Danoff, D., Whitcomb, M. E., "Teaching Professionalism in Undergraduate Medical Education." [JAMA](#) 282.9 (1999): 830-2.

Can professional

**values**

be taught?

Can they be sustained?

# Saturday, April 9

8:00 AM– 8:30 AM | CONTINENTAL BREAKFAST

## Society & Professionalism

The increasing complexity of health care delivery has significantly altered the relationship of medicine to society, and the relationship of patient to provider. In this context, we will address the evolving relationship between professionalism and social justice; the role of trust in creating and sustaining professional relationships between physicians and their patients; and how sociological insights inform our understanding of professional and nonprofessional behavior. How do the dual roles of healer and professional define the physician? What is the public role of the physician? Are concerns about inequality within the health care system central to being a professional, or can the goals of professionalism be contained solely within the doctor-patient relationship? What more needs to be learned to address professionalism within current reform efforts? What is the future of professionalism?

8:30 AM– 9:00 AM

## Challenges in Implementing a New Professional Ethic

**David Mechanic, PhD**

*René Dubos University Professor of Behavioral Sciences, Rutgers, the State University of New Jersey*

9:00 AM – 9:30 AM

## Professionalism and Social Responsibility

**Russell Gruen, MD, PhD**

*Associate Professor of Health Services, Research and Policy, Menzies School of Health Research, Darwin, Australia*

9:30 AM – 9:45 AM | DISCUSSION

9:45 AM – 10:00 AM | BREAK

What is the  
relationship of  
professionalism  
to political  
action?

10:00 AM – 10:30 AM

## Professionalism and Undergraduate Medical Education: Problems and Opportunities

**George E. Thibault, MD**

*Vice President of Clinical Affairs, Partners HealthCare Systems, Inc.  
Director, The Academy at Harvard Medical School*

10:30 AM – 11:00 AM | SYNTHESIS AND COMMENTARY

**Marcia Angell, MD**

*Editor in Chief, Emerita, New England Journal of Medicine  
Senior Lecturer in Social Medicine, Division of Medical Ethics, Harvard Medical School*

**Mildred Z. Solomon, EdD**

*Associate Clinical Professor of Social Medicine and Anaesthesia  
Director, Fellowship in Medical Ethics, Harvard Medical School*

11:00 AM – 12:00 PM | DISCUSSION AND CONCLUSION

### RESOURCES

Gruen, R. L., S. D. Pearson, and T. A. Brennan. "Physician-Citizens—Public Roles and Professional Obligations." *JAMA* 291.1 (2004): 94-8.

Mechanic, D., and M. Schlesinger. "The Impact of Managed Care on Patients' Trust in Medical Care and Their Physicians." *JAMA* 275.21 (1996): 1693-7.

Mechanic, D. "In My Chosen Doctor I Trust." *BMJ* 329.7480 (2004): 1418-9.

Thibault, G. E., J. M. Neill, and D. H. Lowenstein. "The Academy at Harvard Medical School: Nurturing Teaching and Stimulating Innovation." *Academic Medicine* 78.7 (2003): 673-81.



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HARVARD UNIVERSITY

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