



Bernabeo EC, Chesluk B, Lynn L. **Tiny Moments Matter: Promoting Professionalism in Everyday Practice.**

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### **Why This Article Is Relevant for CME/CPD**

This article is relevant to CME/CPD because:

- Professionalism is one of the main competencies expected in health professionals across the continuum of medical education and throughout professional practice including board eligibility after residency.
- Professional behaviors are heavily influenced by multiple work-related factors that lead to burnout which in turn drive unprofessional behavior. These factors might include: Work-related stressors, organizational climate factors (value congruence, social support), deterioration in control, autonomy, and meaning at work.
- Although the assessment of professionalism in physicians remains difficult, professional development CME/faculty development can teach the skills needed to mitigate burnout, promote resilience, foster better communication skills, and promote job satisfaction.

### **Main Learning Points**

The following learning points emerged from this article:

- From the stories recounted by study participants and coded (“tiny” moments), the following themes emerged to be important factors that foster feeling of professionalism and satisfaction by physicians:
  - 1) Trust
  - 2) Connectedness to patients
  - 3) Connectedness to colleagues
  - 4) Role modeling
- Therefore, physicians feel most professional when they are able to establish trust with and connect with patients and colleagues, and when they serve as positive role models to others.
- Another important learning point is that commonly, there is more a focus on lapses in professional behavior rather on the positive. This reality provides an incomplete and often inaccurate snapshot of an individual’s competency in professionalism.
- Finally, these “tiny” moments matter, although not easily measured or assessed, however, their impact on physicians’ energy and positivity is not insignificant especially when physicians may be at the brinks of burnout, feeling overburdened, overscheduled, and overregulated.

### **How These Principles Can Be Applied to CME Activity Development and Delivery**

After residency, physicians typically receive little feedback, if any, about professionalism, hence the important potential role of CME in that domain. Since professionalism is an evolving competency, CME activities aimed at faculty development can be designed to provide physicians with tools to:

- 1- Learn from experiences of misjudgments and lapses in professional behavior
- 2- Mitigate burnout and focus on the joys of medicine and satisfaction

Learning formats for these CME activities may include:

- 1) Interactive workshops with role play.
- 2) Webinars/ modules with flipped classroom model using discussion and self-reflection or journaling.
- 3) Live lectures with cases focusing on professional and unprofessional behaviors using these “tiny” moments as a tool.