

PLENARY 5 (PL5): Understanding medical professionalism: insights into identity and cultural implications

SPEAKER: Professor Lynn Monrouxe



Lynn Monrouxe has a social science and educational background. She is presently director of the Chang Gung Memorial Hospital Research Education Centre based in Linkou, Taiwan. Originating from the UK, over the past 10 years Lynn has developed a programme of research with national and international collaborators focusing on professional practice and learning, and in particular the development of patient-centred professionalism in healthcare students, student-patient-doctor interactions in workplace learning, medical students' and residents' professional identity formation and their transitions from students to doctors. Lynn has an international reputation for high-quality research with over 70 peer-reviewed papers in high-ranking medical education and social sciences journals and books and over 100 peer-reviewed international conference presentations. She is deputy editor of *Medical Education* (the top international journal in the field) and *BMC Medical Education*. She has delivered over 40 invited keynote talks, seminars, and workshops at conferences nationally and internationally during the last 5 years.

SUMMARY

Objectives :

1. To understand the different ways in which medical professionalism is understood across country cultures
2. To understand what professional identity is and how this related to the different conceptualisations of professionalism
3. To consider how these issues impact upon the teaching and learning of professionalism and the extent to which this can ever be uniform across different country cultures

The term *Medical Professionalism* is said to signify a set of values, behaviours and relationships that underpin the role of a doctor. The concept of *professional identity* relates to the degree to which an individual has assimilated their professional role in terms of *who they are*, rather than just *what they do*. But these values, behaviours and relationships necessarily differ according to the cultural context in which we live. Drawing on her international programme of research in professionalism across the England, Wales, Australia, Taiwan and Sri Lanka, and the wider international literature around professionalism, Lynn will outline different ways of conceptualizing professionalism and how this can shed light onto the development of professional identities. This work ultimately leads her to ask questions around the education of professionalism and to question the *one-size-fits-all* approach so often adopted within medical education.

Session chair: Dr Madawa Chandratilake