

Yvonne Simone, Program Manager - Respiratory Care Program ysimone@broward.edu Kim Krinsky, Director of Clinical Education - Respiratory Care Program kkrinsky@broward.edu

## Problem / Question

Does Teaching Professionalism to Health Science Students Improve Their Work Experience?

## Hypothesis

By defining the principles of professionalism and using interactive assignments, health science students will be able to identify and model professional behavior.

## Define Principles

Physical Appearance

Mannerism/Positive Attitude

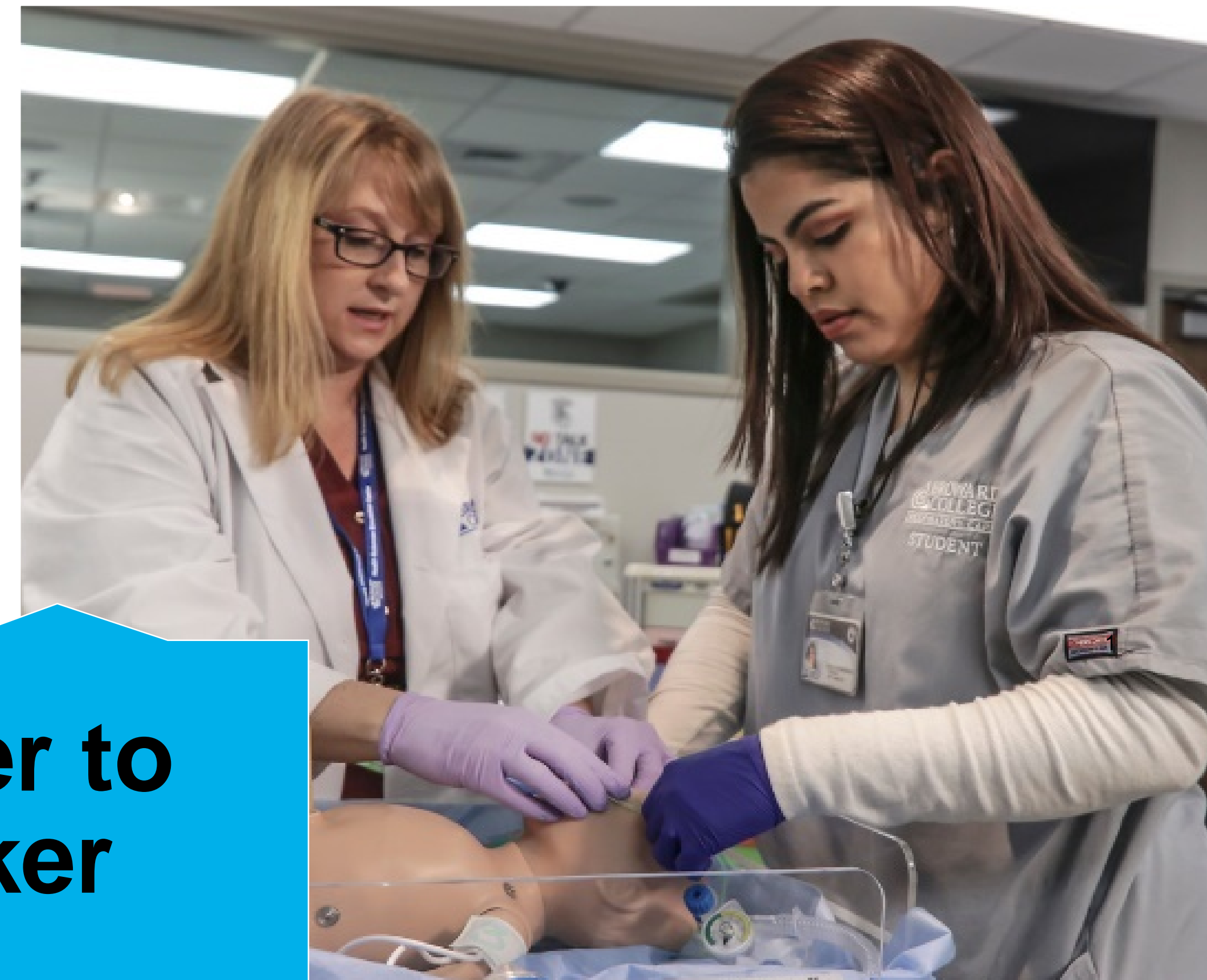
Knowledge and Expertise about  
the Field of Study

Motivated/Show Initiative

Respect for People

## Clinical Scenarios

**Coworker to  
Coworker**

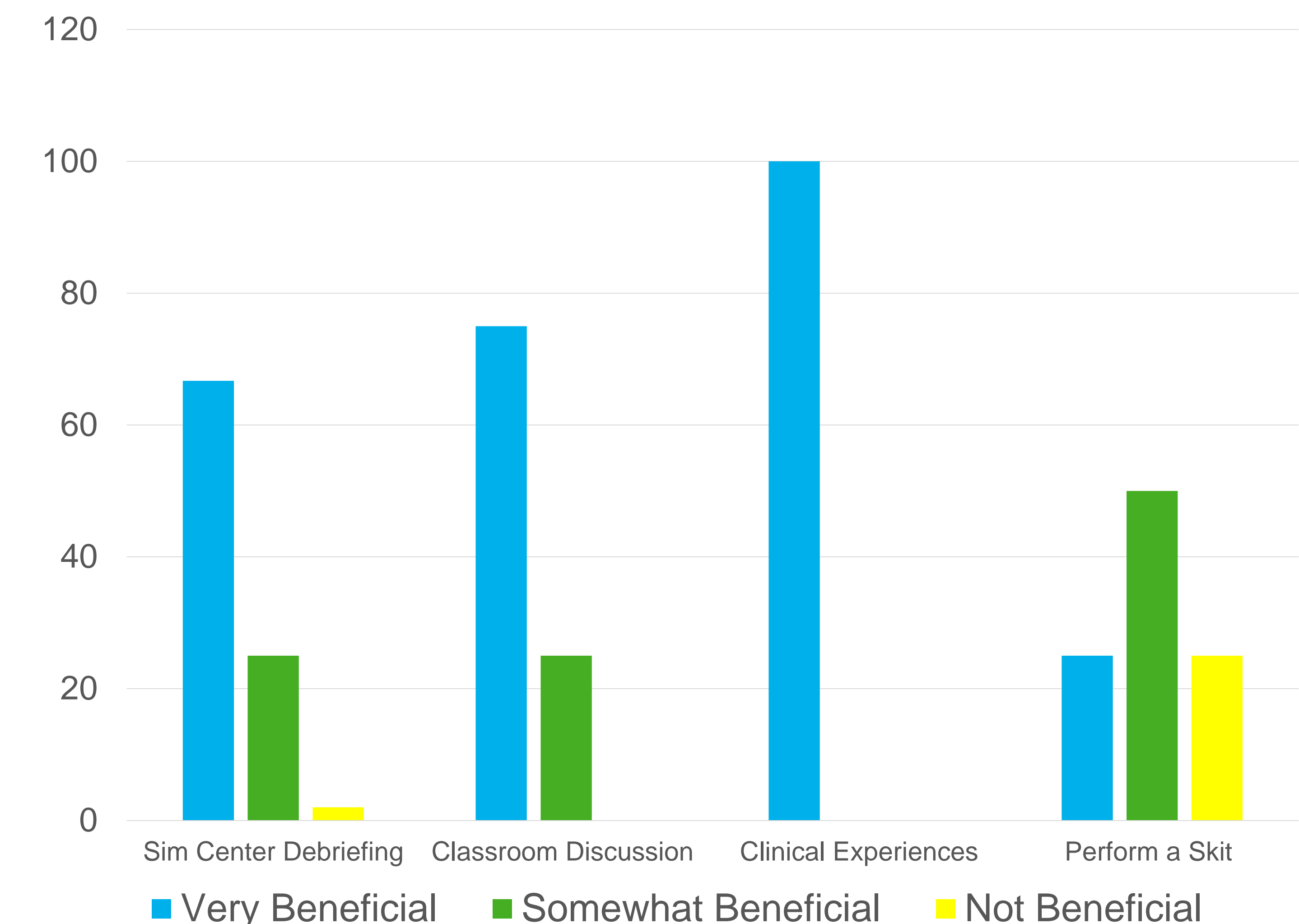
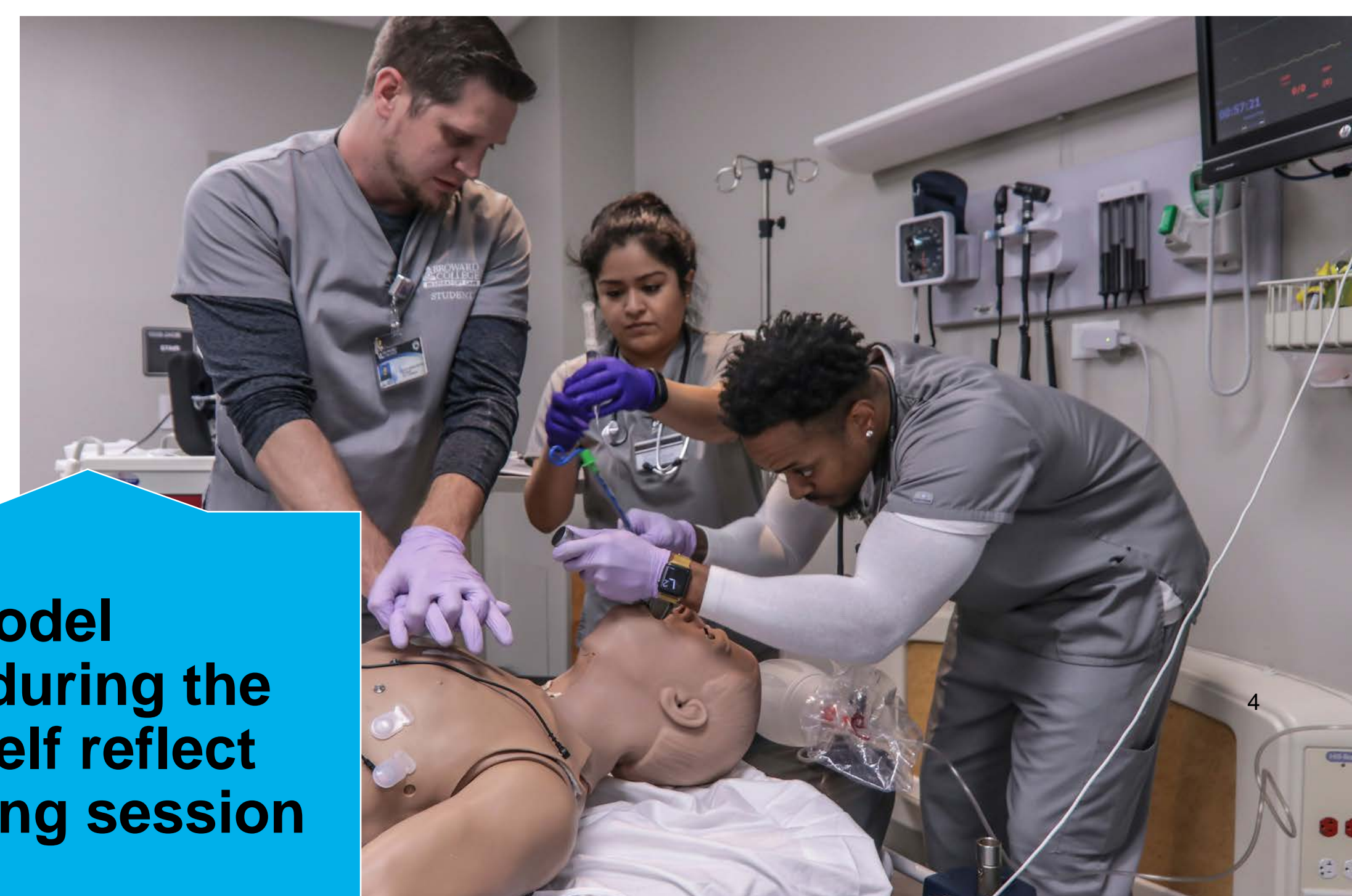


**Therapist with  
Patient**



## Simulation Center Experience

**Students model  
professionalism during the  
simulation and self reflect  
during the debriefing session**



## Outcomes

- Clinic Instructors Evaluation of Student's Level of Professionalism During Clinical Rotations: 100% of responses rated the level of professionalism as "very professional".
- Student Survey Results– Clinical experiences had the highest ranking for teaching professionalism. Classroom discussion and simulation center experiences had the second highest ranking. Performing skits had a low ranking.

## Crucial Conversations

### Managing Anger

- Stay Quiet ?
- Use Humor ?
- Take a Break ?

### Deliver/Listen with Respect

- I would like to discuss the situation with you.
- Listen to the other person's view

## Image Credit

1. Simone, Yvonne [photographer] "Student & Mannequin" 2018.
2. Simone, Yvonne [photographer] "Photo of Student" 2018.
3. Baer, Rhoda [photographer] Public Domain image NIH, NCI.
4. Alterfines [photographer] Pixabay - CC0 Creative Commons.
5. Krinsky, Kim [photographer] "Students in Action" 2018.