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## ABSTRACT

### Background:

- Professionalism is a pillar of medical practice.
- Many medical schools do not adequately train students in developing their professional identities (1).
- WSUSOM has incorporated the use of growth mindset into their curriculum as a tool for professional development.

### Methods:

- Students created conflict-resolution scenarios relating to professionalism and printed these scenarios onto "White Coat Pocket Cards".
- Students were surveyed to assess the effect of the project on their professional growth.

### Results:

- Many students agreed that the project helped them think about situations they had not previously thought about and helped them understand how to utilize a growth mindset in the future.

### Conclusion:

- Professional identity is a vital component of becoming a physician.
- White Coat Pocket Cards served as an effective way to incorporate professional training into medical school education.

## INTRODUCTION

- Developing a professional identity is an important element of medical education. Beyond acting in a professional manner, identity formation encompasses a transformation into someone who thinks, acts, and feels like a physician.
- Wayne State University School of Medicine's curriculum is influenced by Carol Dweck's theory of a growth mindset, which states that human capacities are not fixed but rather fluid and dependent upon outlook.
- With a growth mindset, failure and conflict present as opportunities for personal and professional development.

## METHODS

- To foster professional identity development, an educational initiative was created around conflict resolution between students and their peers, administrators, and/or patients.
- Fifty groups of six students each workshopped "White Coat Pocket Cards" addressing professional situations (Figure 1).
- Each card - sized to fit inside "white coat" pockets - listed a specific conflict and provided a resolution which promotes collaboration and cultivates professional relationships.
- Students reflected on the importance of situational awareness, and a growth mindset in professional identity.

**White Coat Pocket Cards** allowed medical students to consider their new **professional identities** and **positively contributed** to their **growth** through examination of various encounters relating to **professionalism**.

Figure 1

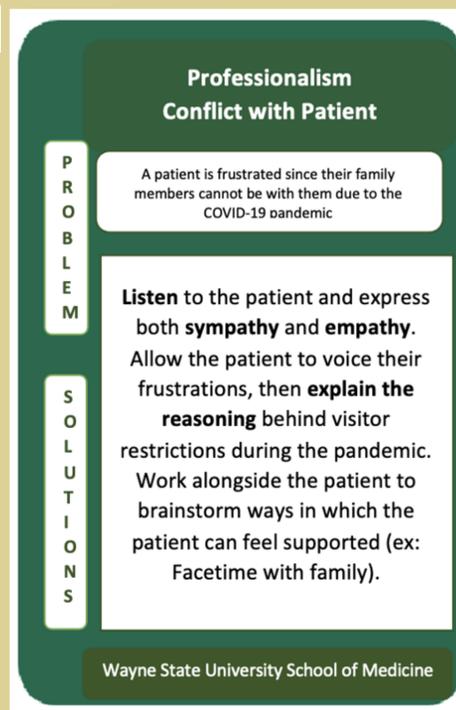


Figure 1. Example White Coat Pocket Card focusing on compassion.

Figure 2

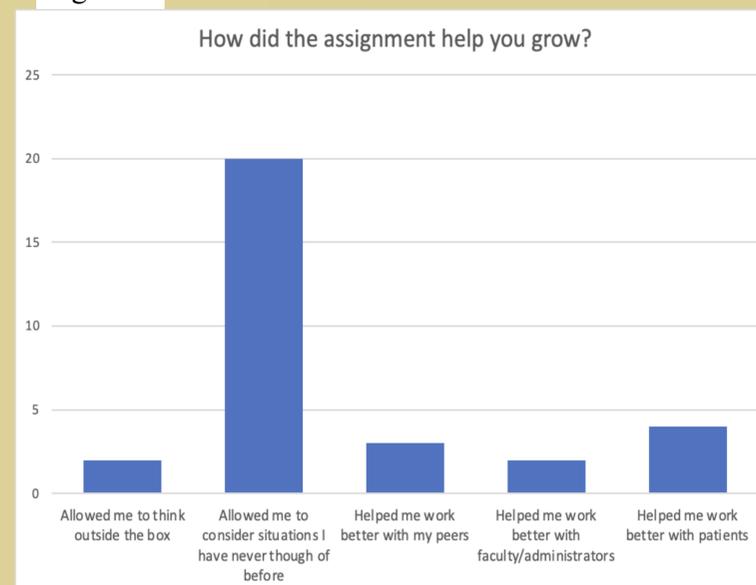


Figure 2. Student responses to the question "How did the assignment help you grow?" (n = 31)

## RESULTS

- The aim of this project was to enable 298 students to contribute to their professional identity by exploring conflict resolution in the medical field with administrators, peers, and patients.
- As a follow-up, data was collected from students to informally gauge project success.
- Majority of students (64.52%) agree that the project "allowed me to consider situations I have never thought of before" (Figure 2).
- Students reported learning most from reflection of conflicts related to administrators (n=31).
- 15 students (45.45%) agree or strongly agree that this project helped them understand how to approach situations with a growth mindset. 12 students (38.71%) disagreed. Six students (19.35%) were neutral.

## CONCLUSIONS

- Medical education, and Wayne State University School of Medicine specifically, continues to evolve, enabling students to cultivate growth mindsets (e.g. "challenges help me grow") over fixed mindsets. This project focused on conflict resolution with peers, administrators, and faculty and emphasized a growth mindset.
- Post-assignment data suggests that this project positively contributed to medical training and implored second-year medical students to reflect on the development of their own professional identities.
- When asked how to improve this project, many students suggested that they would benefit from more discussion as well as practicing these scenarios in mock clinical situations.

## REFERENCES

- (1) Altirkawi K. Teaching professionalism in medicine: what, why and how?. *Sudan J Paediatric*. 2014;14(1):31-38.
- (2) Dweck CS. Mindset. New York, NY: *Ballantine Books*; 2008.