

Concept Analysis of Professionalism in Teachers and Faculty Members

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Abstract

Objectives: Considering the important role of medical education teachers to prepare teachers and students in the future, the need to determine the concept of professional teacher and teacher and the characteristics of teacher professionalism, we have explained the concept of professionalism in teachers in this study.

Methods: The concept analysis method used in this research was Walker and Avant method which has eight steps. Walker and Avant state the purpose of concept analysis as follows: The process of distinguishing between the defining features of a concept and its unrelated features. The process of concept analysis includes selecting a concept, determining the purpose of the analysis, identifying the uses of the concept, determining the defining features of the concept, identifying a model, identifying boundary and adversarial items, identifying the precedents and consequences of the concept, and defining empirical references.

Results: Professionalism in its general sense, requires deep knowledge, insight, creating a healthy and safe environment, honesty and trust, impartiality, commitment to the profession and continuous improvement, punctuality, criticism, professional competence, responsibility and individual accountability, especially in social interactions, there is an effort for continuous improvement that the acquisition of these characteristics is not easily possible and requires education, especially continuous learning. Professionalism is a set of values, behaviors and relationships that underpin public trust in teachers.

Conclusion: The most important application of this analysis is the concept of basing the definition provided in order to objectively and realistically evaluate the professionalism of professors and strive to improve and enhance it.

Keywords: Concept analysis, medical education, professionalism, faculty members

Introduction

The phenomenon of professionalization is formed, strengthened and consolidated over time and interactions with people, and this phenomenon is considered part of the process of socialization of a profession. The importance of professionalism in higher education not only determines the appropriate and inappropriate behaviors and guides faculty members in the implementation of professional responsibilities, but also guarantees faculty members' adherence to professional principles and values, ensures the quality of teaching and facilitates the teaching process. It will be learning in universities and will increase the commitment to respond to the needs of students as well as the development of an ethical culture based on ethics.¹

Therefore, considering the important role of medical education teachers to prepare teachers and students in the future, the need to determine the concept of professional teacher and the characteristics and traits of a professional teacher, we have explained the concept of professionalism in teachers in this study. Since, according to studies, there are many challenges to the concept of teacher professionalism and no uniform agreement has yet been reached on the definition of this concept, without a consensus on these concepts, interpersonal communication is not possible and leads us to many mistakes.² Therefore, the main purpose of concept analysis in this study is to identify the internal structure of the concept of professionalism in faculty members, to provide a clear, comprehensive definition of the concept of professionalism in professors so as to create a common understanding of this concept.³

The concept analysis method used in this research was Walker and Avant method which has eight steps. Walker and

Avant state the purpose of concept analysis as follows: The process of distinguishing between the defining features of a concept and its unrelated features. The concept analysis process is shown in (Table 1 and Figure 1).

Data Collection

Sources of information in concept analysis are related scientific texts, so the research environment in this study was the digital libraries of universities as well as related and valid databases such as Taylor and Francis, Eric, Elsevier, Medline/Pubmed, Science Direct, Scholar Google, after the researcher's initial search several times, visited the libraries of Tehran University of Medical Sciences, Tarbiat Modares University and Iran University of Medical Sciences and the library of the Faculty of Educational Sciences, University of Tehran.

In order to carry out the research process, a structured search was used to review the texts in such a way that according to the subject under study, the relevant words were selected and in the databases, Eric, Francis and Taylor, Elsevier, Medline/Pubmed, Google Scholar, Science Direct search performed. The search strategy consisted of combining AND words synonymous with teaching (OR * educat OR * instruct OR * teach professor OR faculty) and words synonymous with ethics or words used in ethics-related texts. (profession * OR moral OR ethic * OR manner OR conduct), since the subject was not affected by the year, no restrictions were set in this regard. Studies in English were also used and the full text could be accessed.

In order to select the best and most relevant articles and texts, the articles were searched and reviewed in several steps: First, the texts were selected based on the title. In the next stage, the second screening was performed, which was based

Table 1. **The eight step concept analysis method (Adopted from Walker and Avant, 2005)**

1	Selection of concept to analyse
2	Determining the purpose of the analysis
3	Identifying the uses of the concept
4	Determining the defining attributes of the concept
5	Identifying a model case
6	Identifying the borderline, related and contrary cases
7	Identifying the antecedents and consequences
8	Defining the empirical referents

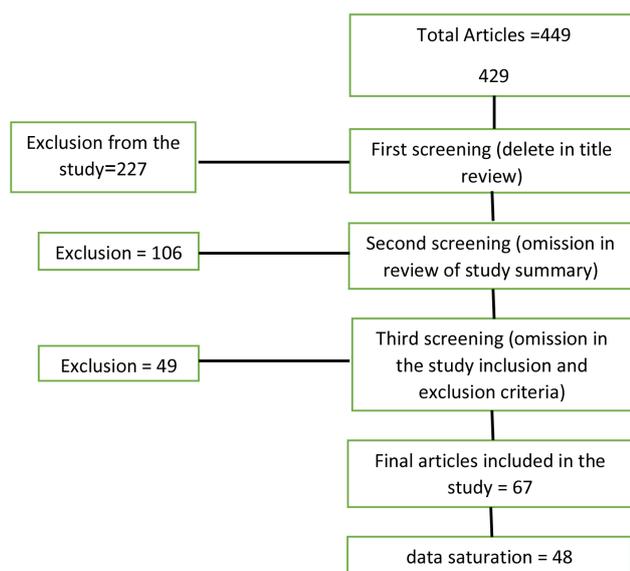


Fig. 1 **Flowchart of screening articles in the review of texts related to concept analysis.**

on the study of the list and summary or introduction of the texts. Finally, in the final review, the texts of the articles were fully studied and excluded if they were not related to the research topic and question. In this phase of the research, the search for texts continued until data saturation was reached, that is, until a new subject or adjective was found in relation to the subject under study in the search results. A total of 67 sources were included in the study and the concept analysis steps were performed based on them. By studying 48 sources, the researcher saturated the data.

Data Analysis

The first step in conceptual analysis is to select a concept that can describe a new and practical phenomenon in a field of knowledge.⁴ The concept in question can be located on a continuum, from purely experimental to purely abstract.

Step 1 - Select a concept

According to the purpose of studying the concept of teacher professionalism, due to the existence of many problems such as ambiguity in the definition of professionalism of teachers and faculty members and the lack of general agreement on the basic concepts of this concept was selected.

Step 2 - Determining the purpose of the analysis

The purpose of analyzing the present concept is to clarify the concept of teacher professionalism while trying to reduce

ambiguity and semantic integration of this concept to increase the stability in the application of this concept in articles and topics related to teacher professionalism. All applications of that concept should be identified and specified.

Step 3 - Identifying the uses of the concept

One of the main applications of the concept of professionalism in professors is to promote the professional performance of faculty members and to assess and evaluate the professionalism of teachers. Therefore, considering that professionalism is one of the main dimensions of a teacher's job and affects and is important to almost all the roles and responsibilities of a teacher, it is very important to try to promote it and empower teachers. Providing an accurate and objective definition of the concept of professionalism in the faculty member is one of the prerequisites for achieving the goals of promotion and empowerment of professors, which can be considered as one of the important items by managers during the recruitment and even during the faculty service.

Step 4 - Determine the defining features of the concept

At this stage, the phrases and sentences extracted from the texts obtained in the previous stage are subjected to a stage of abstraction process and the result is the acquisition of potential attributes and features that define the concept.^{5,6} In the continuation of the concept analysis process, the features that had a common semantic load were identified and placed in their own categories, and then each category was given a more abstract title that includes the meanings of those attributes and features, which in principle. These are the main features of the concept. These attributes are specific attributes of the concept that can separate the concept from similar concepts and determine the definition of the concept.

As explained in the data analysis section, in order to perform this step and find the defining features of the concept of professionalism, teachers, while searching for relevant texts and articles, when reading any source, phrases or concepts that define or characterize the concept of professionalism were identified. Then, all the reference phrases according to what feature or level of concept they expressed were placed in 6 definition areas, which are:

1. Commitments or professional responsibilities of the faculty to their development
2. Commitments or professional responsibilities of the faculty to the development of the university and the society
3. Commitments or professional responsibilities of the faculty to the development of students
4. Moral and personality characteristics of the faculty
5. Prerequisites of professionalism in the faculty
6. Distinctive features of professionalism in the teacher

The results of reviewing the studies and identifying the defining domains of the concept of teacher professionalism in the faculty members of the university as well as the final analytical definition of each of the attributes identified in the domains are as follows:

1. Commitments or professional responsibilities of the faculty to their development
 - A. Commitment to self-promotion: Commitment to professional development and development of educational and research skills related to the teaching profession.
 - B. Possessing the highest level of knowledge and specialized thematic skills: Acquiring technical knowledge and specialized practical skills in the field of teaching

- and trying to keep it up to date and upgrade it in order to transfer and teach it to students.
- C. Possession of teaching knowledge and skills: Acquiring knowledge and teaching skills including familiarity with the principles and methods of curriculum planning and educational design, preparation of educational content and preparation of lesson resources, familiarity with various teaching methods and their application, familiarity with the principles of evaluation Student and program evaluation.
2. Commitments or professional responsibilities of the faculty to the development of the university and the society
 - A. Commitment to the expectations, values and norms of society: Efforts to meet the expectations of society and parents in the direction of scientific and practical education of students in the best way and also paying attention and respect to the values and norms of society in professional practices related to teaching process and model Being a role
 - B. Commitment to the rules and standards of the institution and the profession: Commitment and adherence to the rules and standards of the organization and the professional community and following them and moving towards the policies and plans of the organization
 - C. Social accountability: Increasing responsibility for society's expectations and accountability for individual, social, professional behavior
 3. Commitments or professional responsibilities of the faculty to the development of students
 - A. Commitment to students' scientific and skill development: Commitment to educating and guiding students to acquire up-to-date technical knowledge and standard practical skills related to the field of study
 - B. Efforts for students 'moral development: Commitment to students' moral development through a practical model and a role model for teachers in the field of behavior and moral character in students and experts in educational design, selection of educational content, classroom management, familiarity with the principles of communication skills and Communication with students with problems.
 4. Moral and personality characteristics of the faculty
 - A. Appearance and behavior in accordance with university standards/professional etiquette
The appearance and cover of the faculty should be in accordance with the values of the society and in accordance with the social position of the profession.
 - B. Personality traits or being a good human being: The teacher should be a good human being with outstanding human characteristics such as altruism, compassion, responsibility, respect for others, etc. and be required to observe individual and social ethics. A moral traits and spirits that are visible and clear in any situation, in words and in the behavior of the teacher.
 5. Prerequisites of professionalism in the faculty
 - A. Ethical knowledge: Acquisition of knowledge and teaching skills including familiarity with the principles and methods of curriculum planning and educational design, preparation of educational content and preparation of lesson resources, familiarity with various teaching methods and their application, familiarity with the principles of student evaluation and program evaluation And...
 - B. The ability of moral self-direction
The ability of a person to constantly monitor, improve and enhance his moral level, control behavior and eliminate moral shortcomings
 - C. Solving professional problems and issues: A part of professionalism that is based on the existing context and conditions and professional standards; It is the basis for performance, judgment and decision-making on technical issues or technical problems of the teaching profession.
6. Distinctive features of professionalism in the teacher
 - A. Values and beliefs within the profession specific to the profession
Those beliefs and values that are institutionalized in the teacher in the process of forming his professional identity and are considered as the motivator of his inner behaviors and professional character.
 - B. Ethics in professional interactions/Ethical behavior in professional social performance: A part of professionalism based on professional responsibilities and obligations as well as norms and values of society, the basis of social behavior and interactions (including interaction with students, colleagues, other members of the profession, Parents and the community) is in the teaching profession
 - C. Ethical sensitivity: The ability to identify situations and issues that dealing with or deciding on it requires calling and activating the mechanism of moral reasoning. In fact, moral sensitivity is a complex phenomenon that requires recognizing, interpreting, and framing moral situations and a cognitive ability throughout life.
 - D. Moral reasoning: A mental process that leads to a judgment, decision, or action that can be defended from a moral perspective.
 - E. Moral impact: By observing all aspects of professional ethics, the individual has become a role model and through this has a positive moral impact on students and society as a whole and fulfills his responsibility for the commitment to students' moral development.
 - F. Nature and moral basis: Teacher and teaching is inherently a moral act and its ultimate goal, which is the upbringing and growth of human beings, is rooted in morality.
- Step 5 - Determine a model sample
A model example is an example that can show the desired concept with all its main defining features. In fact, by providing examples of the model, the researcher is absolutely sure that he has provided a real example of the concept under study.⁷
- Sample model for the concept of teacher professionalism:
Dr. Mousavi is one of the professors of the medical school in one of the universities of medical sciences in the country, who always appears in class on time and with a tidy appearance and in accordance with the faculty regulations. Before the beginning of the semester, he prepares his curriculum in accordance with the principles of educational design and prepares the educational content in accordance with the objectives of the course and the students, and submits his lesson plan and course plan to the faculty education. During teaching in the classroom, he/she devotes time to students' questions and

answers so that if there is any ambiguity, he/she answers the students' questions. And observes justice and fairness.

Alternatives include examples that do not include the concept of professionalism in the teacher, which include borderline, related, and opposites. The borderline sample is such that the researcher is not sure whether the proposed sample really corresponds to the intended concept or not.²³ In other words, there are some defining features in these examples and some do not. Using the opposite method is also useful in better analyzing the concept. This means what an example can be given that can certainly be said to have none of the defining features of the concept under study and is not an example of this concept.

Opposite Example for the Concept of Faculty Professionalism

Step 6 - Identifying the borderline, related and contrary cases
Dr. Sadeghi is a faculty member of a medical school in one of the universities of medical sciences. Dr. Sadeghi spends most of his time in the faculty on research activities and publishing articles, and engages in research activities to improve his rank. Due to his busy schedule, he answers his work telephones in class. During the semester, to attend a meeting or congress and seminar, without prior coordination with the students, he closes the class and postpones his class time to another hour without considering the schedule of the students' semester classes. In the end-of-semester evaluation, his questions are not based on the principles of student evaluation, and no student has the right to object to the grade, and in case of objection, a grade will be deducted from the student. Master's and doctoral students, of whom he is a supervisor or advisor, can meet with him with great delay, and they are also required to prepare and submit an article and name him as the first author.

Related Examples for the Concept of Faculty Professionalism

Dr. Bozorgi is a faculty member of the School of Rehabilitation at one of the mother universities, who works two days a week at the end of the university in one of the private clinics. Considering his work and professional background in the university and Shiva's expression and patience in responding to clients and his high scientific knowledge, both the client's satisfaction and appropriate income are the prominent features of his presence in the clinic. The doctor's experience and skills in teaching and communicating with students and providing real examples of patients have also improved since the doctor's presence in the clinic, and by providing examples, photos and practical tips, he tries to meet the needs of students.

Step 7 - Determine the precedents and consequences of the concept

Pre-events are situations, events, and phenomena that occur before the intended concept occurs. Propositions may have contributed to or related to the occurrence of the concept but are not the cause, but at the same time their existence may be necessary for the presence of the intended concept. More precisely, events are the conditions and characteristics that exist before a concept occurs and must exist in order for that concept to occur.

What was achieved in the process of analyzing the concept of professionalism of the faculty was that in order for the

ethics and professional behavior of the teacher to happen, a series of requirements and preconditions need to be created so that this concept can be formed and appear in the process of analyzing the concept of professionalism. Scientific, requirements and precedents in the following two subject categories are necessary for this concept to be formed in the teacher.⁸

A. Moral knowledge

Acquisition of teaching knowledge and skills including familiarity with the principles and methods of curriculum planning and educational design, preparation of educational content and preparation of curriculum resources, familiarity with various teaching methods and their application, familiarity with the principles of student evaluation and program evaluation.

B. Personality traits or being a good person

The teacher must be a good human being with outstanding human characteristics such as altruism, compassion, responsibility, respect for others, etc., and be required to observe individual and social ethics so that moral qualities and morals in any situation, Be visible and clear in the words and behavior of the teacher.

Consequences of the Concept

Outcomes are events that occur as a result of a concept and can often be a stimulus for the formation of new ideas in the context of specific concepts.⁹

In the process of analyzing the concept of professionalism in the faculty, conclusions will be formed in the following three thematic categories.

A) Moral influence

As a result of observing all aspects of professional ethics, the individual has become a role model and thus has a positive moral impact on students and society as a whole and fulfills his responsibility for the commitment to students' moral development.

B) Social accountability

Increasing responsibility for society's expectations and responding to individual, social, professional behavior

In fact, in recent years, higher education is considered as an economic driving force and one of the most important factors in the cultural and social development of countries, so considering the important role of higher education and specifically medical education in the health and development of society, the education system should Plan to move as much as possible to meet the needs of society. Meeting the needs of the community by higher education institutions is an important and fundamental challenge, and it is necessary to know who or who should be responsible and accountable if students fail or do not succeed in gaining the necessary competence to serve the community.

Step 8 - Define experimental references

In the last step of the Walker and Avant concept analysis process, the basic features of the concept are merged with its empirical references in the real world.¹⁰ Given that the concept of teacher professionalism has not yet been comprehensively defined, there is no measure to measure the whole concept at present, but according to the available evidence, some of its infrastructure and features have been evaluated separately.¹¹

As mentioned in the results of some of the researches mentioned above, concepts such as professional commitment,

moral sensitivity, professional etiquette, etc., which are the characteristics and infrastructures of faculty professionalism in the real world, in exchange for foreign of course, since a comprehensive and complete definition of the concept of faculty professionalism has not been provided so far, each of these dimensions and features are examined under different headings and concepts and sometimes overlap with other features and concepts.¹²⁻¹⁵ For example, one of these overlaps is when officials or researchers seek to evaluate the quality and effectiveness of a teacher's work. In such cases, most of the items and areas that are evaluated include teacher personality traits, teaching proficiency, communication skills with students, professional competencies, teaching style and classroom management that interfere with the field of professionalism and professionalism.

Discussion

Arkansas State University and Jacksonville State University College of Professional Studies each have specific tools and forms for measuring faculty behavior, which include dimensions such as appearance, punctuality, innovation and creativity, empathy, professionalism, and a commitment to continuous learning. They examine the behavioral behavior of professors. In a study from the University of Turkey, a tool was developed to examine communication skills and teacher-student interactions, and according to the defining characteristics of professionalism, they designed a tool to assess all the emotional, cognitive and behavioral aspects of teacher-student interactions.²⁶ In another study, measurement tools in the form of rubric forms were developed and used to examine the behavioral character of teachers. Individual characteristics including some social habits such as chronology, dependence and how to interact with others were examined.¹⁶⁻¹⁸

A universal and integrated program is not possible because there is not yet a single and specific definition in this regard, however, many studies have determined and examined the criteria and characteristics of professionalism.¹⁹

The comprehensive definition in this research, based on the results of various researches that have been obtained by examining different features and criteria and the basis of the concept of professionalism, is in fact that professionalism in its general meaning requires deep knowledge and insight.²⁰

Creating a healthy and safe environment, honesty and trust, impartiality, commitment to the profession and continuous improvement, punctuality, criticism, professional competence, responsibility and individual accountability, especially in social interactions, is an effort to continuously improve the education. These features are simply not possible and require education, especially continuous learning.²¹ Professionalism is a set of values, behaviors and relationships that underpin public trust in teachers.²²⁻²⁴

Faculty members are, in fact, educators who prepare the growing learners of a community for life and service, and it can be argued that teachers who work with this awareness contribute to the positive characteristics of the community.²⁵ In fact, the analysis of the concept of teacher professionalism creates a deeper understanding of the importance of this concept and reveals its dimensions and characteristics.²⁶ Professionalism in the faculty or faculty is actually a set of responsibilities and obligations that are formed and given meaning in the shadow of these commitments. These commitments include commitment to university expectations, commitment to educating and guiding students, and commitment to professional advancement. And it has positive consequences such as moral impact and increased social accountability.²⁷⁻³⁰

Conclusion

The constituent dimensions of faculty professionalism are professional etiquette, ethics in professional social interactions, ethics in professional technical issues and functions, values and beliefs specific to the profession that have distinct characteristics such as moral sensitivity, moral reasoning, knowledge Ethics and self-regulation are moral.³¹ Personality or human traits of being good and moral knowledge are preconditions for the formation of this concept and its occurrence leads to increased social accountability and moral effectiveness. The most important application of this analysis is the concept of basing the definition provided in order to objectively and realistically evaluate the professionalism of professors and strive to improve and enhance it.

Conflicts of Interest

None. ■

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