

Perioperative Nursing Care Planning, second ed
(Mosby)
Perioperative Nursing Series: Endoscopic Surgery
(Mosby)
Perioperative Nursing Series: Genitourinary Surgery
(Mosby)
*Perioperative Nursing Series: Plastic and
Reconstructive Surgery* (Mosby)
Perioperative Nursing Series: Vascular Surgery
(Mosby)
Reinventing Your Nursing Career (Aspen)
The Nursing Spectrum of Lasers (Education Design,
Inc)

The Reuse of Single-Use Medical Devices (AAMI)
*The RN First Assistant: An Expanded Perioperative
Role*, third ed (Lippincott)

Inservice Education Modules

Appreciating Diversity, Aseptic Technique, Basic
Positioning, Care of the Elderly Patient, Care of the
Pediatric Patient, Disaster Preparedness, Electrical
Safety, Event-Related Sterility, Fire Safety, Laser
Safety, Medical Devices, MSDS, Radiation Pre-
cautions, Skin Preparation, Surgical Attire, OSHA
Regulations, Positioning the Surgical Patient,
Universal Precautions

Professionalism in Medical School Curriculums Evaluated

The teaching of professionalism in US medical schools needs to be improved, according to a study published in the Sept 1, 1999, issue of *JAMA*. Responding to concerns about the effect of managed care on physicians' attitudes about their roles and responsibilities, researchers at the Association of American Medical Colleges surveyed the nation's 125 undergraduate medical schools and found that most offer some type of formal instruction related to professionalism but that the educational strategies used may be inadequate.

The study was conducted through a two-stage survey. The schools first were questioned about general activities related to the teaching of four essential elements of professionalism—subordinating one's self-interest to the interest of patients; adhering to high ethical and moral standards; responding to societal needs; and evincing core humanistic values, such as empathy, integrity, altruism, and trustworthiness. The second survey instrument gathered more specific information about the format through which professionalism was taught and the goals of the curriculum.

Of the 116 schools that responded to the initial survey, 104 (90%) indicated they offered formal instruction related to professionalism. Of the 90 schools that responded to the second survey, 56 (68%) said they had written goals and objectives that covered professionalism. Forty-one schools submitted their course materials for review, and in the materials, 31 of the schools (75%) addressed the attribute "adhere to high ethical and moral standards," but only 17 of the schools (42%) addressed the attribute "respond to societal needs."

Researchers concluded that schools use diverse strategies for teaching professionalism, from one-time "white-coat" orientation ceremonies to integrated sequences of courses. Many of the schools' administrators recognize inadequacies in their curriculums and believe that their students would benefit from more formal approaches.

H M Swick et al, "Teaching professionalism in undergraduate medical education," JAMA 282 (Sept 1, 1999) 830-832.