

Introduction / Objectives

- Professionalism education in a medical physics residency program is often based on *ad hoc* experiences with no formalized education for the students.
- Our centre developed a formalized professionalism education course. It was first given to the residents within our centre but has since expanded across 5 cancer centres within the University of Toronto's CAMPEP-accredited Medical Physics Residency Program.
- Our objectives in creating a formalized professionalism course were:
 - To introduce the students to the non-technical aspects of the medical physics profession
 - To satisfy the CAMPEP requirements of professionalism education in an accredited program
 - To improve the residents' skills in professionalism through discussion, engagement, and self-reflection exercises
 - To provide an opportunity for the residents at five hospitals across the Toronto area (85 km apart) to get together and interact with each other in discussing the various topics

Methods

- Faculty identified course modules, with reference to CAMPEP requirements, and residents' requirements
- Faculty identified session leaders and speakers, the purpose of the session, their learning objectives, and the format of the content delivery (lecture, discussion, activity)
- Expert speakers were recruited for specialized topics
- The course was first given to the single institution residents (4 students) in 2022 and feedback from that first year was used to improve the course before providing it to all residents at the five University of Toronto centres (11 residents)

Course Matrix

Career	Job search	Ethics	Human Performance	Project Management	Professional Affairs
Types of clinics	Job search strategies	Ethics (1)	Non-technical skills	Project management (1)	Professional organizations & Scope of practice
Physics managers	Hiring manager	Ethicist	Physics manager	Project manager	Professional organization
Non-clinical career paths	Getting the interview	Ethics (2)	Communication	Project management (2)	Regulated healthcare professions
Vendor physicists	Hiring manager	Ethicist	Physics manager	Project manager	Professional organization
Career progression	Preparation for interview		Human and team performance	Department management	
Physics manager	Hiring manager		Physics manager	Physics manager	
Cancer systems					
Provincial cancer agency leaders					
Employer-employee relationships					
Director, Labour Relations					

Sample reflective practice essay prompt

Career module Reflect on whether and how it has influenced your perception of your career path at three times: during the transition from trainee to professional in your first job; after five years; and at ten years. Incorporate the Gibbs method of reflective practice

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Methods

- The residents completed surveys to evaluate and comment on each session
- Sessions were delivered in person or remotely. Reflective exercises were given for some of the modules

Results

- An introductory session served to review the course outline, the reflective practice, and the expectations.
- Student feedback from the initial 4 residents was used to improve the course prior to giving it to all of the U of T students.
- The University of Edinburgh rubric was used to provide feedback to the students on their reflective practice essays.
- The average student survey result, for 12 of the sessions, was a score of 4.6 out of 5.
- The student survey's provided constructive feedback for the Faculty. This feedback will be used to modify our future sessions. Some of the feedback included: 1/ Providing reading prep ahead of the sessions in order to create more in depth questions and discussion. 2/ leave more time for Q & A.
- Future work will aim to compile the sessions into a book useful for the students once they graduate.

Conclusion

- A Professionalism Course was developed for our Medical Physics Residency Program. It continues to evolve as we develop the content, the speakers, and the reflective practice.

Reference:

The University of Edinburgh, Self Reflection Toolkit
<https://reflection.ed.ac.uk/>