

Faculty development for medical professionalism in an Arabian Context

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STELLINGEN (*Propositions*)

Faculty Development for Medical Professionalism in an Arabian Context

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1. Professionalism is culture-sensitive and the situations used to measure its constructs or domains should reflect the cultural differences (this dissertation).
2. The Learners' Attitudes on Medical Professionalism Scale (LAMPS) can help teachers to identify learning gaps regarding professionalism amongst their students (this dissertation).
3. When self-accountability is interpreted as fear from God or '*taqwa*' in Arabic, it empowers an intrinsic drive for reflection, vigilance and careful estimation of actions and their consequences (this dissertation).
4. Self-motivation, if perceived as seeking reward from God or '*ehtesab*' in Arabic, can energize excellence and commitment in the absence of instant rewards by people, official bodies or the community at large (this dissertation).
5. Faculty development needs to be transformed from the training discourse of stand-alone interventions to the paradigm of communities of learning, deliberate practice and mentorship.
6. Professionalism education can drive a more student-centred approach to learning, because professional values are contextualized in situations which stimulate discussion and reflection.
7. We need to preserve the traditional core values of medicine in the new milieu of social media.
8. There is a need to establish a *bank of professionalism vignettes*, where each vignette should include at least a scenario and options for decision making.
9. The most important, indeed the only, thing we have to offer our students is 'ourselves' as role-models. Everything else they can read in a book.
10. Faith can provide Arab doctors with an internal North and insight to navigate their pathways in a sophisticated healthcare environment.
11. People are different in everything.