

**Introduction**

Within the past 10 years there has been a huge increase in the use of digital technology to enhance working. Once thought of as novelties these tools have become ubiquitous and have shaped the way in which we live our lives and interact with our communities. In medical settings digital technology and social networking offer significant opportunities for enhancing instruction in the form of online modules, audience response systems, rapid access to medical records, etc. When integrated into curricula, digital technology and social networking can more effectively address the issues of professionalism [2]. However, even the best practice guidelines do not currently have "grey areas" in professionalism [3].

**Materials and Methods**

- **Research Subjects**: Class of 2019, 104 medical students in their first year of medical school. Class of 2018, 110 medical students in their second year on medical school.

  - Students' attitudes towards professionalism will be evaluated through an evaluation tool by Greysen et al [3]. Students' attitudes will be evaluated with a four-step survey, in which each item of the survey will be scored on a scale of 0 to 7, with the following options: [1].
  - Don't Know
  - Unprofessional
  - Acceptable
  - Professional
  - Very professional
  - Extremely professional

  - Table 1. Number of "Don't Know" responses for each question for each class.

<table>
<thead>
<tr>
<th>Question</th>
<th>Class of 2018</th>
<th>Class of 2019</th>
<th>P-Value</th>
</tr>
</thead>
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</tr>
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</table>

**Results**

Table 2. Class Scores for each professionalism survey question with a score of 0 corresponding to "Extremely Professional" to a score of 7 corresponding to "Extremely Unprofessional"

**Discussion**

- We find from this study that there is an increase in awareness and understanding of professionalism issues found in medical students after the small group class and online module. Medical students have a greater understanding of professionalism honesty and in the area of patient protected information and privacy.

- Student mediated small groups are effective ways to teach students professionalism curriculum. Student feedback was overall positive and students felt that it was an enriching exercise.

**Limitations**

- Small study number

- In this study we assume that there is no additional professionalism training for medical students from first year to second year of medical school.

- There was a limited response from the Class of 2018 with responses coming from only a third of the class.

- This test was developed to evaluate program directors at medical institutions and may have benefit from optimization for medical students.

**Further Work**

- Develop a better method of evaluating professionalism in medical students would be the natural next step in this project as would be applying these methods across several medical schools to increase student number and to evaluate the global benefit to medical student education.

**Survey**

**References**