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Nota di contenuto	Preface Jordan j . Cohen; Introduction Delese wear; The Moral Order of the Medical School Stanley Joel Reiser; In Search of a Lost Cord Professionalism and Medical Education's Hidden Curriculum Frederic w. Hafferty; Professional Role in Health Care Institutions Toward an Ethics of Authenticity Richard Martinez; Professional Ethics and Social Activism Where Have We Been? Where Are We Going? Jack Coulehan & Peter c. Williams; Student Advocacy for a Culture of Professionalism at the University of Kentucky College of Medicine Sheila Woods & Sue Fosson & Lois Margaret Nora Moral Growth, Spirituality, and Activism The Humanities in Medical Education Judith Andre & Jake Foglio & Howard Brody Reflections on Experiences with Socially Active Students Mary Anne c. Johnston; The Mentor-Mentee Relationship in Medical Education A New Analysis Tana A. Grady-Weliky & Cynthia n. Kettyle & Edward M. Hundert; From Identity Purgatory to Professionalism Considerations along the Medical Education Continuum Norma E. Wagoner Experiencing Community Medicine during Residency The La Mesa

Housecleaning Cooperative Frederick A. Miller & William D. Mellon & with an afterword by Howard Waitzkin Community-Oriented Medical Education The Toronto Experience Donald Wasylenki & Niall Byrne & Barbara McRobb; The Case for Keeping Community Service Voluntary Narratives from the Rush Community Service Initiatives Program Edward J. Eckenfels; Bridging the Gaps Community Health Internship Program A Case Study in the Professional Development of Medical Students Lucy Wolf Tuton & Claudia H. Siegel & Timothy b. Campbell  
Afterword "Good Seeds": Growing the Physicians We Need references; contributors; index

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Sommario/riassunto

The thirteen essays in *Educating for Professionalism* examine the often conflicting ethical, social, emotional, and intellectual messages that medical institutions send to students about what it means to be a doctor. Because this disconnection between what medical educators profess and what students experience is partly to blame for the current crisis in medical professionalism, the authors offer timely, reflective analyses of the work and opportunities facing medical education if doctors are to win public trust. In their drive to improve medical professionalism within the work

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