

# Contents

## Part I Focus of the Inquiry

<b>1 A Deepening Crisis of Confidence in the Professions</b> .....	3
Contemporary Context of Professional Practice .....	4
A Crisis of Confidence Re-Visited .....	5
Structure of the Book .....	9
<b>2 What Is Professional Practice?</b> .....	11
What Is a Profession? .....	12
Exploring Professional Practice .....	14
A Lifeworld Perspective on Professional Practice .....	23
Professional Practice Presupposes the Lifeworld .....	32

## Part II Professional Education as Preparation

<b>3 Investigating Preparation for Professional Practice</b> .....	37
Technical Rationality and the Normative Curriculum .....	38
Problem-Based Learning .....	44
Work-Based Learning .....	48
Curriculum Design for Professional Preparation .....	51
<b>4 Professional Education as a Process of Becoming</b> .....	53
Becoming Professionals .....	55
Ambiguities in Becoming Professionals .....	58
Avoidance of Addressing Ontology in Professional Education .....	63
Pursuing Ontological Education for the Professions .....	65
Letting Learn .....	68

### Part III Professional Ways of Being

<b>5</b>	<b>Contextualising Professional Ways of Being</b> .....	73
	A Brief History of Western Medicine .....	74
	A Biomedical Model of Medicine .....	83
<b>6</b>	<b>Interplay Between Traditions and Being Professionals</b> .....	93
	Disease in Patients' Lives .....	96
	Power Relations Between Medical Practitioners and Patients .....	99
	Exposure of Patients During Physical Examination .....	100
	Emotional Demands of Medical Practice .....	101
	Being with People Who Seek Help .....	105
	Social Distancing in Medical Practice .....	106
	Gender and Access to Medical Practice .....	106
	Medical Practice as Service Provision .....	109
<b>7</b>	<b>Learning Professional Ways of Being</b> .....	111
	Development Over Time: Unfolding Professional Ways of Being .....	113
	Case 1: Karl .....	115
	Case 2: Lotta .....	124
	A Synthesis: Karl and Lotta Learning to be Professionals .....	131

### Part IV Implications for Professional Education

<b>8</b>	<b>Designing Professional Education: Where to from Here?</b> .....	135
	Beyond Knowledge and Skills in Professional Education .....	136
	Overcoming a Theory/Practice Gap in Curriculum Design .....	137
	Professional Education as Preparation for Practice .....	138
	Addressing Ambiguity in Professional Practice .....	139
	Integrating Ontology and Epistemology in Professional Education .....	140
	Professional Education as a Process of Becoming .....	141
	Challenging and Supporting Learning to be Professionals .....	142
	Developing Attuned Responsiveness to Professional Practice .....	143
	Concluding Remarks .....	144
	<b>References</b> .....	147
	<b>Index</b> .....	159