“Don’t let anyone twist your arm into the job, it’s too important”

Program Directors fostering professionalism; metaphorical roles for socializing junior doctors

LOUISE RIGBY
Context
Postgraduate Medical Education in Australia

“Residency is an intense experience... It is also a time in which the habits of a lifetime are developed” Leach 2008
How do Program Directors foster the learning of professionalism and formation of professional identity?

- 10 semi structured interviews
- 10 Program Directors across NSW
- Rural, regional and metropolitan hospitals
- Responsible for between 10 - 100 junior doctors
- Different amounts of time for their roles 1 hour a week to half a day a week
- Interviews recorded and transcribed
- Transcripts thematically analysed
What metaphorical roles do Program Directors use to foster the socialisation of junior doctors professionalism?
Theory to help structure the findings

Workplace learning & affordances (Billett 2001)

“There are a number of contextual, personal and interactional factors which impact on how clinical educators use their educational knowledge and skills and undertake their educational role in the clinical setting.” (Kumar 2017)
Program Director as a...

- Parent
- Concierge
- Babysitter
- Coach
- Auditor
- Shepherd

Personal | Interactional | Contextual
Contextual

• Workplace systems
• How the role is articulated & configured
• How the role is recognized

The Babysitter

Fill in role
Can mean lower expectations
Can be set up for fun!
The Babysitter

“I was asked to do it by a Director of Clinical Services about 3 years ago, when we were coming up to accreditation and there was nobody in the role at the time. So, I took it on then without really having much understanding of what it was going to involve” PD9

“We've had a lot of fun, they do mandalas and they do pet dogs and tai chi out on the Oval and stuff... It was all a bit... A bit silly, but it's been fun. “ PD3
Contextual Workplace systems

How the role is articulated & configured

How the role is recognized.

The Shepherd

- Protect
- Navigate
- Guide (Cull?)
“I think I guess the danger is going to be to crush their little spirits, crush their spirit before they really had a chance to come to learn” PD7

“You're there to protect them, to guide them and to listen to them. I think if you can do those three things - and also make them aware..” PD1
<table>
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<tr>
<th>Contextual Factors</th>
<th>Metaphor highlighted..</th>
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<td>Role configured</td>
<td>Regulatory requirements over quality outcomes</td>
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<td>Breadth of role vis-à-vis the PD</td>
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<td>Workplace systems</td>
<td>Informal curriculum for faculty</td>
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Take home messages

- Important to conduct qualitative research – to listen to understand & share
- Faculty & Program Directors are critical in our med ed endeavors & need appropriate faculty development
- Metaphors can enrich our thinking
- Metaphors can be misleading & open to interpretation
Thank You for Listening!

Louise Rigby
PhD Candidate
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Any questions?
References


Leach DC. Medical professionalism and the formation of residents: A journey toward authenticity. U St Thomas LJ 2008;5:512.


Morgan Images of Organisations