

Centre for Medical and Health Sciences
Education Monash University

Intern conceptions of how the registrar supports on the job learning

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March 2010

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Presentation outline

- Purpose and background to the research
- What was found
- Conclusions and discussion

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The registrar and the intern

we need to recognise and develop the role of the registrars, who are perceived as an important and reliable educational resource by the overwhelming majority of prevocational doctors.

(Dent et al 2006)

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Supervisors should be aware of when and why they influence a specific phase of a resident's learning process
(Teunissen et al 2007)

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My Research questions

- How did the interns approach on-the-job learning?
- What provided learning opportunities in the workplace?

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Qualitative research



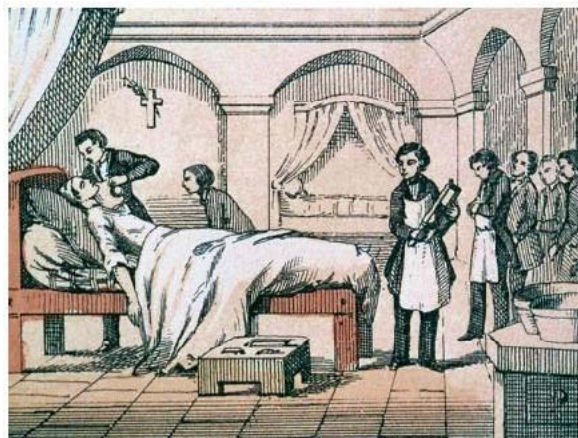
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- Reflection over the course of the intern year
- Which rotation provided the best learning experience?
- What made it a good learning experience?

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Situated learning, apprenticeship and communities of practice

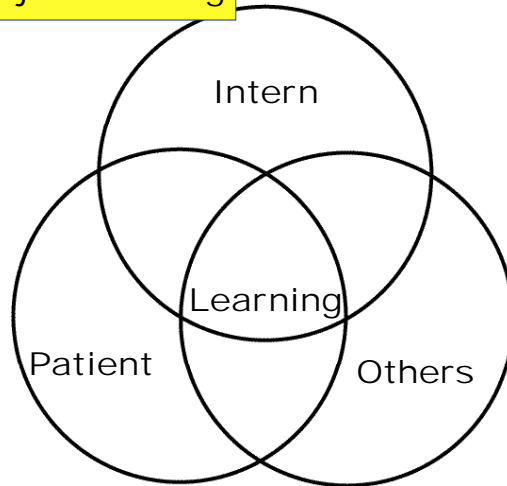
Learning is about engagement in real
work under the guidance of more
experienced practitioners;

(Lave and Wenger, 1991; Bleakley,
2002 and 2006)

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On the job learning



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What was found?



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Significance of the Registrar

I think it makes it or breaks it. If you have someone that doesn't give you opportunities, who just isn't interested in your learning, then you're stuck for ten weeks in a bit of a hole . Intern 2008. Dennis

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Phenomenographic analysis

Produces a set of categories

- A label
- A discursive description
- Illustrative quotes

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Four conceptions of registrar activity

- A. The manager conception
- B. The teacher conception
- C. The partnership conception
- D. The mentoring professional conception

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You just tell them what the problem is and they tell you what to do. Heather

In response to me asking a question he would say, 'you can look that up later we don't have time now.' Alan

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She was always keen to use various options to teach me stuff and get me to explore, work out diagnosis and management for each patient. It was just sort of being available to answer questions, mainly as we went along. Thomas

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When we encountered some kind of management issue on the ward that was difficult he would give us little mini-tutorials. He gave us a lot of teaching actually. Lorraine

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You get to discuss your plan and its not just them telling you what they think about the patient. You have made decisions and then you can understand from their feedback what was good and what needs to be added. Wendy

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Once you've mastered the basics it becomes more collegial, because essentially you are talking to a colleague.
Graeme

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I think it was so that the registrar had time to work through the case and work out what was going on with the patient, it was couched in terms of our learning but I think the ultimate aim of the procedure was for patient management not just our learning. Dawn

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And empowering me, reminding me that I had the skills to do it, the ones I had been learning over the year and at uni and I was in a place where I could exercise what I knew. Kevin

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She gave me a lot of encouragement and she sort of put high expectations on me. I was doing things I never thought I would do in an internship. Maureen

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A good registrar is ...

tops for medical knowledge and organisation and overall guidance in terms of when you question medicine, when you are not quite sure of things.
Frances

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A good registrar is ...

someone who really knows her stuff, is enthusiastic, has time to spend with you, is willing to answer questions and discuss things. Frances

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Findings

- Powerful learning occurs through engagement in work practices.
- The learning is powered by the collaborative interaction with registrars/supervisors.

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Findings

Important to consider how the approach of the intern and the approach of the registrar influences the interaction and the learning outcome

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Registrar development

Should be aware of

- how and why they influence intern learning
- new conceptions of work place learning - mutual, shared and collaborative learning
- how to facilitate team work.

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Questions I would like to ask the registrar

- *Were these deliberate choices?*
- *Were they determined by the abilities of the interns?*
- *Was the registrar choosing the most expeditious way to complete the day's tasks?*
- *Was the registrar just modeling on her supervisor?*

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“Correct. And in the case of a cardiac arrest, every second counts. Who can tell me why? Anyone? Clock’s ticking.”

Perhaps not what we had in mind

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