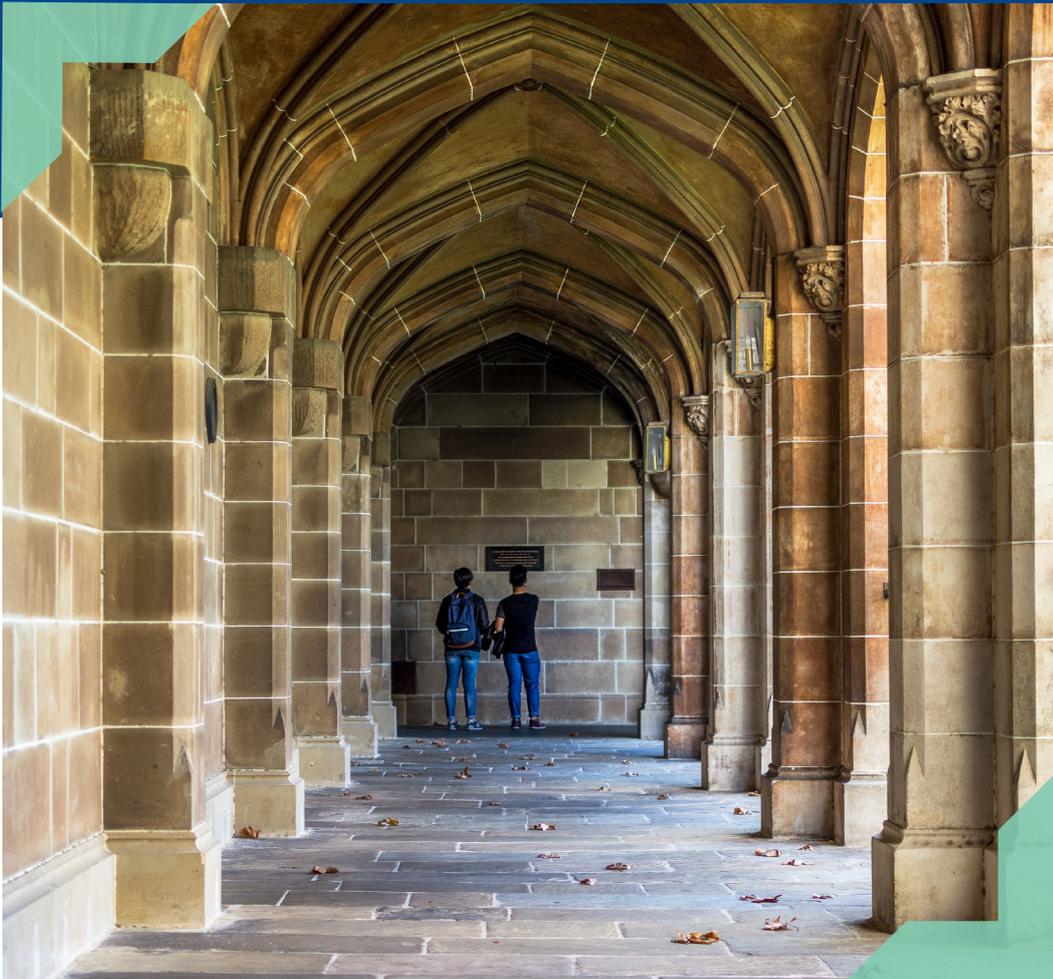




THE UNIVERSITY OF
MELBOURNE

Department of
Medical Education

Facilitating researcher conversations: Graduate Researcher Symposium



Tuesday 8 October 2019, 3.30-7.30pm
Cohen Theatre, Melbourne Business School
200 Leicester St, University of Melbourne

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Welcome

We acknowledge the traditional custodians of the land, the Wurundjeri people, on whose land we meet today. We pay our respects to the Elders, past and present.

The Department of Medical Education's Graduate Researcher Symposium, *Facilitating Researcher Conversations*, provides an opportunity for research conversations between graduate research students, their supervisors, the Department, and the broader health professions' education researcher and practitioner community.

The panel discussion on the challenge of theory within the PhD project invites reflections from four graduate researchers who are at different stages of their candidature. To promote conversations between graduate researchers, we will be inviting questions firstly from student members of the audience, then from other audience members. The panel discussion is followed by early, mid, and final year candidates presenting an aspect of their research, such as a literature review, study design, or study findings.

The symposium provides a collegial environment for gaining experience in communicating research, for feedback discussions, and for networking. Thank you for joining in the conversation this evening, and we invite you to stay for canapes and drinks at the conclusion of the program. There will also be an award for best presentation.

Symposium Convenors



Ms. Jo Russell
PhD candidate
Department of Medical Education
University of Melbourne



Associate Professor Robyn Woodward-Kron
Director, Research and Research Training
Department of Medical Education
University of Melbourne

Program

Tuesday 8 October 2019, 3.30-7.30pm
Cohen Theatre, Melbourne Business School (MBS)
200 Leicester St, University of Melbourne

3.30 pm	Registration
4.00 pm	Welcome
4.10 pm	Graduate researcher panel discussion - The challenge of theory.
	Student Presentations
4.40 pm	Andrew Huang <i>Veni, vidi, video... An exploration of a first-year medical education PhD student's journey in and through the theory.</i>
4.55 pm	Crystal Zhao <i>"It's my health, it's my choice, and I know best!" GPs' experiences when patients want medically unnecessary treatments.</i>
5.10 pm	Rhea Liang <i>Intersectionality and professional identity in surgery.</i>
5.25 pm	Emma Jeffs <i>Purposes, outcomes and experiences of morbidity and mortality meetings in paediatrics.</i>
5.40 pm	Intermission
5.45 pm	Jo Russell <i>Exploring teacher approaches to fostering student self-regulated learning: Development of an analytical framework.</i>
6.00 pm	Guncag Ozavci <i>Communicating with older patients about medications across care transitions: An interview and observational study.</i>
6.15 pm	Julia Paxino <i>Communication in rehabilitation teams: A scoping review and qualitative synthesis.</i>
6.30 pm	Christina Johnson <i>Identifying ways educators promote psychological safety during feedback in clinical practice.</i>
6.45 pm	Canapes and drinks, award
7.30 pm	Event close

Abstracts



Andrew Huang

Veni, vidi, video... An exploration of a first-year medical education PhD student's journey in and through the theory.

As an early stage PhD candidate coming from a clinical background and distinctly positivist stance, I am wrestling with theory to inform my research question and analysis approach.

The problem I am addressing is that workplace-based assessment (WBA) has been introduced into training without adequate cultural change and education for supervisors and trainees alike. As well as playing a summative role, WBAs are also intended to provide formative feedback. Despite this dual purpose, reports suggest they are missing the mark and are still experienced as summative occasions, defined by supervisor monologues.

My research question is: "What is the impact of introducing video as part of WBA conversations?" Based on research on the use of video for enhancing clinicians' reflexivity (Iedema et al, 2019) I speculate that using video may be helpful in the feedback process by increasing the learner's agency, democratising the feedback process, providing an artefact for self-reflection, making the feedback more useful through co-creation of knowledge, and increasing the learner's propensity for self-determined learning. There may also be effects that I have not conceived.

My presentation will focus on my own journey from transformative learning theory to shifting frames of reference, to experiential learning, to pedagogy of the oppressed, back to transformative learning and now to self-determined learning.

Join me in a discussion about my own transformative journey in grappling with the theories of education research.

Supervisors

Professor Liz Molloy, Department of Medical Education

Associate Professor Anna Ryan, Department of Medical Education

Professor Margaret Bearman, Deakin University



Crystal Zhao

"It's my health, it's my choice, and I know best!" GPs' experiences when patients want medically unnecessary treatments.

Patients increasingly present to their GP with already-formed views of what they feel they need (e.g. antibiotics, X-rays), but which the GP believe is unnecessary. This presents ethical tensions as GPs balance respecting patient autonomy with beneficence. There is little empirical research on how GPs approach these situations in clinical reality, and how they reconcile these requests with their professional and ethical obligations. In this study, semi-structured individual and focus group interviews with GPs in Victoria were conducted.

Study findings showed that while the GPs acknowledged the importance of patient contributions to health decisions, they believed the ethically right choice was to reject these requests for medically unnecessary treatments. However, in the face of such encounters, they struggled to act on their beliefs, and often ended up ordering these treatments when patients were insistent. They reported feeling disheartened and frustrated in struggling to reconcile conflict avoidance with their duty of acting in patients' best interests using evidence-based knowledge.

The study provides insight into GPs' experiences of inner strife between maintaining doctor-patient relationship and acting on ethical beliefs. The research highlights a need for continuing professional development to support GPs in negotiating the balance between enacting ethical beliefs and conflict management.

Supervisors

Professor Clare Delany, Department of Medical Education

Professor Marilys Guillemain, School of Population and Global Health, University of Melbourne

Abstracts



Rhea Liang

Intersectionality and professional identity in surgery.

Surgery lacks diversity. 87% of approximately 6500 surgeons in Australasia are male (2018 data), of whom 84% identify with full or partial European ancestry (2011 data). Measures of gender and race have been slow to change despite recognition of the benefits of diversity to patient care and organisational culture.

This project arose from a Masters project examining why women choose to leave surgical training. That project sparked conversations with other under-represented groups such as LGBTQI+, indigenous, CALD, lower socioeconomic, rurally based and first-in-family surgical aspirants. The concept of intersectionality was often mentioned as a lens for finding approaches that would benefit everyone, rather than actions targeting specific groups. This is consistent with findings from the Masters project that actions intended to help women in surgery had been unsuccessful because emphasizing their gender differences had the effect of 'othering' them.

A scoping review was chosen as the first piece of work as an exploratory approach. Preliminary work showed that the concept of intersectionality, although well developed in social sciences, is still relatively new in medicine. A similar problem arose when searching for surgery-specific publications, as surgery seems to lag behind other specialties in addressing social concerns.

Key pre-identified papers were captured by searching with the closely related term 'diversity', but at the risk of losing the precision of the intersectionality lens. Similarly broadening the search term from surgery to 'medicine' risks losing applicability of the findings to the surgical context. However, this apparent weakness may be a strength in formulating the first research project, which is likely to be a qualitative exploration of the ways in which intersectionality/diversity interfaces with professional identity formation in surgery. This is because, on the small amount of material currently found, 'diversity in medicine' is not very diverse - it predominantly focuses on gender and race.

Supervisors

Professor Debra Nestel, Austin Department of Surgery, University of Melbourne
Associate Professor Robyn Woodward-Kron, Department of Medical Education



Emma Jeffs

Purposes, outcomes and experiences of morbidity and mortality meetings in paediatrics.

The Morbidity and Mortality meeting (M&M) assembles local department clinicians to discuss cases of patient mortality, preventable harm, near miss, or sometimes a rare or interesting case. This is a complex and dynamic forum navigating conflicting values, differing stakeholder needs and sensitive conversations. This project explores the purposes, outcomes and experiences of M&Ms in paediatric acute care.

In this paper we present a rationale for case study methodology utilising observational and interview methods as a tool for capturing the diverse goals and processes of M&Ms and the views and experiences of attendees. Multiple meetings from five departments in a quaternary paediatric acute hospital were observed. Our application of this methodology demonstrates its utility in illuminating nuances and diversity in experience of forums held within complex organisations.

Preliminary results demonstrate diversity in meeting conduct, many of which prioritise differing goals. Influencers of an individual's experience and expectations of the meeting can include their professional role, the departmental culture and the perception of etiquette and value of their contribution. Findings of this study add to a vacuum in qualitative contribution to understanding M&Ms. We advocate integration of the perspectives of all stakeholders and their differing expectations and needs when intervening to optimise M&Ms.

Supervisors

Associate Professor Sharon Kinney, Department of Nursing, University of Melbourne; The Royal Children's Hospital
Professor Fiona Newall, Department of Paediatrics, University of Melbourne; The Royal Children's Hospital
Professor Clare Delany, Department of Medical Education

Abstracts



Jo Russell

Exploring teacher approaches to fostering student self-regulated learning: Development of an analytical framework.

My research explores teaching that fosters student self-regulated learning (SRL) in higher education. This presentation will describe my approach to thematic analysis of qualitative data, including the development of an analytical framework to be used in the next stage of research.

Surveys and interview transcripts exploring the fostering of student SRL across a variety of disciplines at The University of Melbourne were analysed thematically in NVivo (Miles & Huberman, 1994). Using both inductive and deductive approaches, data were coded into categories and sub-categories relating to the research questions. Within these categories, thematic analysis was conducted 1) across cases to identify patterns or discrepancies between individuals and 2) within cases to gain deeper insight into each case.

I plan to apply this analytical framework to data from a case study in the University's undergraduate Biomedicine course to explore the ways in which student SRL is supported in this context, and the supports and constraints that influence biomedical educators' approaches to fostering student SRL.

This analytical framework will be used to sensitise analysis for Phase 2 of research but will not prohibit new themes emerging from the data. I aim to describe my approach in a way that is logical and transparent, and to use this opportunity for discussion and feedback to enhance the rigour of my research.

Supervisors

Professor Liz Molloy, Department of Medical Education
Associate Professor Anna Ryan, Department of Medical Education
Associate Professor Chi Baik, CSHE



Guncag Ozavci

Communicating with older patients about medications across care transitions: An interview and observational study.

Communication about managing medication during transitions of care can be a challenging process for older people aged 65 years and older because they often have complex medication regimens. Past research has mainly examined links between communication failures and medication errors in older people; however, little attention has been paid to exploring their perspectives and experiences of communication about medications while in hospital. This presentation describes the characteristics of communication encounters that contributed to or hindered medication management of older patients from their perspectives.

A focused ethnographic methodology was undertaken in medical and surgical wards at a metropolitan hospital in Melbourne. Altogether, 26 interviews were conducted with older patients and 120 hours of observations were completed of interactions involving health professionals and patients. Thematic analysis was used for interviews to reveal patients' perspectives and experiences and Fairclough's critical discourse analysis was utilised for observations.

Discontinuities in medication management were apparent as older patients were cared for by many different health professionals across settings and between working shifts. It was linked to failure of two-way communication between individuals. Some older patients felt uninformed by health professionals about changes in their regular medications. There were missed opportunities where health professionals could have clarified patients' understanding about changes to their medications or patients' opinions about medication decisions to be made. Older patients who were well informed about their medications acted as mediators in relaying medication details to health professionals. The research findings can inform communication practices that reinforce better medication management for older people.

Supervisors

Professor Elizabeth Manias, Deakin University
Professor Tracey Bucknall, Deakin University
Associate Professor Robyn Woodward-Kron, Department of Medical Education

Abstracts



Julia Paxino

Communication in rehabilitation teams: a scoping review and qualitative synthesis

Interprofessional teamwork has been identified as increasingly important in the provision of healthcare. It is especially important in settings such as rehabilitation which incorporates many health disciplines working together to provide care for patients with both complex health conditions and social situations. The importance of interprofessional teamwork in rehabilitation is well recognised, and a growing body of literature examines how teams function and what contributes towards effective interprofessional teamwork in this setting.

Communication has been identified as an important component of effective interprofessional teamwork in rehabilitation; however, there is a lack of reviews synthesising these findings. The aim of this review was to investigate what is known of communication practices within an interprofessional team in rehabilitation. A scoping review was performed to examine the extent, range and nature of research activity about this topic. Using a systematic approach, 27 papers were identified as central to this review.

This presentation will explain the research design, data collection, quality appraisal, data extraction and analysis completed during this process. It will also discuss the findings of the review and the implications for future empirical research in my research program.

Supervisors

Professor Liz Molloy, Department of Medical Education
Associate Professor Robyn Woodward-Kron, Department of Medical Education
Dr Charlotte Denniston, Department of Medical Education



Christina Johnson

Identifying ways educators promote psychological safety during feedback in clinical practice.

Background: Ideally feedback involves an interactive learning dialogue whereby learners develop their understanding of how their work compares to expected standards and practical development strategies that result in improved performance. However, learners face a dilemma: if they engage in learning behaviours (such as asking questions, offering opinions or proposing ideas), they risk exposing their limitations. This highlights the importance of psychological safety. Yet it is not clear how educators can promote psychological safety within formal workplace feedback discussions. Our research question was: “What does psychological safety look like in workplace feedback and what approaches do educators take to foster it?”

Methods: We analysed 36 videos of feedback episodes in routine clinical practice involving diverse health professional participants. A psychologically safe learning environment was inferred when learners displayed more candid learning behaviours during the conversation. We used thematic analysis to identify corresponding educator approaches that could support psychological safety.

Results: We identified five themes: ‘setting the scene’, ‘collaboration’, ‘educator values interactive dialogue’, ‘educator takes a non-judgemental approach, using a learning journey perspective’ and ‘reducing the power gap’. These approaches were used by educators to convey respect, a non-judgemental approach, assistance, support and empathy for the learners.

Conclusion: These five themes illustrate ways educators attempted to create psychological safety during workplace feedback conversations, to enable learners to genuinely engage in interactive learning dialogue.

Supervisors

Professor Elizabeth Molloy, Department of Medical Education
Professor Jenny Keating, Monash University
Professor Michelle Leech, Monash University
Professor Geoff McColl, University of Queensland / University of Melbourne