



THE AUSTRALIAN NATIONAL UNIVERSITY

**From Conceptions to Capacity:
Conceptualizing the development of medical
practitioners' sense of professional practice,
and the implications for medical education.**

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Conceptions of Medical Practice

- Variation
- Development
- Relationships between conceptions
- Reflection in professional practice
- Reflection in educational practice

- Implications for medical education

- Using Phenomenography

Research Aims

Explore and convey clarity to the conceptual and developmental terrain of medical practitioners' sense of medical practice in relation to teaching, learning and practice in medicine using phenomenography



in order to

Develop a paradigm for better conceptualisation of the *variation* and the *development* of medical practitioners' sense of professional practice, how it is *reflected in their professional practice*, and the *implications* for medical education.

Research Questions

1. What is the **range** of conceptions medical practitioners have of being a medical practitioner?

- How do conceptions differ among senior doctors?
- What are the critical aspects that constitute medical practice?
- How does awareness of these critical aspects vary between conceptions?

2. How do conceptions of medical practice **develop** with experience?

- How do senior doctors experience their own development over time?
- What makes some conceptions more developmentally advanced (i.e more sophisticated, more complex, more complete, more inclusive) than others?

3. How are these conceptions reflected in medical practitioners' **professional** practice? especially when

- interacting with patients
- working collaboratively with colleagues
- engaging in continuing professional development
- engaging in research practices
- undertaking administrative role and practices

4. How are these conceptions reflected in medical practitioners' **educational** practice?

- Teaching practice as a medical educator
- Learning practice as a medical practitioner

Phenomenographic semi-structured interviews and concept mapping:

- Training and Pilot Study (N=6)
- Actual Study (N=31)

Interview Samples:

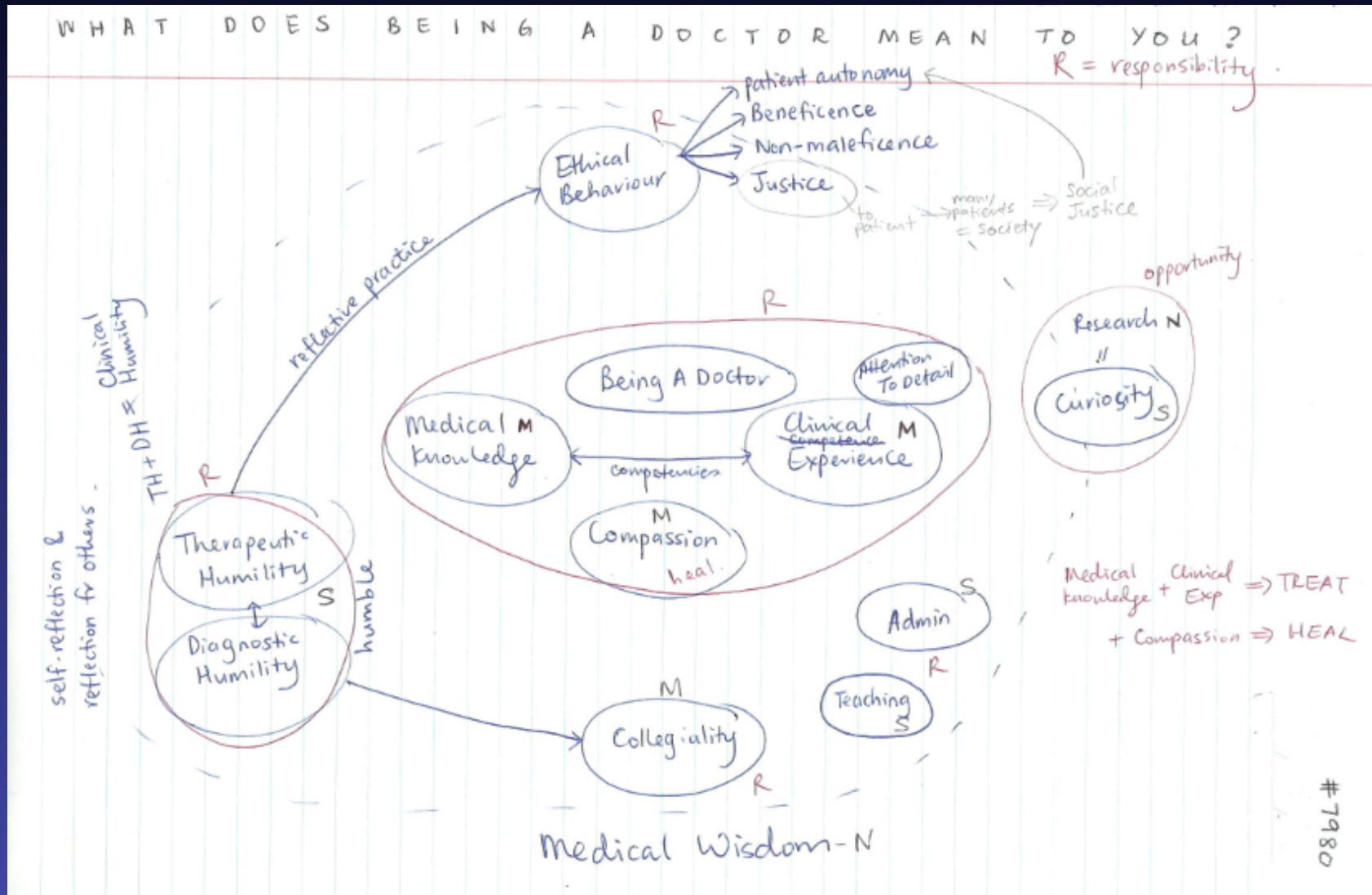
- Purposive sampling
- General Practitioners, Physicians, Surgeons

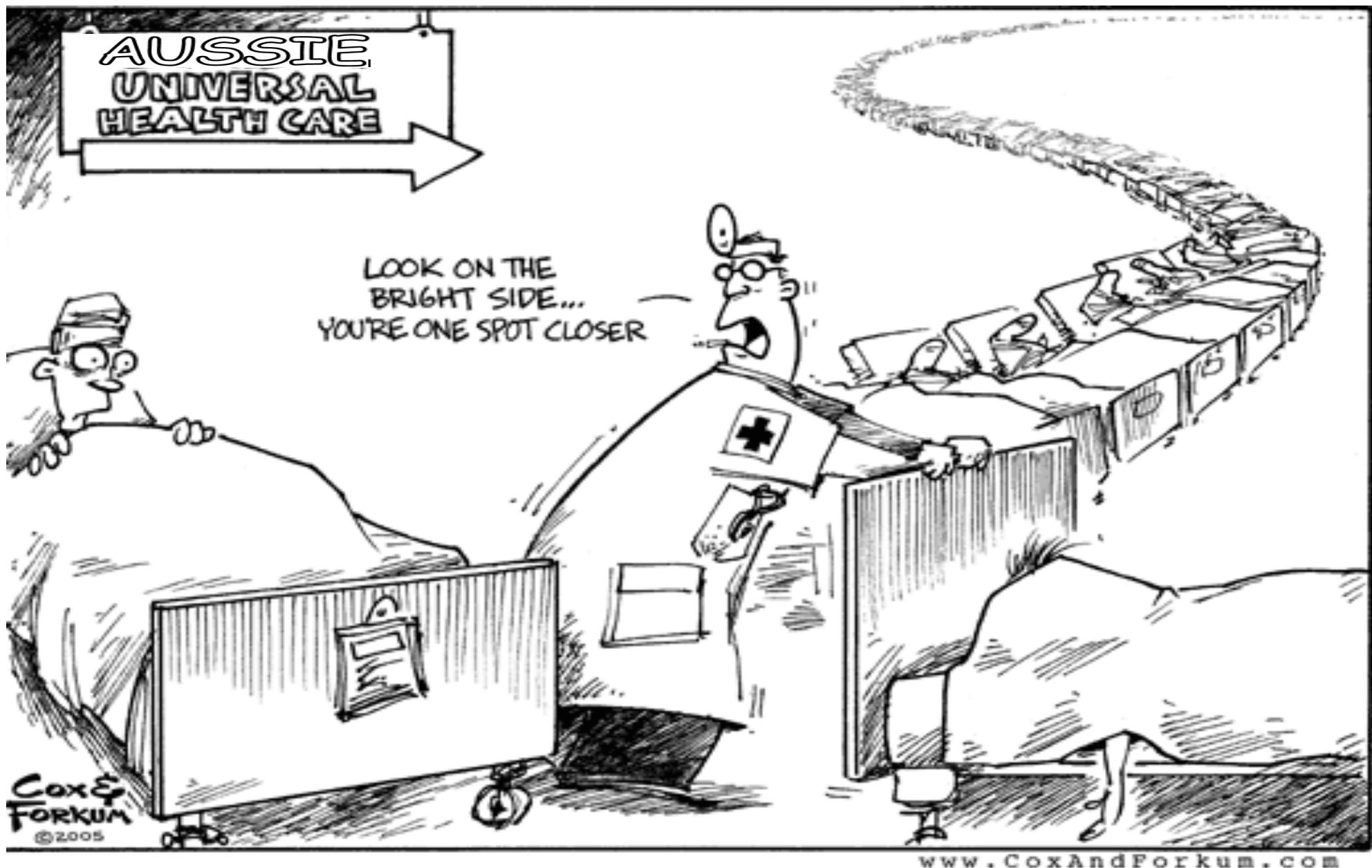
Data Analysis: Phenomenography and NVivo

Interview Guide

- **Go through some relevant information with participants**
- **Questions:**
 - History as a doctor and medical educator**
 - Why they choose to do medicine?**
 - What does being a doctor mean to them?**
 - Draw concept map and Explain concepts, give Examples, Reasoning, Relationships**
- **Categorise concepts**

Concept Map





THANK YOU !!!

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