

Amsterdam Public Health
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How do supervisors describe their talented postgraduate medical trainees?

An interview study with GP and ECM supervisors.

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Introduction

- GP and ECM supervisors are not always able to recognize talented trainees (TTs) and support them in their development.
- It is unclear why some trainees are considered being talented and how they learn at the workplace.
- This knowledge is needed to better support TTs.



Research questions

1. How do supervisors describe their talented trainees?
2. Are supervisors able to identify learning characteristics or strategies employed by their talented trainees?
3. What does being seen as a talented trainee mean for the supervision and the supervisory relationship?

Methods

- An exploratory study, adopting a constructivist paradigm,
- **Semi-structured interviews with supervisors of GP and ECM training program.**
- Supervisors could participate if they supervised a TT.
- Interviews took place between January and September 2018.
- Interviews were recorded and transcribed verbatim.
- Two independent researchers performed thematic analysis using MAXQDA software
- Through group discussion the researchers reached consensus on data sufficiency and the results.

Results

We interviewed 18 supervisors (15 GP's).

According to supervisors, TT...

- possesses the whole package of competencies;
- are socially proficient;
- continuously develop themselves;
- are highly motivated.
- can learn better than non-TTs;

Supervisors...

- often gave the label 'talent' to TTs at an early stage, after which this judgment did not change.
- are challenged and motivated by supervising a TT.
- recognized themselves in the TT and quickly regarded them as an equal.
- were not able to mention any pitfalls of the TT and if they did, those pitfalls were often described as not disturbing. Finally, supervisors wondered whether they could teach and challenge TT sufficiently during the whole training period.

Conclusion/Discussion

According to supervisors, Talented Trainees...

- are highly motivated;
- are socially adept;
- excel in at least medical expertise, communication and professionalism;
- seem to be more capable of self-regulated learning in the workplace.

Supervisors recognize TT quickly, recognize themselves in the TT, are not able to describe pitfalls of TT and quickly regard the TT as an equal.

This raises the question if supervisors are able to assess their TTs, support them sufficiently and challenge them in such a way that the TT can develop optimally.

