

## **ASSOCIATE PROFESSOR PIM TEUNISSEN**

### **KEYNOTE ADDRESS PRESENTATION**

#### **TITLE: TRANSITIONS AS AN OPPORTUNITY FOR WORKPLACE LEARNING**

Transitions are common in the medical education continuum. They range from small ones, such as a medical student moving from one rotation to the next, to larger ones, such as a senior resident finishing training and starting a first position as a junior consultant. Next to residents transitioning to consultant, there are three other major transitions. The first is that of high school students starting medical school, the second transition is students going from non-clinical to clinical training and the third transition is that of graduated students to residents. We tend to treat these four major transitions as problems. They can lead to personal turmoil, increase the risk of burnout, are accompanied by a drop of competence and may even lead to unacceptable risk for patients.

There is, however, another side to transitions that I will highlight in this talk. Transitions are examples of change that is part and parcel of our working lives and healthcare in general. How healthcare professionals deal with change, small and large, is key to how well they function, adapt and cope with challenges. When we see change in the working life of healthcare professionals as normal and even desirable, a new set of questions need to be answered. How do medical students and doctors deal with change, how does medical education prepare them for change and how can workplaces capitalize on change as a learning opportunity?

From this perspective, I will highlight the challenges and opportunity transitions offer in the context of workplace learning. The particular transition I will focus on is that from resident to junior consultant. Research indicates junior consultants do not feel competent in several non-clinical aspects of their work, such as teaching, managerial and financial skills. How do they learn to adapt to change, what can workplaces do to support them and what lessons are there for medical education based on this final transition to independent practice? I discuss answers to these questions based on empirical research and relevant conceptual orientations, most notably workplace learning and ecological systems theories.

### **KEYNOTE WORKSHOP**

#### **TITLE: LET'S TALK ABOUT TALK**

Dr. Pim Teunissen & Dr. Walter Eppich

Much of clinical practice involves 'talking' not only with patients but about patients with other health professionals. 'Talk' encompasses spoken words, their verbal and nonverbal content and accompanying social implications, and represents a main component of work in modern societies. Particularly in healthcare, 'talk' drives patient care and learning from patient care.

Students in all healthcare professions will develop skills for work-related talk. They speak with other healthcare professionals to coordinate patient care among interprofessional and multidisciplinary distributed teams, to seek and give advice about patient management, and to transition care from one team to another. Thus, these conversations make up a substantive portion of the workplace curriculum. However, talk is seldom the focus of teaching or assessment in healthcare training.

This workshop will take the concrete example of work-related telephone conversations to discuss its potential for learning, teaching, and assessment. We will use a combination of brief, interactive didactics and small group activities to help participants talk and think about talk. The first part of the workshop explores the significance of talk in a myriad of clinical situations. The second part of the workshop will help participants analyse what happens in a telephone conversation. In the third part of the workshop, groups of participants discuss the potential of telephone conversations for learning, teaching, and assessment informing a plenary wrap-up. After this workshop, participants will be able to:

- 1) outline the myriad ways in which talk reflects learners' thinking as developing healthcare professionals,
- 2) describe how workplace telephone conversations provide a snapshot of learners' developmental trajectory,
- 3) identify how they can use telephone conversations for learning, teaching, and assessment.