

Phenomenological Study about the Interest and Motivation of Physicians Residing in Pediatrics: Perception of the Preceptor

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ABSTRACT

Objective: Some preceptors assume that, in the last decades, there are no resident doctors with interest and motivation to attend medical residency in Pediatrics. Based on this, this study aims to answer if this phenomenon has been occurring or not.

Method: This is a phenomenological field research with a qualitative approach, in the search to elucidate the essence of the phenomenon interest and motivation among resident physicians in Pediatrics in the conception of the preceptor. The statements were grouped by meaning and these were analyzed in the light of phenomenology, which does not explain the phenomena, but understands the lived experiences, not paying attention to the causal relations lived in the quotidian.

Results: Seven preceptors interviewed understood that there is interest and motivation by residents in the processes of teaching in medical residency. They discerned that one cannot stigmatize the entire group by the lack of motivation and interest of some. An important question arose in relation to the previous experiences of preceptors, lived in other contexts, in the changes of focus they sought (projection, fame, scientific prominence, professional and intellectual recognition) and also in what is wanted today, that is, the rapid completion of the course, with less stress and greater attention to the quality of life.

Conclusion: According to the preceptors of the evaluated medical residency program, the pediatrics resident doctor showed motivation and interest to attend medical residency. Besides, they also showed interest in articulating learning, especially in secondary and tertiary care, with less stress and greater attention to their quality of life.

Keywords: Medical residency, Pediatrics, Medical Education, Preceptor

INTRODUCTION

This work is a field research of a phenomenological nature with a qualitative approach, which objective is to illustrate the essence of the phenomenon "interest and motivation among resident physicians in Pediatrics in the perception of the preceptor", as it appears, considering what the preceptor experiences, whose priority is the understanding of the phenomenon. The broad expression of human motivation presumably depends on the energizing of behavior in order to promote an

internal force that emerges, regulates, and sustains the individual actions that are required to provoke the need or the desire for fulfillment in the search for the determinants of human activity, the human behavior and the internal and external biological condition of the individual. This can be regulated by demands that stimulate the individual to action and to the awakening of the internal feeling of achievement, shaped by experience or originated by a variety of biological and psychological mechanisms that permit the

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untying of action, orientation, intensity and persistence of motivation^{1,2,3}. The motivation may still be attached to a set of psychological factors or to processes that conduct to a choice that foment or initiate a behavior directed to seek a goal, embodied here by interest and motivation for the pedagogical and psycho-pedagogical processes of learning in the Medical Residence in Pediatrics.

The current study is in reliance on the phenomenology, in order to discuss facts and issues experienced in the day to day life of the preceptors of a Pediatric Residency program, taking into account the resident doctor as the focus of the entire teaching-learning process, evolved in an environment of particular complexity, in the levels of primary, secondary and tertiary care, developing theoretical and practical knowledge in child and adolescent care, embodying the social practice that includes this population.

Motivation is comprehended as an internal force that come forth, regulates and upholds all the most important human actions⁴. Thus, it is required that the resident doctor may be understood as a being-in-the-world in the search of professional improvement, to figure out the immediate health problems of other beings⁵.

Obeying the commandments of phenomenology, this work did not worry about the explanation of interest and motivation. The intention was to ascertain the understanding of the lived experiences, without the responsibility to rely on the causal relations lived in the spatial quotidian of the hospital or outpatient practice and nor to the attributes considered by preceptors as relevant to specify the event under investigation.

METHOD

The study aimed to describe the meaning of the preceptors experience about interest and motivation, and from this phenomenon of a intense daily life experience, as a return to things itself, it also sought to unveil the understanding of (in) success in the pedagogical and psycho-pedagogical process of teaching-learning during the Residency in Pediatrics. For doing so, the researcher adopted an empathic posture, so as not to be a mere spectator, but to be-with-the-participant, to perceive him in his situation.

The research was conducted with seven preceptors, from August to September 2015. Thereby, the significance and intensity of the

occurrence of the phenomenon was valued, taking into consideration as less important the number of participants interviewed⁶; and more pertinent, the comprehension of the phenomenon investigated in its assorted dimensions, from the apprehension of the data collected.

For data collection, an interview script important for the objectives of the study was based on the guiding question regarding the "Vision of preceptors about the interest and motivation of physicians residing in Pediatrics in the pedagogical and psycho-pedagogical processes of teaching and learning" was used. In order to record the testimonies, the audio recording system was used; and in accordance with the phenomenological approach, each interview was listened attentively and in detail for a better understanding of the phenomenon researched. The transcript of the interviews represented the authentication of the testimony as a reliable portrait of what the participant apprehended as his experience in the teaching-learning process.

For the analysis of the empirical material the qualitative approach was used in the light of phenomenology, which consisted in the visualization of each individual discourse and its nuances that disclosed the core of the phenomenon result of being-a-preceptor experience. In the uncovering of this essence, meaningful fragments were selected for the description of the experience, as well as the sort of relation that each aspect presented for the phenomenon integration in search for the revelation of individual essences and also for the construction of elements of the experience, through the categorization of the phenomenological description. The research observed all the ethical precepts contained in Resolution 466/127 and its complementary ones and was approved by the Research Ethics Committee of the institution (Opinion No. 925.278).

RESULTS

In order to understand the meanings attributed to this process, it was necessary to understand the phenomenon "interest and motivation", in addition to the approximation of the experiences lived by each of the interviewees that are part of the Pediatric Residency Program studied, related to the main question: "Talk about your experience regarding the resident physicians interest and motivation, over time, at the stage that your preceptor coordinates".

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Preceptor 1. A preceptor with less than five years of experience in the Program estimates that there are interest and motivation; that the most important form of stimulus for the study of theory is the practical activity, but that all depends on the preceptor actions.

Preceptor 2. A preceptor with more than five years of experience evaluates that there is interest, but that it is expressed in various ways nowadays, especially when it comes to stress reduction, that it is less tolerated nowadays. The resident has been committed to his learning, but with a higher quality of life and, consequently, a lower level of stress. The preceptor maturity induces the reflection of conceptual interpretation changes on the subject.

Preceptor 3. A preceptor with more than five years of experience in the Program states that interest and motivation were not diminished, except in some cases, when an entire class was evaluated by the attitude of few. According to her, the preceptor is the great stimulator of the teaching process.

Preceptor 4. This one contrasted the interest of the current residents to his experience lived 35 years ago, that is, a time when residency portrayed professional status, certification of knowledge and its recognition, along with the difference in the processes of professional activity, which were more humanized.

Preceptor 5. This one, who has more than five years in the Program, reports that there is a greater interest in practical activities and in more serious interurrences than in the theoretical study, probably because the resident has little time to devote to the study, considering that he does not have exclusive dedication. Practical activity tends to have better planning in relation to theory. According to the preceptor, there is difficulty in evaluating theoretical and practical activities.

Preceptor 6. Even though the stage in primary care produces some apprehension in the beginning, considering that the Program is stronger in teaching urgency and emergency, it is possible to observe interest and motivation for learning.

Preceptor 7. This one with more than five years in the Program observes that when there is stimulation on the part of the preceptor, there is also a positive answer of those who have their interest diminished. He recalls that previous groups looked for extra learning, in the practice

of practical procedures with specialists from different areas, even though they were not included in the teaching guidelines. For now, he wishes to conclude the course, receive the diploma and leave.

The interviews were consolidated as a strategy to discuss the primary essences addressed. The preceptors claim interest and motivation of the physicians residing in the pedagogical and psycho pedagogical processes of the Pediatric Residency. They also identify that the disinterest of some may compromise the whole group, as in any other human grouping. There was a reflection on the interest and motivation, over time, in relation to the previous experiences of preceptors and the changes of focus in what was sought (projection, fame, scientific emphasis, professional and intellectual recognition) and what is currently being sought (complete the course faster, more involvement and less commitment in learning). It is understood that some seek only for their diploma.

Based on postmodern era, preceptors noted that there are resident physicians who have just the intention of completing this stage of their lives with less effort and stress and higher quality of life. It is understood the priority of the practice on the theory not only in dealing with serious patients, the focus of the Program evaluated, but also in the primary health care, denoting that the ability of the preceptor is decisive in the planning of activities and in stimulating the interest and the motivation of resident physicians.

The preceptors were unanimous in realizing that motivation depends on the physical, structural, equipment and material availability in the fields of practice. They still agreed that there is a gap in knowledge about the pedagogical and psycho-pedagogical processes for teaching. In addition, they admitted the need for the application of systematized teaching techniques and the elaboration of plans and modern teaching-learning strategies for preceptory work. Otherwise, this gap may cause disinterest and, consequently, lack of motivation of some preceptors and residents.

DISCUSSION

Understanding this whole process of residents learning is not a simple task, since it involves different internal and environmental forces that can encourage or hinder human potentialities, be they acquisition of skills (know-how and do), theoretical field (know and know-how) as well

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as the search for motivational resources for the identification of elements that contribute to the interest and motivation of pediatric physicians for learning.

In this way, as far as the task of the preceptors and residents of caring for children, it was perceived a perplexity before the problem interest and motivation and it was questioned where are this interest and this motivation to learn to take care of children, in a timeless dimension that defines the desire to learn.

The position of the preceptor stands out from that of the resident doctor, since he is the holder of the knowledge articulated with the day-to-day experience of the profession. The challenges experienced by both allow for the problematization of study points, as well as the instrumentalisation that encompasses the appropriation of theoretical and practical tools to solve the problems identified in daily practice. At the end of the process, the resident doctor exhibits the necessary knowledge to solve the main health problems that hinder adequate human growth and development, supported by an understanding of public health policies and social practice that may modify the society.

Thus, there are some factors to activate interest and motivation, such as: the teacher's performance, with his (in) availability of time and knowledge capacity, not only in the professional teaching scope, but also in the pedagogical field; the superiority of practice over theory; the impact of postmodern era with the appreciation of greater learning in the shortest time and with less effort to learn and maintain desired quality of life; the institutional physical structure not always equipped with modern materials and equipment; and the availability of different methods to assist the production of knowledge.

These revealed intervening factors lead to reflection on the perception of interest and motivation of the preceptor who is in the condition of 'being-to-be-to-care-teach' in a continuous process of improvement, justified by the concern to give his best to 'being-in-the-world' to serve, for this 'being-to-be-to-care-teach' is not irreplaceable and consequently is not eternal⁵.

The preceptors' speeches reflected the superiority of practical activity over theory, indicating that something of great significance had been taught to them. Thus, it is important

that the teacher innovates and is intellectually curious, socially committed, that seeks motivational forces and resources, together with the tools of the physical structure and pedagogical knowledge at his disposal, with the aim of bringing the various knowledge into the process of integration between theory and practice⁸.

Inadequate qualification in this group may raise weaknesses in the motivational mechanisms of the residents, and may also cause lack of motivation, which would be a great challenge for preceptors, when they encounter the interest and daily motivation of the residents to learn how to care for the child with much zeal.

According to the participants' speech, the role of the preceptor emerged as a strong link to stimulus triggering interest and motivation. However, one of the challenges in teacher training is dealing with the uncertainty that what one plans to teach will be learned⁹. Just in case the preceptor is able to master the methods and techniques of the pedagogical and psychopedagogical processes of vocational education, these challenges will be overcome.

Some characteristics such as enthusiasm, compassion, openness, organization, involvement, integrity, good relationship with patients and knowledge are positive attributes to take a leaf out of residents who have the preceptor as a model. Professional and ethical behavior must be explicitly taught and encouraged^{10,11}, considering that unethical behaviors may cause confusion, anguish and disappointment in young doctors who are under supervision¹², besides discouraging them from fulfilling the tasks defined by the preceptor.

When in the internship teaching-learning environment, the learner is confronted with situations of social practice, namely pain, joy, suffering, loss, surprises, new work strategies, relationships with other professionals members of the multidisciplinary team, supervision of professionals under his responsibility, administration and management of the service, guidance to users, family and community in matters related to health, prevention, promotion, healing and rehabilitation, in compliance with life cycles and the complexity level of health care¹³.

For William Osler, quoted by Blank¹⁴, it is difficult for a resident to understand that the education he is taking on the internship is not just a college course or a medical course, but a

life preparation course. In this way, the preceptor's job is to help the young doctor assimilate the notion that these two or three years of work are just a preview of a systematic study lifetime, that is, in the Medical Residency the intern training is developed so as he develops a continuous self-learning and also be able to face the demands that will come alone.

In these circumstances, the preceptor is expected to stimulate the repetition of a procedure after a previous error; explain the procedure at least once; guide the resident to do the procedure and to focus on it; demonstrate unhurried availability; avoid putting pressure on the resident in order to finish the procedure soon; guide the procedure in the field; remain in the environment during the procedure; maintain assertive and non-aggressive supervision; discuss the daily evolution of the patient, elaborated by the resident; and offer suggestions¹⁵.

In the particular area of action, teacher training is associated with psycho-pedagogical knowledge, which leads the teaching-learning process to be more efficient. As a result, it is indispensable to consider on the preceptor awareness when defining the motivated or unmotivated resident at the beginning of the internship, considering their important role in the motivation for the significance of the strategies of the theoretical-practical support of learning with quality.¹⁶ Furthermore, the purpose to learn is probably related to positive results, to effort and persistence in the search for knowledge and in the improvement of the skills.¹⁷

Chiavenato¹⁸ argues that motivation is more widely understood as anything that drives the person to act in a certain way, originating a specific behavior that could provoke an external stimulus from the environment or generated internally in the mental processes of the individual. Thereby, the stress load in the hospital environment of learning may be defined as lack of motivation, which demands a greater understanding of how the student's patterns of behavior are learned, and how these can be presumed from the existence of motives, essences, driving force and intrinsic motivation³.

Motivation can be discussed by identifying the causes which influence human behavior in the direction of a specific purpose, as an individual incitement to meet needs and desires, with direct consequences on performance¹⁹.

The human being feels fulfilled when he sees purpose in what he does. Considering that he is multidimensional, it is necessary to expand his operational, social and political dimensions, to make him feel motivated. Accordingly, it is necessary that he has room for creativity, autonomy and participation. With this, it is proposed to group altogether the facts related to motivation in the search for meaning, participation, education, communication and individual recognition²⁰.

CONCLUSION

The preceptors of the evaluated medical residency program consider that the Pediatrics resident physician remains motivated and interested to attend medical residency. These preceptors strive to articulate learning, mainly in the care of the serious patient with less stress and, consequently, with better quality of life.

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Citation: Valmin Ramos-Silva et.al, “ Phenomenological Study about the Interest and Motivation of Physicians Residing in Pediatrics: Perception of the Preceptor”, *International Journal of Research Studies in Medical and Health Sciences*. 2019; 4(3): 11-16.

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