

'Rethinking doctoral education' with a focus on student responsibility: 'Beginning with the end in Mind'

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"Beginning With the End in Mind": Imagining Personal Retirement Speeches to Promote Professionalism

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Abstract

Problem: The goal of teaching professionalism is to ensure that students are prepared to provide high-quality patient care and to serve as role models for their colleagues and the public.

Approach: The authors are developing the concept of "beginning with the end in mind" as a reflective technique used by students to prepare for their future careers.

Methods: The "beginning with the end in mind" technique is a reflective technique used by students to prepare for their future careers.

Outcome: The authors are developing the concept of "beginning with the end in mind" as a reflective technique used by students to prepare for their future careers.

Conclusion: The authors are developing the concept of "beginning with the end in mind" as a reflective technique used by students to prepare for their future careers.

Next Steps: The authors are developing the concept of "beginning with the end in mind" as a reflective technique used by students to prepare for their future careers.

Beginning with the end in mind when reshaping the PhD education?



PhD is a route to many destinations...



- Academia
- Industry
- Business-entrepreneurship
- Governmental bodies
- NGO's

Whatever the way...

- Graduates will assume positions of leadership and responsibility in areas that shape our lives



Whatever the way...

- All will be scholars, for the work of scholarship is not a function of setting but of purpose and commitment
- PhD's are intellectual adventurers and moral agents
- Thus, PhD education should serve to integrate the mind and moral values



"The best doctoral programs attempt to discover the 'sweet spot' between **conservation** and **change** by **teaching skepticism** and **respect for earlier traditions** and **sources** while **encouraging** strikingly **new ideas** and **courageous leaps forward**."

—Carnegie President Lee S. Shulman

Thus, PhD education is ...

• A complex formation process of the scholar in regard to professional identity in all dimensions



Purpose



One of the most powerful motivations for change is looking in the mirror

—Carnegie President Lee S. Schulman

Purpose – How?



Purpose and desired outcomes?
Rationale and educational purpose of each element?
Changes? Elimination?
Existing evidence aids in answering these?

Process of formation...



Process of formation...

• Evolving independence and responsibility of the PhD student





Process of formation – How?



The faculty should guide the student's transition from experience to expertise



The student must be responsible in own learning



Improvement must be a joint venture in which faculty and students are partners

Actors (Apprenticeship)



Actors – How?



An evolving role in apprenticeship aligned with the needs of students of the 20th century



Intellectual environment

• A learning environment that will enable the learning of all qualified learners



Intellectual environment

• Happier and effective learning environments



Intellectual environment

- Promotes knowledge and encourages scholar discussions that will build up more knowledge



Intellectual environment

- Includes students in all academic (research, education, etc) activities



Intellectual environment

- Not only transmits skills and knowledge but also principles and moral values



Intellectual environment - How?

- Shared purpose



Intellectual environment - How?

- Respect to differences



Intellectual environment - How?

- Flexible, permits risk taking & reflection



Intellectual environment - How?

- Physical spaces
- E-space
- Social activities



There's no shortage of ideas about *what* we need to change.

We have to decide whether or not we *want* to change.

-Tony F. Chan

Call...

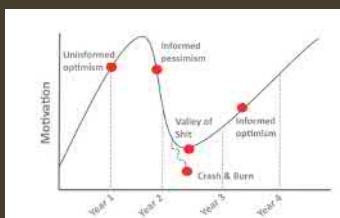


Students



- Be active and act responsibly for your education!
- Monitor and manage your learning!
- Become involved: join a departmental committee, host a visiting speaker, or organize a seminar
- Invest in your future - build your network, expand activities and skills

However, we all know...



Students – self-sabotage checklist...

- Over committing
- Busyness
- Perfectionism
- Procrastination
- Disorganisation
- Do not putting in effort
- Choosing performance-debilitating circumstances



Kearns et. al (2008)

Students – how to survive?

- No simple answer
- You'll find your own method
- Let the pain out! Open up!
 - Share with peers and supervisors
 - Have several one on one meetings with a PhD counselor
 - Attend to campus events, seminars, and workshops
- Learn how to self-motivate
- Look ahead into the future



Students – how to survive?

- Know your mentor well and be in good terms with him/her
- Your mentor is NOT for:
 - Teaching you the ins & outs of your field
 - Deciding for you
 - Providing fast feedback, he is rather busy
- Discuss mutual expectations about supervision
- Your mentor is a catalyst but YOU have to do the work



Students - how to survive?

- Fields of research and thesis
 - If you want to know everything about your field then choose a very small field
- Read, but not too much!
 - Focus on a few key papers!
 - Reading old thesis will prevent you reinventing the wheel!
- Your understanding of the field must come from combining reading and doing

Students - how to survive?

- Remember, you're learning to become an expert. You're not already one!
- Don't aim for perfect, aim for good enough!
- Focus on smaller and achievable goals
- Produce a prototype fast, get feedback, improve prototype, get feedback

Students – how to survive?

- Prioritize the never-ending to-do list
- Set measurable, time specific goals
 - Write from 9-11am three days a week
- Try out!



Students - how to survive?

- Identify obstacles and patterns that get in the way
 - 'I'll just quickly check my emails!'
- Identify and challenge beliefs
 - "Whatever I do it won't be good enough"
- Learn to manage your time and say NO!



Kearns et. al (2008)

Students - how to survive?

- Take good care of yourself!
 - Eat slow-carbs, veggies & lean protein
 - Less snacks, less coffee, less alcohol
 - More water, more green tea
 - More exercise
 - Sleep well



Students – take home messages...

- Relax, it'll take time to adjust to PhD life!
- Invest in yourself – knowledge, skills and attitudes
- Be active and responsible for your professional development
- Look for balance! Remember to enjoy your time at work and make some time for yourself !



Faculty

- Evaluate and reevaluate the education process and formation!
- It's your responsibility to ensure that learning is taking place!
- Your job is not to prove that everything is fine but to improve!



Administrators

- Listen well!
- Give value to PhD education!
- Connect bridges!
- Provide funds and follow-up!
- Increase visibility!
- Be open!



Health Institutes

- Promote PhD education!
- Be a facilitator!



Societies

- Keep PhD education always on your agenda through conferences, seminars, workshops!



Funding agencies, referees

- Provide funds that encourages new approaches in PhD education
- Promote student participation in fund criterias



Accreditation agencies

- Raise awareness!
- Seminars, meeting, conferences!
- Develop standards! Ask for proofs!

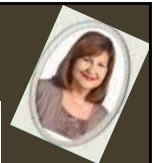


Create a world of peace and freedom...



Special thanks to ...

"Beginning With the End in Mind": Imagining Personal Retirement Speeches to Promote Professionalism
Loren Yu, MD, and Janet M. Wright, MD



Things I wish I'd known before I started my PhD
Jill Culligan

