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The Views of UK Radiology Service Managers Concerning Professionalism and the Ability of Newly Qualified Radiographers to Cope with Working in Contemporary Clinical Contexts

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DISCLOSURE OF CONFLICT OF INTEREST

There are no potential conflicts of interest, relevant relationships or financial interests to report regarding this presentation

Background

- These findings have emerged from a broader project which mapped the views of UK radiology service managers concerning the fitness for purpose of recent radiography graduates
- The data revealed very emotive responses which generated a meta theme related to *professionalism and coping skills*



Research Questions

- How 'fit for purpose' are radiography graduates?
- Are current curricula aligning with the needs of service?
- How should curricula evolve in the future?



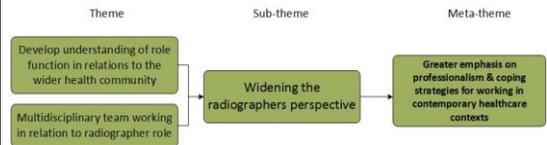
Project intended to open up debates & deepen understanding of current issues

Method & Analysis

- 20 radiology managers from across the UK with a bias toward NW England
- Data collected by means of semi-structured interviews
- Responses recorded & transcribed verbatim
- Straussian Grounded Theory approach (Strauss & Corbin, 1998) utilised for the qualitative data
- Responses were initially free coded & grouped into sub themes and meta-themes



Sub Theme 1: Widening Perspective

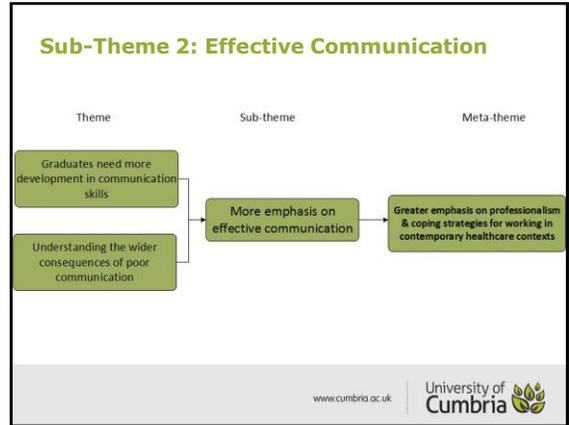


Quotes related to widening perspective

'I suppose it's opening them up to actually what is happening in the NHS....they are not aware of government targets and actually what does that mean to you as a radiographer? Because actually, I think we're more integral to the workings of a trust now than we ever were.' (Respondent 18)

'An appreciation of the challenges of 24/7, the working environment, and an appreciation maybe of different people's perspectives..... I don't think they necessarily take on how their behaviour affects other people on the team (Respondent 13).

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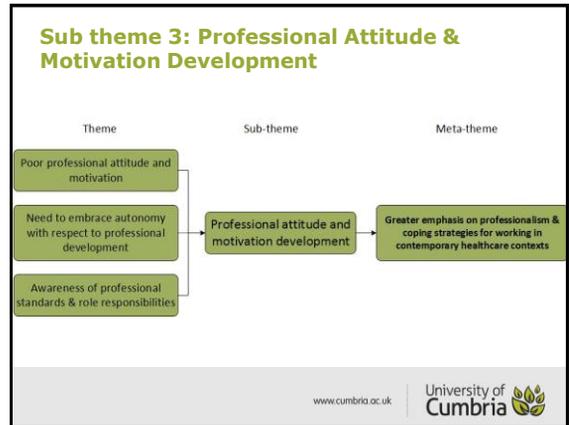


Quotes related to Communication

'Practical problems are that complaints have come from patients who tried talking to a radiographer and explaining something and maybe it hadn't been grasped, or the radiographer hasn't realised that a patient has concerns, that they're trying to raise concerns with them and they've maybe just brushed over it a little bit, rather than trying to listen better and deal with the concerns that are being raised.' (Respondent 10)

'I want somebody who can actually negotiate well and get their point across, and not alienate themselves or the department with that individual.' (Respondent 20)

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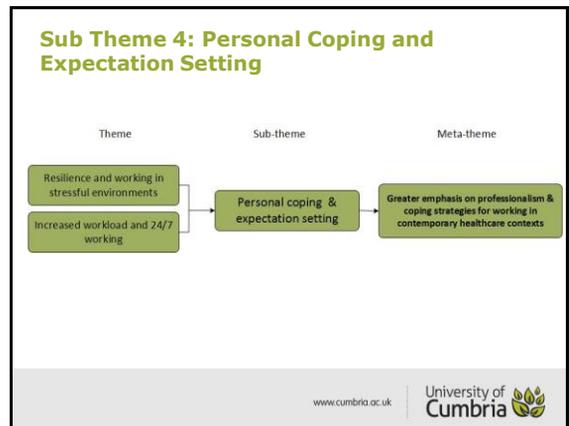


Quotes related to Attitude & Motivation

'I think one of the main things for me is about the level of autonomy that, erm some of the staff have now. I don't feel that they're quite as self-sufficient as they used to be, I think there's a level of having to be spoon fed and not taking ownership for their own competence and professional development.' (Respondent 15)

'...pro-activity can be a little lacking...It's not unusual for me to go "you might actually have to get up off the chair to learn something" and that sort of thing.' (Respondent 7)

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Quotes Related to Personal Coping and Expectation Setting

'I suppose resilience really, being able to cope with an increasingly high pressure environment in terms of the demands placed on individuals. We see a lot of burn-out these days.....we ought to develop people so that they're prepared from what they are coming into and know how pressured and environment it can be and how to cope with that. (Respondent 16)

'I spend a lot of time over the course of my working week managing people who are suffering from stress, not necessarily just a work, but as daily living becomes more stressful and busier, this does have an impact at people at work.' (Respondent 5).

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Discussion & Conclusions

- Increased pressures and changes in working practices require graduates to be extremely resilient have realistic expectations about their career.
- Significant challenges exist in relation to motivation, communication professionalism.....
- The reasons for the above are unclear but could be related to generational differences and/or the marketisation of both health and health education producing many issues which both HEIs and employers have to deal with.

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Recommendations

- The hours and demands associated with the role should be clearly articulated before the course begins and then embedded firmly within the clinical (and academic?) curriculum.
- Programmes and regulatory standards could be more overt in the development of resilience and coping skills.
- Consider more time spent in learning within different clinical contexts e.g. with managers & the users of radiology services in order to understand what aspects of care are valued most (and least), the journey undertaken by service users and the wider forces which impact upon radiology services.
- Adopting the use of learning and teaching methods which focus upon 'self efficacy'

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Strauss, A., & Corbin, J. M. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). London: Sage.

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