

## DEVELOPING ROLE MODELLING CONSCIOUSNESS AND COMPETENCE IN PSYCHIATRY RESIDENTS: EVALUATION OF A PROGRAMME

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### ABSTRACT: Poster (3F)

- Purpose:** Role modelling is a teaching process by which faculty members demonstrate clinical skills, professionalism and humanistic attributes, and influence a learner's professional identity and career choices. Physicians who are considered excellent role models make a conscious effort to be role models, suggesting that physicians should make role modelling behaviours intentional and explicit. However, learning to role model is not currently a standard competency of the psychiatry residency curriculum. The purpose of this study is to examine methods of improving resident physicians' role modelling skills through developing conscious awareness and competence.
- Methods:** A seminar on role modelling using reflection and case simulation was delivered to psychiatry residents. Three questionnaires, adapted from a 2018 study by Sternszus et al., using a five-point Likert scale were given before, immediately after, and one month after the seminar. Self-perceived awareness of role modelling was evaluated at all three time points and the perceived usefulness of the programme was evaluated immediately after. A retrospective pre-post questionnaire was given one month following the seminar.
- Results:** Eleven out of 27 (40.7%) residents participated, with five residents completing all three questionnaires (18.5%). Residents rated the quality of the seminar highly (mean=4.42). A Wilcoxon Signed-Ranks Test indicated that the 11 residents' awareness and understanding of role modelling significantly increased immediately after the seminar, with average scores of 3.03 before the seminar and 3.65 after the seminar ( $Z=-2.818$ ,  $p<0.005$ ). The residents showed improvement particularly in their understanding of what students look for in a role model ( $Z=-2.828$ ,  $p<0.005$ ), awareness of what they teach through role modelling ( $Z=-2.640$ ,  $p<0.008$ ), and awareness in effective strategies for role modelling ( $Z=-2.877$ ,  $p<0.004$ ). The number of participants who completed the questionnaire one month after was insufficient to be analyzed for statistical significance.
- Conclusion:** Introducing an interactive seminar appears to encourage the development of role modelling consciousness in residents, and therefore, their ability to become strong role models for future physicians. Further interventions could be implemented in residency programs to advance residents' role modelling in their teaching.