

Scotland's Improving Surgical Training (IST) pilot: a tale of two cultural webs

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INTRODUCTION

“Improving Surgical Training” (IST) was proposed to rebalance tensions between service and training and to restore the trainee-trainer relationship. Curricular reforms such as IST are not simply about finding novel solutions to current problems. Similarly, enacting change is more than inducting and sustaining culture change. It is about thoroughly understanding the context in which the change is to occur. Understanding the context and mechanisms of change linked to introducing IST is critical.

AIM

How does the culture at training institution(s) influence enactment of IST recommendations?

METHODS



A qualitative study



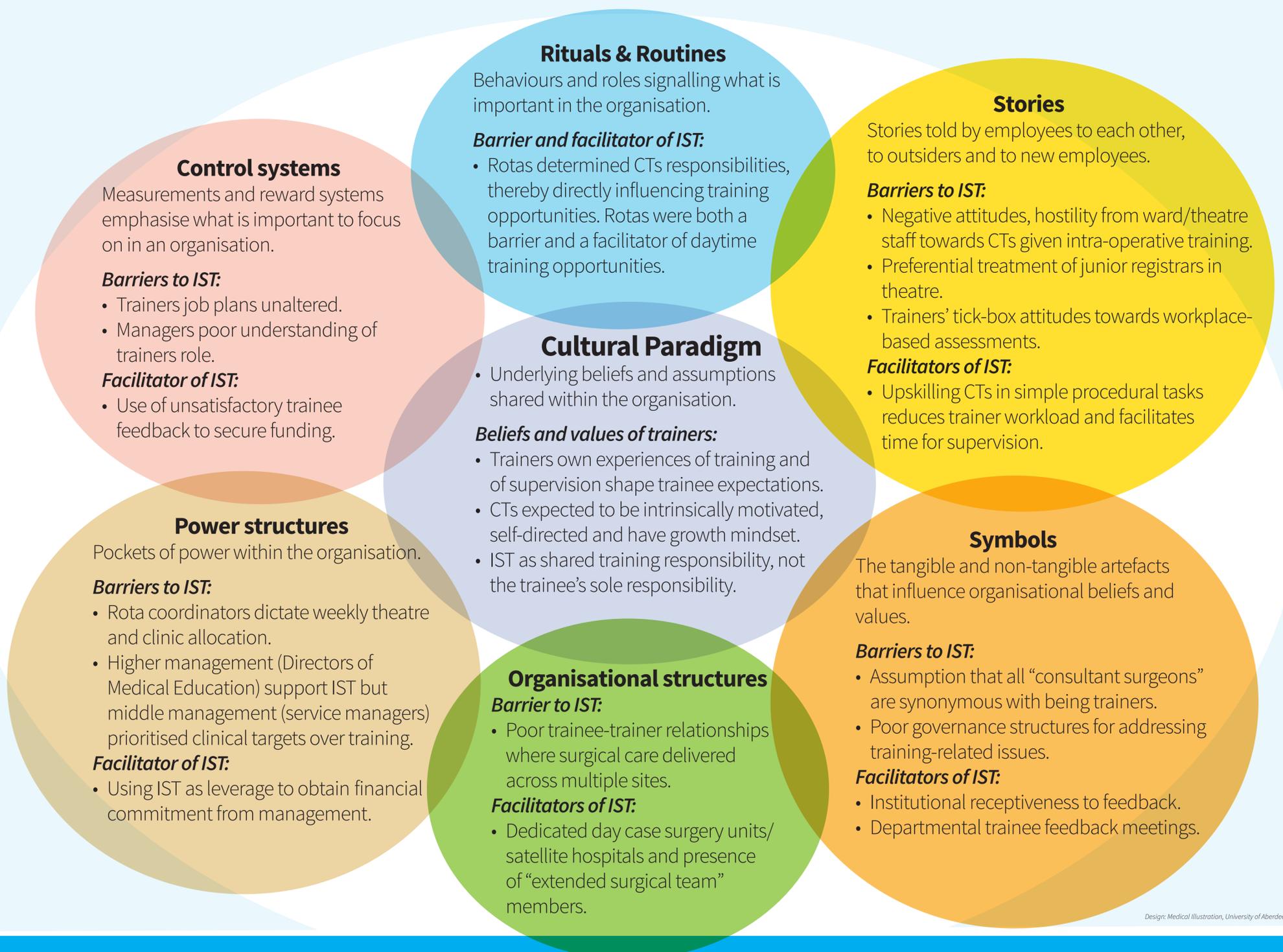
Interviews with core surgical trainees (n=46) and trainers (n=25) involved in IST across Scotland were transcribed.



Initial inductive (data-driven) analysis indicated many explicit and implicit issues/factors acting as barriers or facilitators to the implementation of IST. We carried out a secondary analysis using Johnson's cultural web (Johnson, 1988).

RESULTS

Data analysis revealed seven themes: cultural paradigm, rituals and routines, stories, symbols, power, organisational structures, and control system. Using Johnson's theoretical framework for analysing organisational culture, we depict the interplay between these elements below.



Design: Medical Illustration, University of Aberdeen

CONCLUSION

In using the cultural web theory to analyse organisation culture in the context of IST implementation, our data foregrounds the deep-seated values and beliefs, behavioural practices, and symbolic routines that can be perceived as resistance to change which can inform strategies for future curricular change.

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REFERENCES: Johnson, Gerry. 1988. “Rethinking Incrementalism.” Strategic Management Journal 9 (1): 75–91. <https://doi.org/https://doi.org/10.1002/smj.4250090107>.