

Reveal or conceal? Self-disclosures build trust in the GP supervisor-registrar relationship

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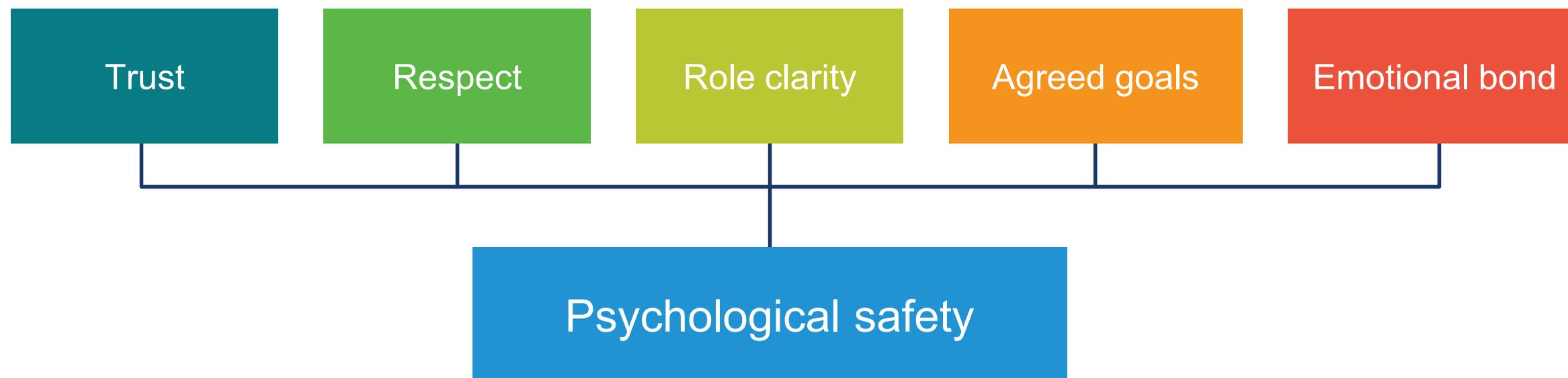


Acknowledgement of Country

We acknowledge the Traditional Owners of the land in which this meeting is taking place, and pay respects to their Elders past, present and their families.

Background

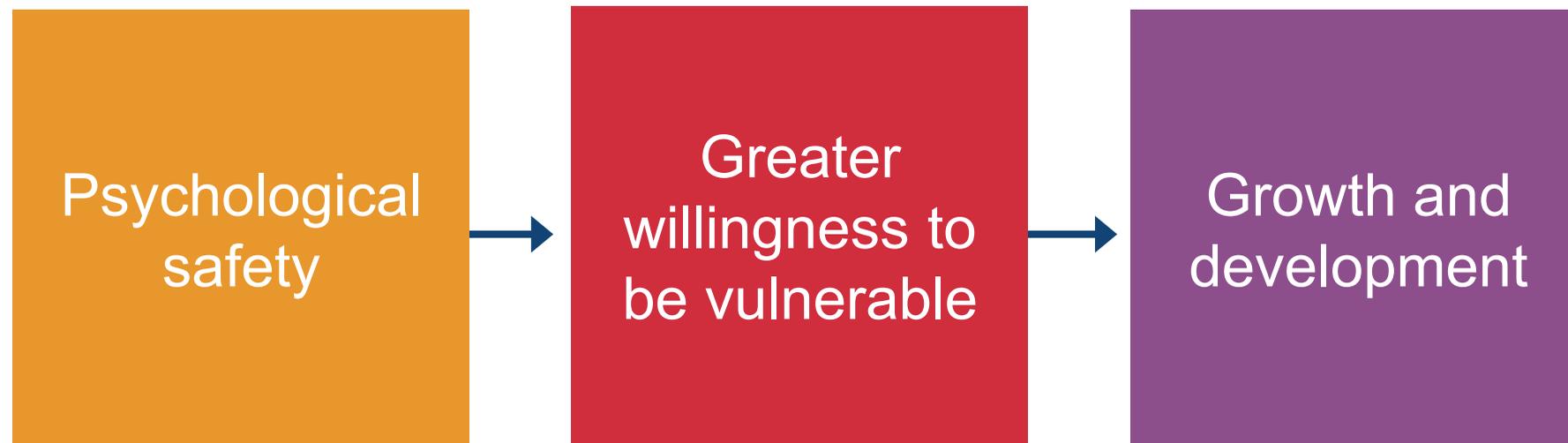
The GP supervisor-registrar alliance is the foundation for successful training in general practice.



1. Wearne et al. *Med Educ*, 2012;46(12):1161–1173.

2. Castanelli et al. *Acad Med*, 2021:1-29

GP supervisor-registrar alliance



1. Tsuei SHT et al. *Acad Med* 2019;94:28–35.
2. Molloy E et al. *Med Educ* 2020;54:33–39.

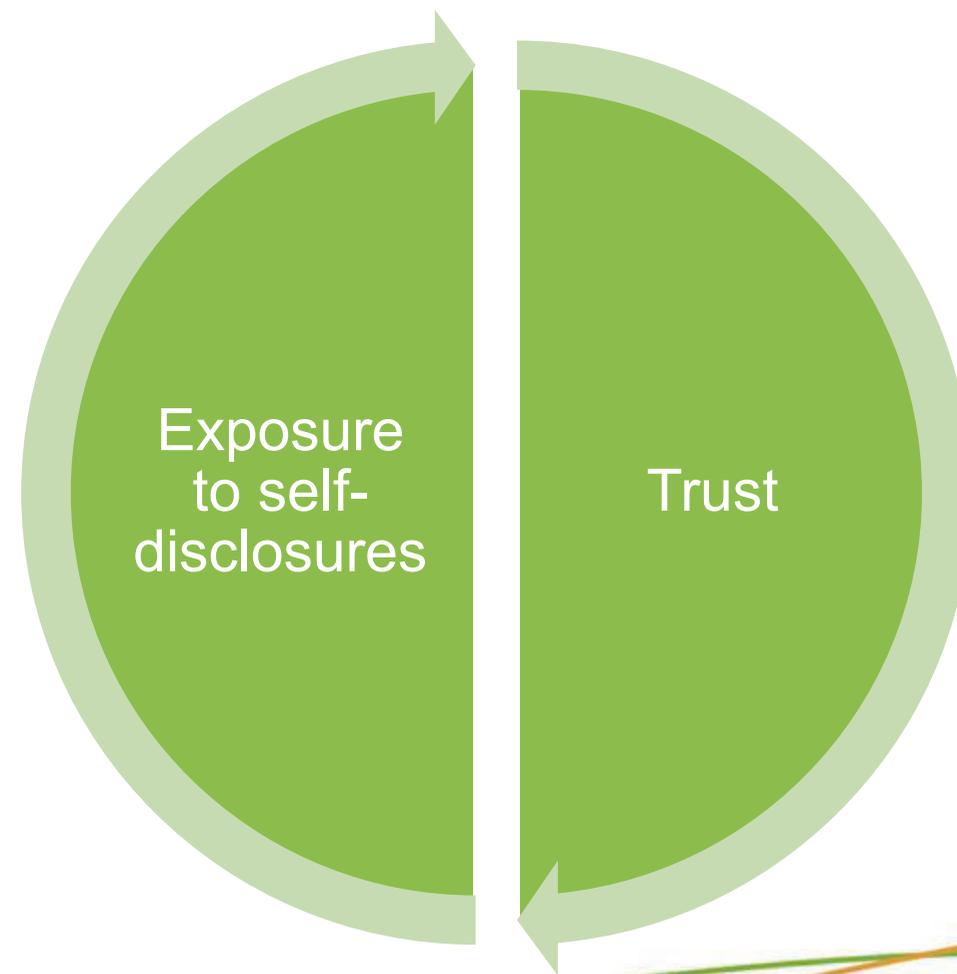
Self-disclosures and trust



1. Molloy E & Bearman M. *Med Educ*, 2019;53:32–41.
2. Contrastano CM. *J Psychotherapy Integration* 2020;30(1): 44-51.
3. Ladany N & Lehrman-Waterman DE. *Couns Educ Superv* 1999;38:143-160

Aim

To explore the role of self-disclosures on trust in the GP supervisor-registrar relationship



Method

Participants

GP supervisors N = 58



Gender:
55% women



Age:
51±11

Experience:
 < 2 years = 12%
 2-5 years = 24%
 6-10 years = 21%
 11-20 years = 19%
 > 21years = 24%



State
 NSW 21%
 VIC 38%
 QLD 17%

GP registrars N = 58



Gender:
66% women



Age:
34±6

Training term:
 GPT1 = 19%
 GPT2 = 17%
 GPT3 = 40%
 GPT4 = 24%



State
 NSW 31%
 VIC 24%
 QLD 21%

Method

Materials

Supervisor/Registrar
Disclosure Index¹

- 9 items
- Frequency of exposure to disclosures
 - 1 = not at all
 - 5 = often
- Impact of disclosures on trust
 - 1 = strongly erodes trust
 - 5 = strongly builds trust

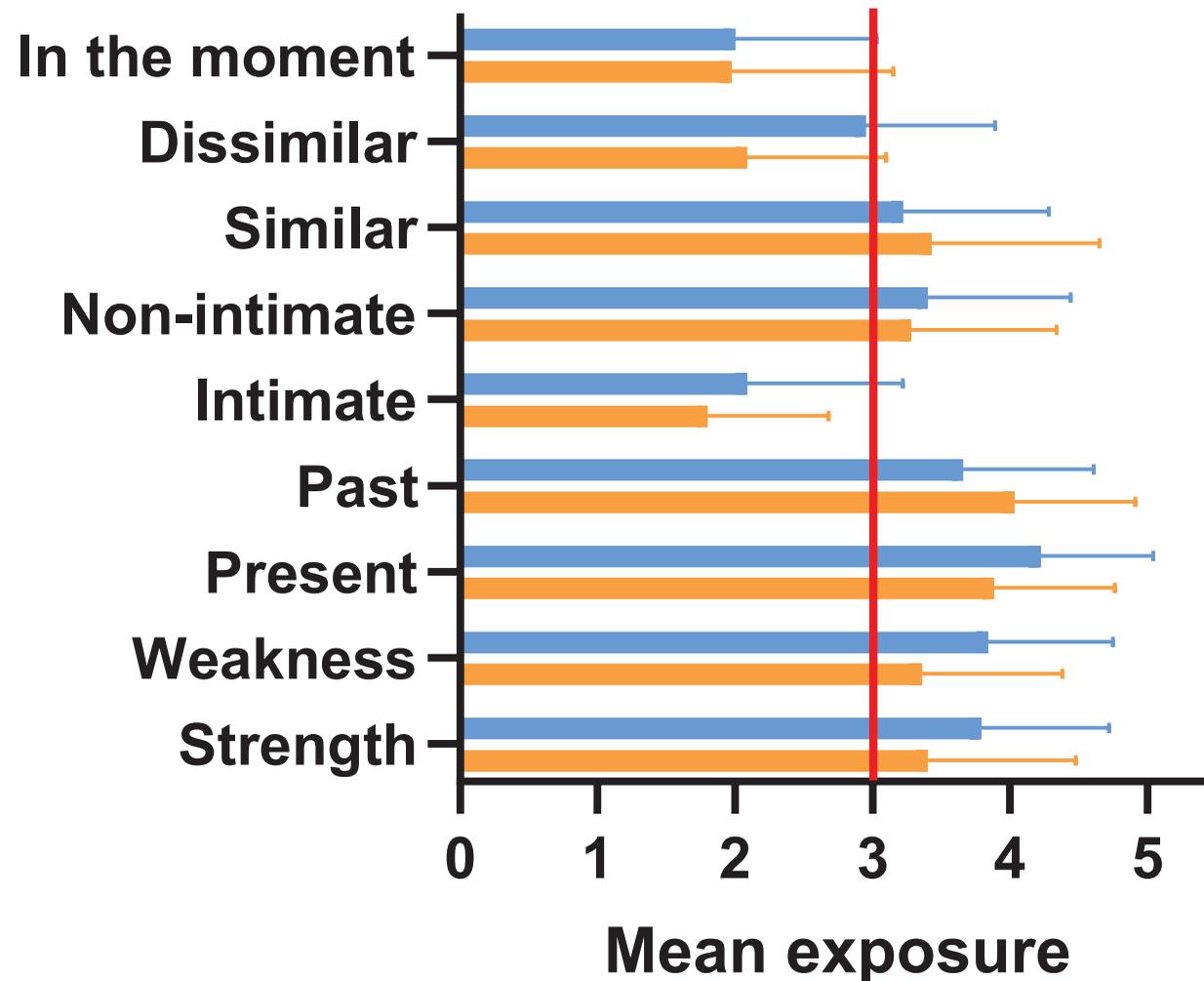
Procedure

- Federation University Research Ethics Committee (#2022-063) June 2022
- GPSA/GPRA members completed the anonymous online survey in June-July 2022



1. Ladany N & Lehrman-Waterman DE. *Couns Educ Superv* 1999;38:143-160

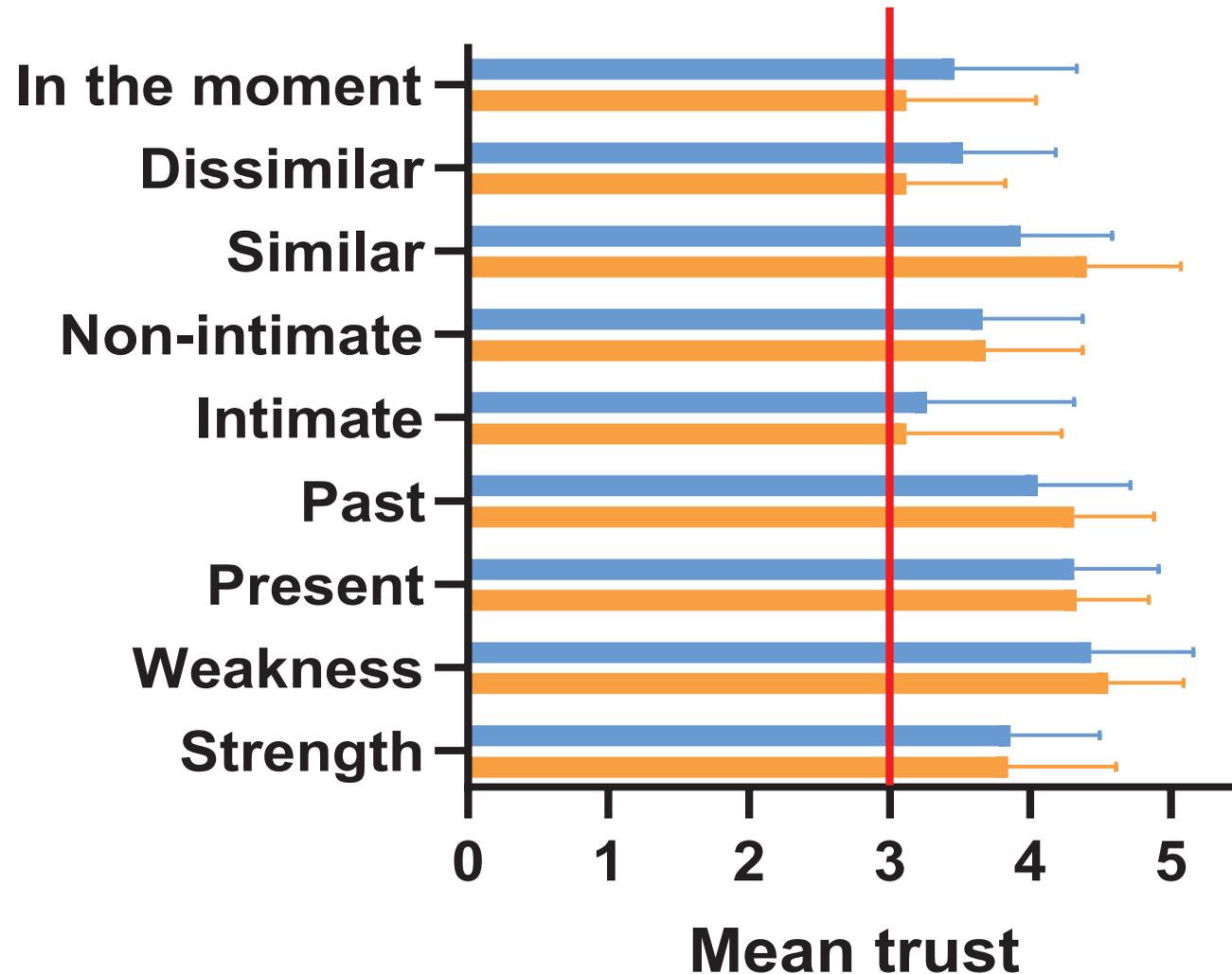
Results: frequency of exposure to disclosures



 GP supervisor
 GP registrar

GP supervisors reported more frequent exposure to disclosures than GP registrars, $t(112) = 1.81, p < .05$, one-tailed

Results: Impact of disclosures on trust



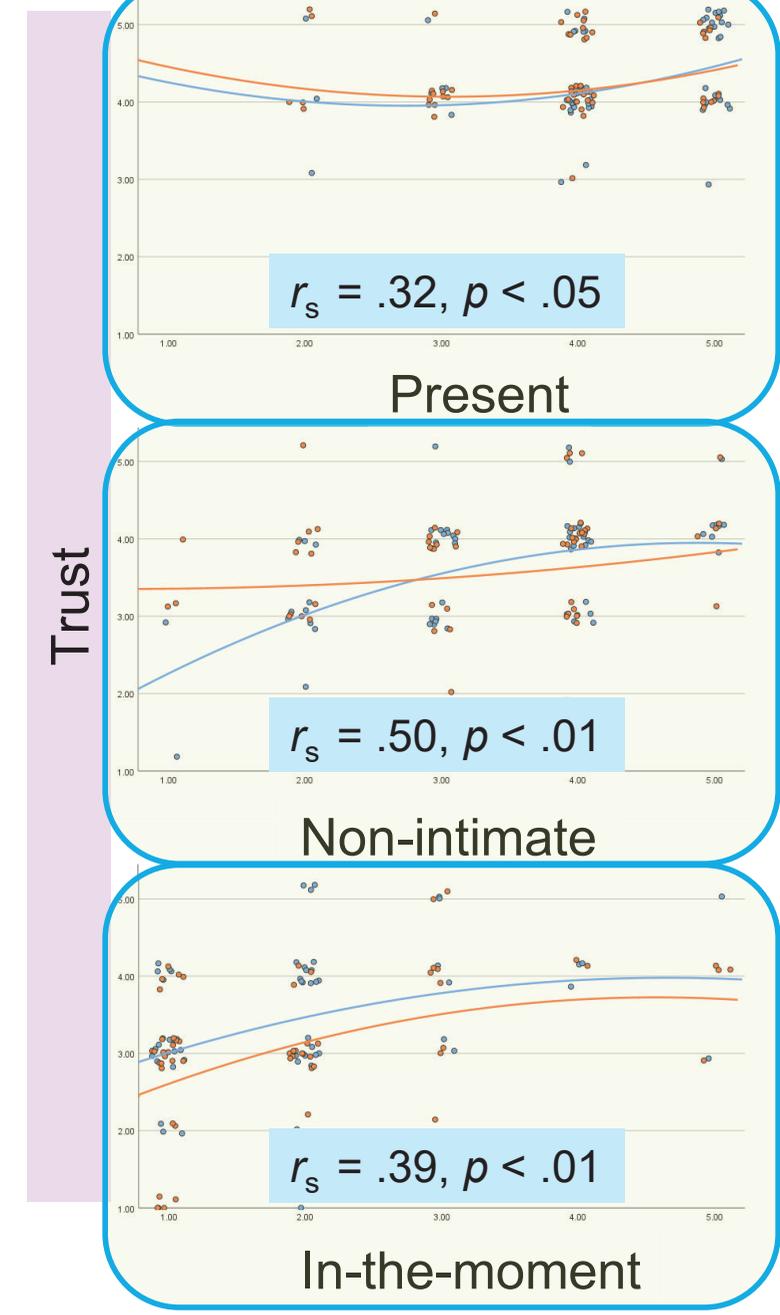
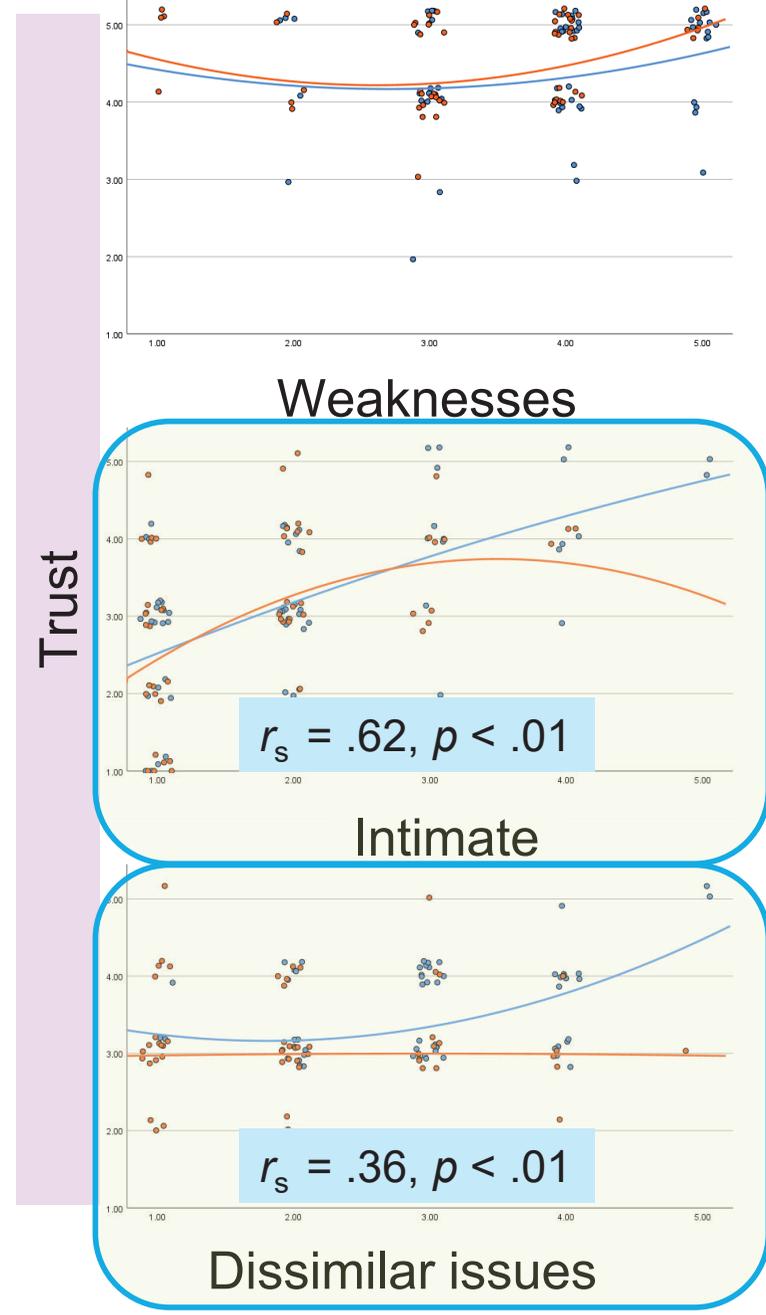
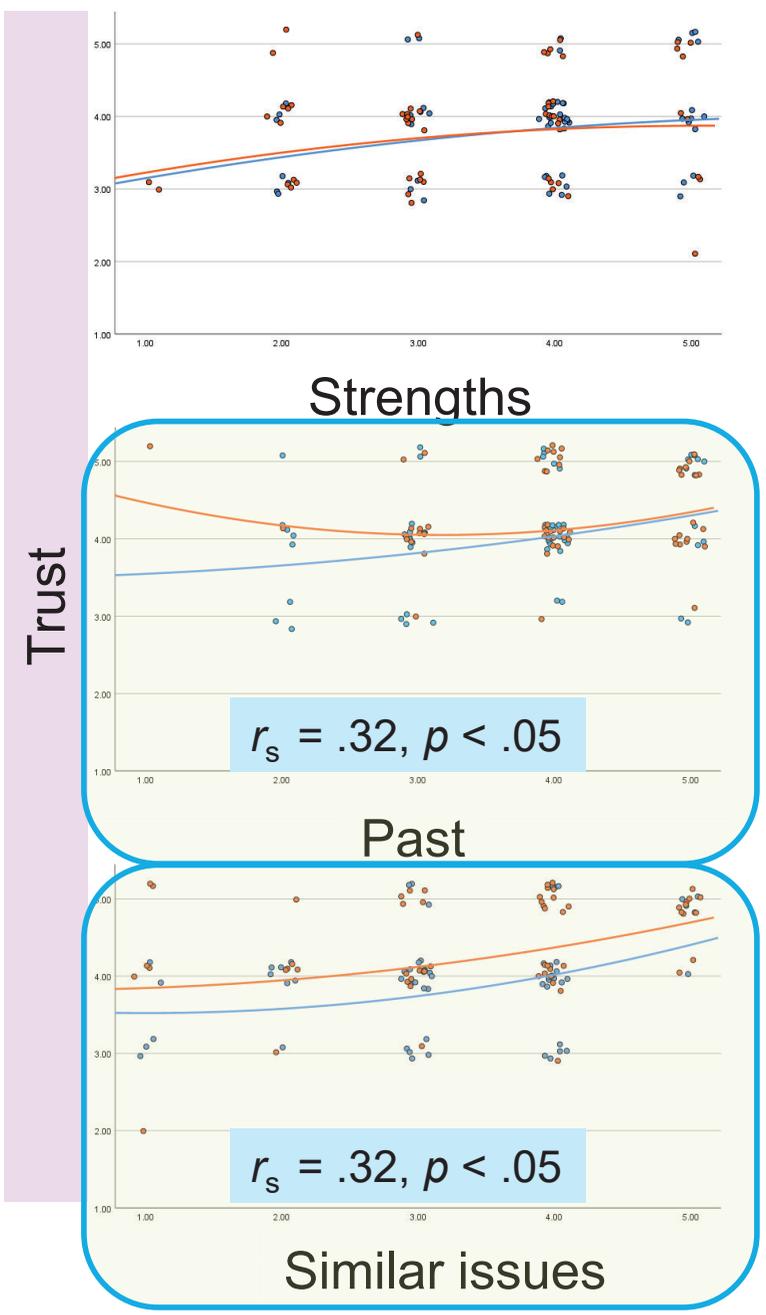
■ GP supervisor
■ GP registrar

No group differences in the impact of disclosures on trust, $t(114) = 0.08, p > .05$

Results: disclosures and trust

GP supervisor

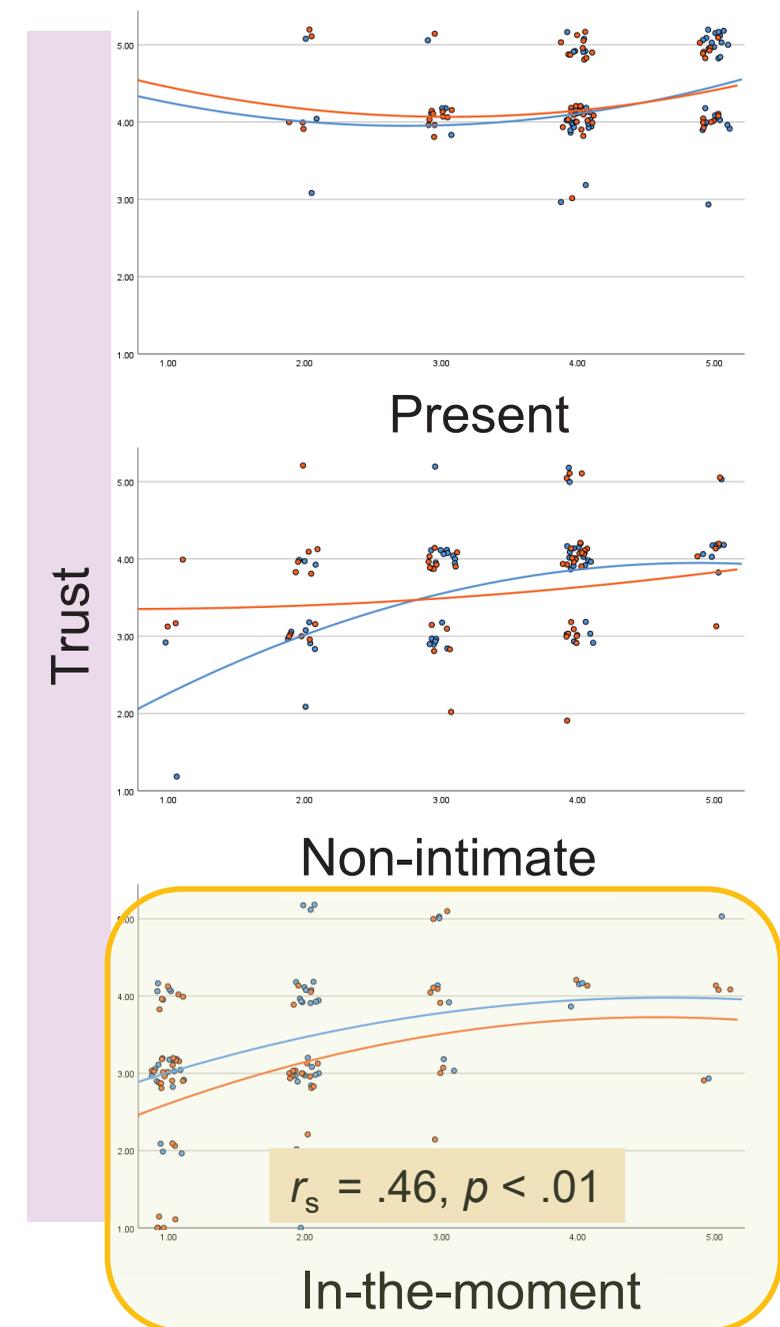
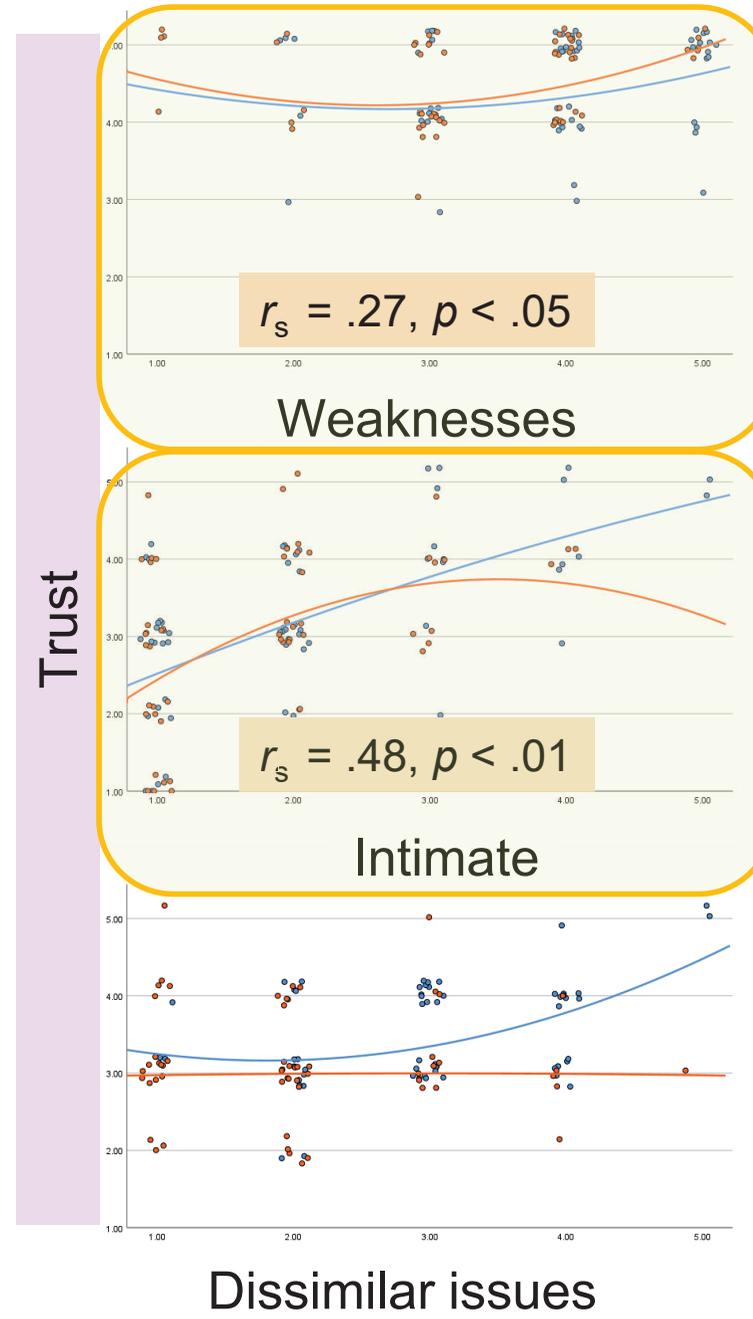
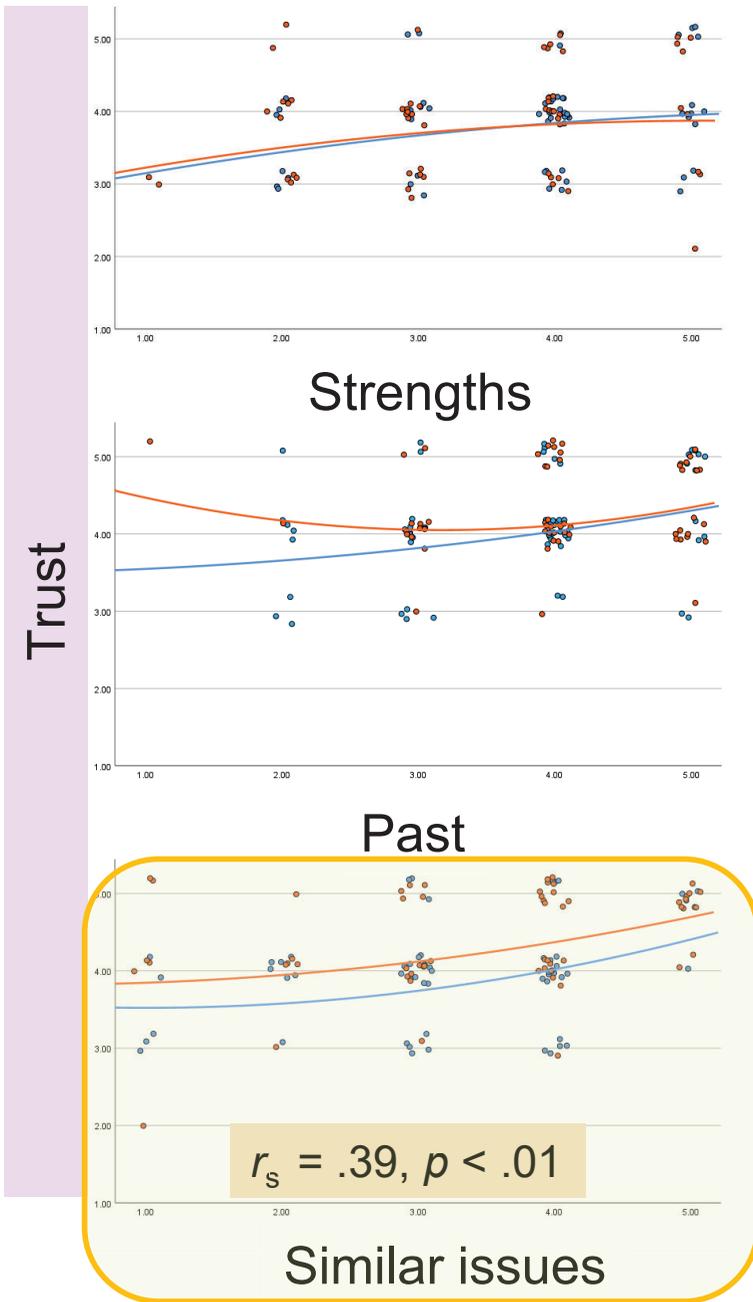
GP registrar



Results: disclosures and trust

GP supervisor

GP registrar



Discussion

Exposure to disclosures

- 'occasional' frequency
- GP supervisors report more frequent exposure to disclosures

Impact of disclosures on trust

- disclosures build trust
- no group differences

Learning environment in which the needs of the registrar were prioritised

Relationship between exposure to disclosures and trust

- More frequent exposure to disclosures *tends* to be met with increased trust
- Non-linear function
 - Delay in effect (threshold)
 - Early effect (tolerance)

GP registrars build trust with GP supervisors by revealing a broad array of personal and professional matters

Implications for training

- Trust supports **authentic** training experiences
- Trust is a **two-way street**¹
 - Modeling vulnerability fosters reciprocity
- Supervisor self-disclosures²
 - Nurture a new alliance
 - Mend a ruptured alliance

1. Castanelli DJ et al. *Acad Med* 2022;97(5):704-710

2. Mehr KE. et al. *Couns Psychother Res* 2010;10(2):103-113

Implications for training

Prudent ‘intellectual candour’¹

- “I’m in two minds...”
- “Let’s talk this through...”
- “I’m not sure, but I’m thinking..”
- “What I struggle with is...”

Self-disclosures in Supervision Framework²

- Congruency
 - Development
- } **serve the registrar**

Future research: Develop guidelines to identify and navigate self-disclosure boundaries

1. Molly E & Bearman M. *Med Educ* 2019;53:32–41
2. Ladany N & Walker J. *J Clin Psychol/In Session* 2003;59:611–621

References

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2. Bordin ES. *Couns Psychol* 1983;11:35–42.
3. Castanelli DJ et al. *Acad Med* 2022;97(5):704-710.
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5. Contrastano CM. *J Psychotherapy Integration* 2020;30(1): 44-51.
6. Jackson D et al. *Med Educ* 2019;53:874–885.
7. Ladany N & Lehrman-Waterman DE. *Couns Educ Superv* 1999;38:143-160.
8. Ladany N & Walker J. *J Clin Psychol/In Session* 2003;59:611–621
9. Mehr KE. et al. *Couns Psychother Res* 2010;10(2):103-113
10. Molloy E & Bearman M. *Med Educ* 2019;53:32–41.
11. Molloy E et al. *Med Educ* 2020;54:33–39.
12. Tsuei SHT et al. *Acad Med* 2019;94:28–35.
13. Wearne S et al. *Med Educ* 2012;46(12):1161–1173.

Acknowledgements

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