

A MIND-BODY TRAINING PROGRAM FOR PHYSICIANS: A BUILDING BLOCK TO PROFESSIONAL « SAVOIR-ÊTRE » ?

Josée Lachance, Pierre Paillé, Ph. D. and Jean-François Desbiens Ph. D.
Faculty of education, Université de Sherbrooke, Sherbrooke, Québec, Canada

BACKGROUND

- Developed in Europe in the 1980s, Awakening the "Sensible" Being (ASB) is a formative practice geared toward care giving and support. It examines how experiencing one's own body and its movement stimulates the development of self-awareness and awareness of others, which are desirable qualities for healthcare professionals.
- Four (4) intervention methods enable learning in ASB: manual therapy, sensory gymnastics, sensory introspection, and verbal interviews focused on body experience.
- Large (2009) concludes that a particular quality of presence is built amongst ASB participants. He also notes an ability to better express themselves. ASB participants:
 - are closer to their inner states of being;
 - are more able to verbalize their feelings to others;
 - set actions into motion that express what they are in the process of becoming.
- Large (2009) also reports changes in participants such as: increased adaptability, autonomy, stability, deeper sense of self-esteem, increased assertiveness while being closer to others.
- Bois (2007) notes a change in the representation of ideas, values, self-image and perceptual relationships. Other researchers report a change in participants' conceptions of health (Duval, 2010; Cengic and Humpich, 2009). The same researchers have also noted that the reason for consultation tends to change, moving from a realm of care giving, towards one of life learning.
- Given the above literature, we wanted to explore the effect that ASB training might have on physicians and their professional practice. To our knowledge, there have been no previous studies in this regard. This presentation will focus specifically on the effects of this type of training on professional "savoir-être".

PURPOSE

To explore



METHODS

A two-phase qualitative research project

- Phase 1- Three (3) nurses trained or being trained in ASB
- Phase 2- Six (6) physicians from France having completed ASB training (500 hours over 4 years) -this presentation

Data Collection Methods

- A semi-structured audio-recorded interview with each physician (90-105 min. duration)
- Use of comprehensive (Kaufmann, 2011) and elicitation questioning (Vermersch, 2010; 2012)
- Socio-demographic information obtained, related to the participants' training and professional activities
- Data collected in 2012 and 2013

Data Analysis

- Thematic analysis of transcripts
- Categorisation of themes linked by items and sub-items (Paillé and Mucchielli, 2012)
- Based on the CanMEDS 2015 Physician Competency Framework, we documented the number of manifestations of « savoir-être » (as they are defined in our research) that are in line with those in the framework, for each of the CanMEDS roles.

RESULTS

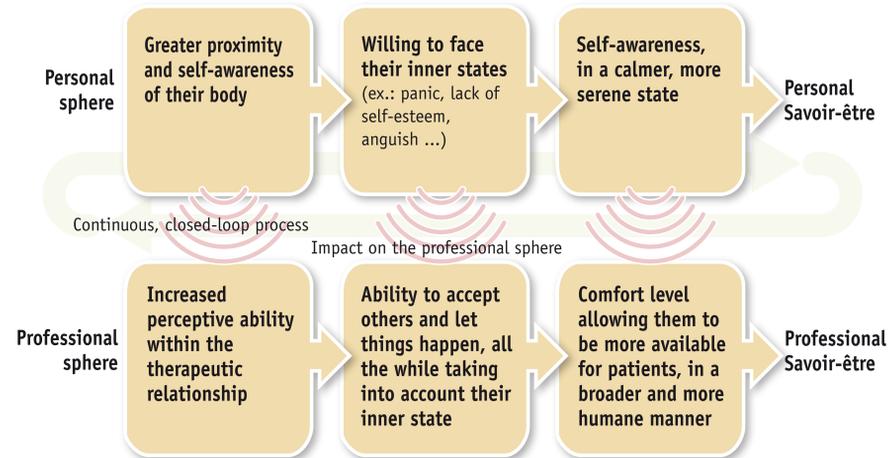
Participant profiles

Participant (pseudonym)	Graduation				Reason for ASB training
	Year of MD graduation and field of practice	Age at graduation	Year of graduation ASB training	Age at graduation	
Suzanne	1989 General Practice	27 yrs old	2010	48 yrs old	Desire to change profession.
Marie-Hélène	1992 General Practice	30 yrs old	2012	50 yrs old	In search of a healing process for victims of torture.
Nathalie	1996 General Practice	32 yrs old	2011	47 yrs old	Personal quest.
Isabelle	1989 General Practice	33 yrs old	2008	52 yrs old	Looking for a manual approach that suits her personality.
Philippe	1977 Cardiology	30 yrs old	2008	61 yrs old	Curiosity: to understand this approach which resonated with him.
Eva	2007 General Practice	26 yrs old	2005	24 yrs old	Was looking for a manual approach as a complement to her training in medicine.

RESULTS (cont'd)

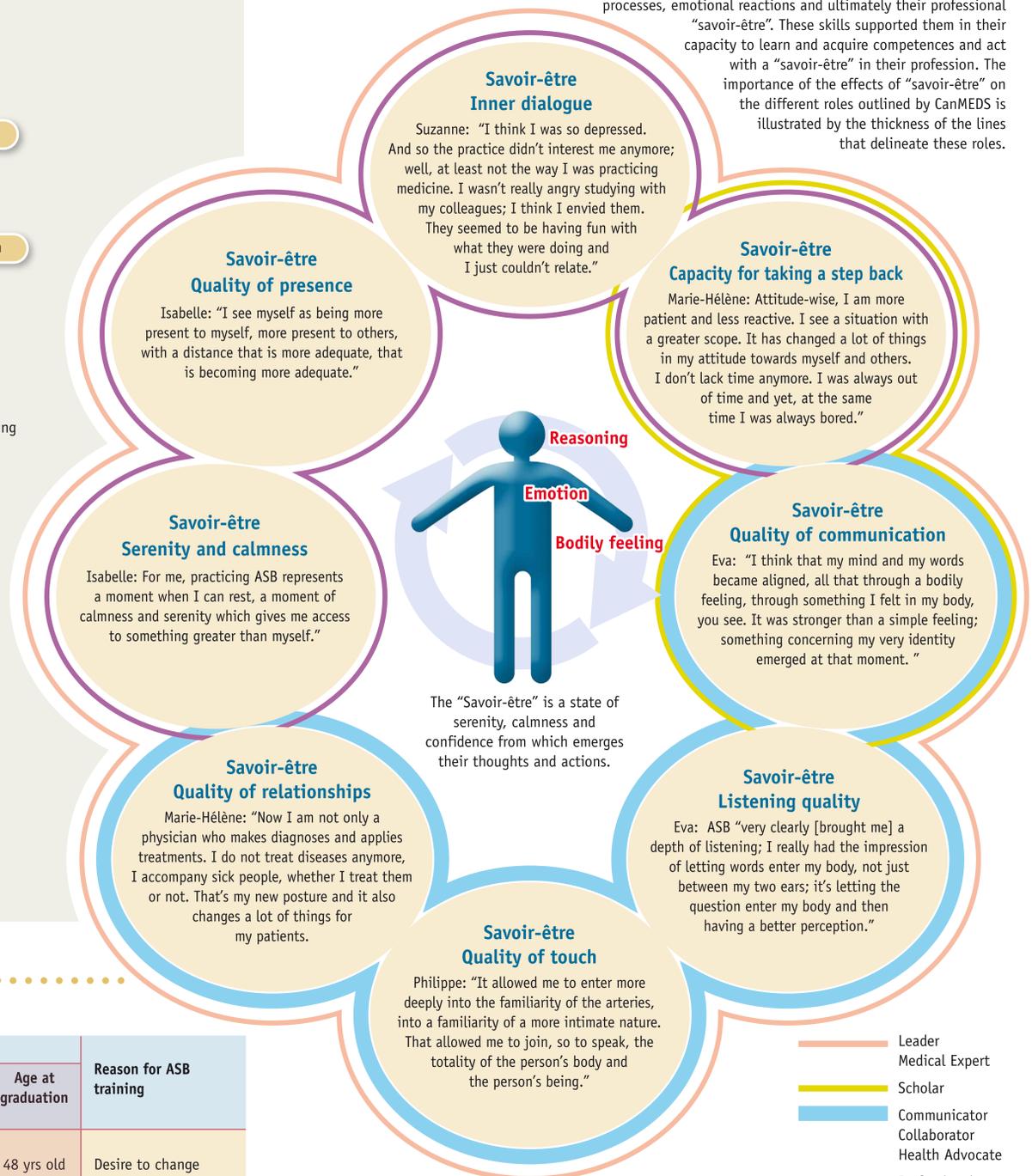
A view of the personal transformations of participants showing the emergence of a "savoir-être" that benefits a profession

- Participants reported an increased internal perceptive ability allowing them to better accept any internal emotional states of discomfort, ex.: panic, anguish, lack of self-esteem, etc.

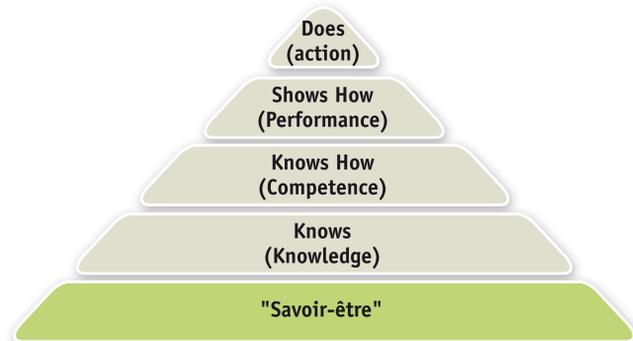


"SAVOIR-ÊTRE"

Participants reported the development of their ability for internal dialogue thus impacting their reasoning processes, emotional reactions and ultimately their professional "savoir-être". These skills supported them in their capacity to learn and acquire competences and act with a "savoir-être" in their profession. The importance of the effects of "savoir-être" on the different roles outlined by CanMEDS is illustrated by the thickness of the lines that delineate these roles.



Miller's Pyramid (1990)



CONCLUSION

- ASB training fosters the development of a new "savoir-être" whereby physicians can acquire knowledge and deep-rooted abilities that allow them to act more calmly and be less reactive in stressful situations.
- Training such as ASB may provide an interesting avenue for the personal and professional development of health-care professionals willing to invest the necessary time and energy.
- Limits: This study is based on a limited number of cases and is context-specific.

TARGETED REFERENCES

- Bois, D. (2007). *Le corps sensible et la transformation des représentations chez l'adulte*. Thèse de doctorat, Université de Séville, Séville.
- Cencig D. and Humpich M. (2009). La somato-psycho-pédagogie et ses dimensions soignantes et formatrices. In D. Bois, M.-C. Josso et M. Humpich (dir.), *Sujet sensible et renouvellement du moi* (p.329-345). Ivry-sur-Seine : Éditions Point d'Appui.
- Duval, T. (2010). *Fasciathérapie et transformation du rapport à la santé. Étude auprès de patients suivis en fasciathérapie*. Mémoire de Mestrado en Psycho-pédagogie perceptive, Université Fernando Pessoa, Porto.
- Frank JR, Snell L, Sherbino J, Boucher A, rédacteurs. (2015). *Référentiel de compétences CanMEDS 2015 pour les médecins*. Ottawa, Collège royal des médecins et chirurgiens du Canada.
- Kaufmann, J.-C. (2011). *L'enquête et ses méthodes : l'entretien compréhensif* (3^e éd.). Paris : Armand Colin.
- Large, P. (2009). Corps sensible et processus de transformation. In D. Bois, M.-C. Josso et M. Humpich (dir.), *Sujet sensible et renouvellement du moi* (p. 403-415). Ivry-sur-Seine : Éditions Point d'Appui.
- Miller, G. (1990) Invited reviews : The assessment of Clinical / Skills / Competence / Performance. *Academic Medicine*, 65 (9), p.S63-S67.
- Paillé, P. and Mucchielli, A. (2012). *L'analyse qualitative en sciences humaines et sociales*. Paris : Armand Colin. (3e éd.)
- Vermersch, P. (2012). *Explicitation et phénoménologie. Formation et pratiques professionnelles*. Paris : Presses Universitaires de France.
- Vermersch, P. (2010). *L'entretien d'explicitation* (6^e éd.). Issy-les-Moulineaux : ESF éditeur. (1^{re} éd. 1994)