

German first-year medical students' expectations of their professional life – concerns and hopes: A project report

Abstract

Aims: Expectations among medical students towards their future professional life are affected by intrinsic and extrinsic factors which may change during years of medical school. The aim of this study is to gain further insight into students' expectations of their professional life at the beginning of medical school. Findings regarding contextual influences can be used to improve curricula and student guidance.

Methods: The project report based on an online survey among three cohorts of first year medical students at the LMU. The questionnaire consisted of six open-ended questions which addressed the student's motivation, expectations, anticipations and concerns of their professional life. Questions were also asked about presumed personal development and influence on private life. An inductive coding was used in this qualitative content analysis.

Results: Written responses from 591 participants were coded, categorized and summarized into four main themes: personal life, work, science, personal issue. Despite coming from different cohorts, the occurrence of the main themes showed the same trend in all student groups. Students are worried most about the work-life-balance, and they expect it to be a difficult issue. But many of our first-year students are optimistic that they will be able to establish a good work-life-balance or that the working conditions will have changed to a manageable workload at the time they will enter their first jobs. The majority of our students expect to become more self-confident with enhanced empathy and team-working ability and more patient and stress-resistant in daily challenges.

Conclusion: The medical students emphasize the gender-neutral desire for work-life balance. So, they expect improved working conditions for the future – an ongoing challenge for the health care system.

Keywords: medical students, work-life balance, physician's role, survey

Introduction

All medical students have expectations of their future profession as a doctor, the doctor's role and reputation and perceived hindrances in medical work. These expectations may be affected by various factors, such as labor market conditions, parental career expectations [1], [2] demographic changes, developments in technology, personal attitudes and their experiences during medical school. A set of important intrinsic and extrinsic factors have been subject of research, and it has been showed that the perspective on some aspects change during the years going from medical school to residency [3], [4], [5], [6]. For medical schools and the community of medical professionals, it is important to understand students' expectations, so we can better respond and consider them. A previous study about medical students' expectations found that (mis)perceptions had an impact on students' performance and confidence [7]. The future shortage of medical doctors, especially in family medicine, is a major concern not only in low- and

middle-income countries but also in western high-income countries [8], [9]. Reasons such as generational changes and gender aspects are being discussed [4], [10].

The young generation show different attitudes towards work compared to older colleagues: "a well-balanced integration of professional and private life is an essential goal for the new generation of doctors" [11]. Key intrinsic contributors to work-life-balance are enjoyment, meeting work requirements and time management [6]. The balance is shaped by extrinsic factors such as peer groups, family and professional culture.

Diderichsen et al. [10] layed out that there is not only the home/family domain but also a leisure domain (physical activity, time with friends and hobbies) which must be balanced. Other aspects may be as well important: "living with a partner seems to influence both male and female students in their preferences" (...for speciality choice – added by the authors) [3], [6]. This change of preferences might be seen as a personal development since (personal) life events have been shown by several studies to be crucial for personal development [12].

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