

**PROFESSIONAL SOCIALIZATION
OF THE STUDENTS OF MEDICINE**

OR:

FROM

**THE FIRST YEAR STUDENT-
IDEALIST”**

TO

LAST YEAR STUDENT- NIHILIST”

Study OF MEDICINE=

HUMANITARIZAM → **CYNICISM**

Loosing of appearance of

idealistic

cynical

humanistic

anomic

attitudes

alienated

beliefs

attitudes & beliefs

(Eron 1955)

Brucosť- “idealist → apsolvant “nihilist

During the study grow:

worry

authoritativeness

machiavellism

**need for autonomy and
aggression**

(Freeman 1963)

THREE EXPLANATIONS ON TRANSFORMATION HUMANITARISM -CYNICISM

Proces of medical educationin medical students:

1. Produce dehumanisation, alienation- from other persons as result of “objective” dealing with diseases deaths and human bodies

2. Loosing of humanitarian values is not so much result of the medical study than more result of the adaptation to the value system(cynicism) that exists between faculties (professors, lecturers or assistants) at the Medical School

3. Cynicism appears as result of one's uncertainty about one's professional promotion, a result of a negative self-perception of being a doctor

HOĆU LI JA BITI DOBAR LIJEČNIK??

SHELL I BE A GOOD PHYSICIAN ???

During the medical study students acquire

1. Ability to be emotionally calm- detached from other person as patient

2. Ability to tolerate uncertainty and insecurity and to work in such situations

(FOX 1957)

3 types of uncertainty:

A. it is not possible to learn everything in medicine (study for life)

B. there are limitation in general medical knowledge(powerlessness of medicine)

C. impossible to separate an individual lack of knowledge from the lack of knowledge of medicine as profession and science

The aim of the medical education -socialization is to enable students to cope with those uncertainties and to teach them how to be effective and practical in such situations

Idealističke perspektive studenata 1. Godine:

1. Medicina je najbolja od svih profesija

2. Kad počnemo raditi, mi želimo pomagati ljudima, imati zanimljiv posao koji podupire medicinske ideale, želimo i zaraditi dovoljno novaca za ugodan život ali to nije naš primarni interes

(Becker 1961)

Osnovni motivi izbora liječničkog zvanja:

- 1. Humanitarnost I želja za znanstveno-istraživačkim radom**
- 2. Težnja za višim materijalnim I društvenim statusom(liječnička profesija omogućava bolji život)**
- 3. Težnja za dominacijom**

(Baršić I Popović 1968)

4 types of medical students:

- 1. “accidental” (something should be studied, others’ - parents’ wish)**
- 2. Studying medicine for money, power and social status**
- 3. Enthusiasts of science**
- 4. Philanthropists (those wishing to help people)**

(Grmek, 1963 according to Coledge)

Typology of the medical students :

A. “student - scientist”

B. “student - clinician”

C. student- “psychiatrist”

(Funkestein 1959)

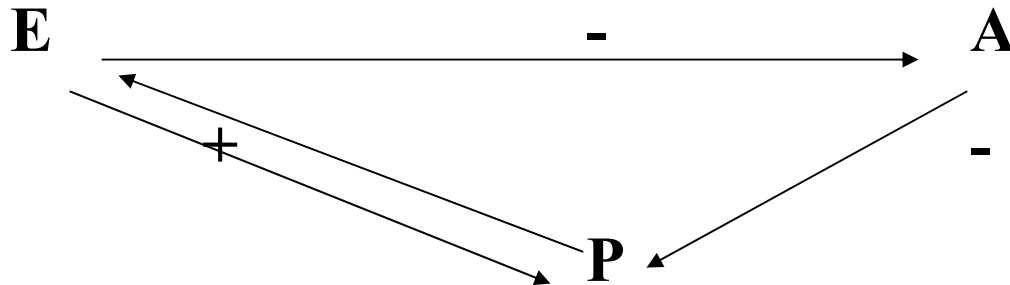
today dominant type: student -”scientist”

Three dominant value orientations of medical students:

A): - self-actualization (i.e. through scientific work)

P). - value orientation towards others (orientation towards patients, humanity)

E). - value orientation towards materialistic values (towards status values and symbols)



Summary of the results from studies:

1. General feeling of uncertainty among students at the end of the study

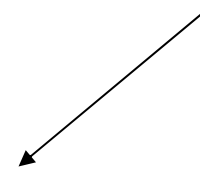
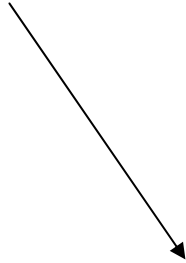
2. Less interest in medical science at the end of the study

3. cynicism= “everything is normal everything is possible and all is allowed”

“I don’t care”

**Need for
selfreliance, independence**

**Need for a positive
self-evaluation**



**CONSTRUCTIVE ALLIENATION:
A U T O N O M Y**