| **Theme 1** The certainty of issues in the medical curriculum: **“We know”** | |
| --- | --- |
| **Sub-theme** | **Categories** |
| That our institutional and academic processes are not satisfactory and we cannot fully prepare our medical students for the roles they are expected to fulfil | Academic and institutional challenges experienced |
| Academics' perceptions of students |
| Being sheltered as a student |
| That there are negative experiences with hierarchy encountered by medical participants | Hierarchy experienced in training |
| Power differentials experienced as students and doctors  Perception that society reinforces doctor image/hierarchy |
| That there are consequences for the absence of formal management | Consequences of not having explicit training  Not fully prepared for the doctor role |
| That we need to teach management intentionally and explicitly | Methods to incorporate management in medical curriculum  Timing of content |
| That the formal inclusion of health economics is not critical | Role of public health discipline  Methods to incorporate health economics in medical curriculum |
| That research is important and we do offer research training in the curriculum | Perception of appropriateness of research content  Formal/known and ad hoc/unknown research opportunities |