



This series provides insight into the careers of retired and actively serving occupational physicians. The interview series has supported a collaboration amongst our peers in developing projects on compiling the history of occupational medicine. On this occasion, I had the pleasure of speaking with Dr David Goddard who needs no formal introduction. He wrote the AFOEM Training Curriculum, he conducts the RACP – Supervisor Professional Development Program workshops and is honoured by ANZSOM with the ‘David Goddard Best Paper Award’. He has also received the Vice-Chancellor award from Monash University for both ‘25 years of Service’ and for ‘Distinguished Teaching’.

Dr Farhan Shahzad, Consultant Occupational and Environmental Medicine, Sydney

**Farhan: Thanks for joining us David. Please tell us about your personal life and medical training.**

**David:** My pleasure Farhan. I was born in Melbourne in 1944. I married Ruth in 1971. She and I do Zumba, orienteering and learn French together. I studied medicine at Monash, graduating in 1969. I returned there in 1990 to teach and am still there – part time now, teaching occupational medicine.

**Farhan: What attracted you to specialise in Occupational Medicine and then your role as a Physician Educator?**

**David:** During my early childhood, my grandfather introduced me fondly to railways and rail travel. 3½ years after I graduated from medicine, I took a job with the Victorian Railways to assess the fitness of job applicants for safety-critical roles and employees returning to work after sickness or injury. I then joined ANZSOM, almost 46 years ago.

I took leave to study full time for a Diploma in Occupational Health at the University of Sydney. There, David Ferguson encouraged my interest in preventive medicine.

This interest grew in my next job where I essentially worked as a medical inspector of workplaces for the Victorian Health Department. This role extended to education which thenceforth became my major professional activity for the last 30 years. I gained inspiration as an educator very early in my career as a doctor and take absolute pleasure in receiving feedback from students, that they have found my teachings helpful.

**Farhan: Please tell us about your achievements, highlights of your career and ongoing works with AFOEM?**

**David:** I’m a Medical Educator. Wherever I’ve been the visible face of some educative achievement, e.g. the delivery of the AFOEM Training Curriculum, it’s been my colleagues or my students that have ‘carried me on their shoulders’.

Working with colleagues enabled me to deliver the AFOEM Training Curriculum in December 2009 and, for Monash University and AFOEM, to write over 70 OSCE stations and over a thousand MCQs.

I was a member of what is now the AFOEM Assessment Committee for 19 years and took the lead in preparing the inaugural examination for Stage A of the AFOEM training program.

However, the everlasting highlight of my professional life has been and continues to be working with my colleagues and students.

**Farhan: Your work in Australasia has supported Occupational Medicine qualifications, post graduate training and much much more. What do you see as being your Legacy and message?**

**David:** My legacy is what I've helped people to learn about caring for the health of workers. By doing this to the extent that my former students want to continue this, I am very pleased. I expect that some of my students will go on to lead opinion.

I have two messages:

- 1) *Do* supervise trainees. Such work will bring you insights, laughter and many pleasures albeit the occasional embarrassment.
- 2) The ethic, '*But first do no harm*' applies to giving preventive advice. Creating anxiety can usefully drive short term action (fight or flight), but it can be as unethical to raise anxiety by *overstating* a need for prevention as it is to try to lessen anxiety by offering unwarranted reassurance. Take account of likely dose before giving advice.