

Mini-project Report

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| Ref No: | 212 |
| Applicant: | Sarah Edwards |
| Institution: | Peninsula Medical School |
| Title of application: | What information resources do Medical Students use? |
| Which key/themed areas did the project address? | Medicine, Developing practice education for students. |
| Year of application and current date: | Year: 2010 Date: July 2011 |
| Is this a final or mid-term report? | Mid-term |
| Description of mini-project (<i>introduction, method, results etc.; use as many pages as required</i>) | |
| <p>Introduction</p> <p>An understanding of evidence-based medicine (EBM) and how to implement it into clinical practice is an important skill medical students need to understand and develop throughout their undergraduate education. But how do medical students decide which resources to utilise? There are a plethora of resources available including journals, textbooks, NHS resources, medical school resources, applications for phones, and even social networking sites. This brings about a challenge to medical students, not only to decide which resources they like, but in critically appraising the information they provide. A recent study explored clinicians decisions to access medical-information resources however there has been little or no research to date exploring the information-seeking behaviour of medical students⁽¹⁾. By understanding the information seeking behaviours of students, it is possible to evaluate whether these will be successful for them in future clinical practice.</p> <p>Aim of project</p> <p>To characterise the information resources used by undergraduate medical students, and to explore the decision-making processes underpinning their information seeking activities.</p> <p>Objectives</p> <ol style="list-style-type: none"> 1. To understand what resources medical students use, and when; 2. To understand why students use the resources that they do; 3. To see if medical students use evidence-based resources and understand the importance of evidence-based resources. <p>Methodology</p> <p>This study uses the same methodology as a recent study of the information resource use of clinicians⁽¹⁾.</p> <p>Stimulated recall is an introspection procedure in which passages of behaviour of individuals are used to stimulate recall of their decision-making⁽²⁾. This study uses a stimulated recall technique, using a self-report diary to stimulate recall within an interview. Each participant will be requested to keep a self-report diary of the resources they use over the period of a week. Once the self-report diary has been completed, an interview is held with the participant. The interview would be based on stimulated recall using the stimuli to answer questions like "Can you relive the decision making process leading up to accessing the resource?", "How did you make the decision?". The study will involve 20-30 undergraduate medical students at Peninsula Medical School. Students will be recruited via email, informing them of intended research and asking for their involvement.</p> <p>Activities</p> <p>January/February 2011 – Ethics enquiries and submission.</p> <p>March 2011 – Participant recruitment.</p> | |

April/May/June/July August 2011 – Data collection with the assistance of KM and NB.

September/October 2011 – Data analysis with KM and NB.

October /November/December 2011- Syntheses of findings, writing of paper and dissemination with assistance of KM and NB.

Results:

- Ethics approval from the Peninsula College of Medicine and Dentistry Ethics Committee was successfully gained in February 2011

17 participants were recruited and interviewed.

- interviews have been transcribed

- Interview data has been coded in NVivo

- Data is currently being analysed

Next Steps:

- Complete data analysis

- Write final report and peer-review publication

Final conclusions of mini-project (successes, challenges, conclusions, recommendations etc.)

Although the project has not finished yet, one of the biggest challenges has been recruiting participants. We were aiming originally for 20-30 participants, however only 17 were recruited. Part of this was as a result of trying to recruit participants over exam periods. It will not be possible to recruit anymore students as students are now on holidays. Nevertheless from a preliminary analysis of the data set the research team are confident that data saturation has been reached.

Workshops (facilitated)

Attended the University Teaching and Learning Conference to host a workshop on this topic. April 2011

Presentations made (conferences, workshops, departmental)

Attended the University Teaching and Learning Conference to host a workshop on this topic. Attached is the Slides Used.

Irish Network of Medical Educators (INMED) 18th-20th of May, 2011 Trinity College, Dublin, Ireland. What to choose? Clinicians and medical students decisions about information resources. Presenter Nicola Brennan

Abstract has been submitted to the Asian Pacific Medical Education Conference Jan 2012.

Abstract will be submitted to AMEE and ASME in 2012.

Networks (meetings with constituency hosted/attended, involvement in existing or new networks as a result of this project)

With Facebook I have developed a group which is promoting these resources.
<http://www.facebook.com/groups/230583313624342/>

Publications (reports, papers, circulation lists, quantities published, audience)

Other outcomes (changes to curriculum, changes in practice in host institution and across the UK, further collaborative/follow up work, impact on host institution T&L committee, impact on statutory bodies such as GDC, GMC etc, contacts made, networks established)

Please note that the subject centre or their agents, from time to time, also requests feedback from mini-project holders for the purpose of evaluation.

