

Student engagement in dermatology teaching

What do undergraduates want?

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**“Knowing is not enough; we must apply.
Willing is not enough; we must do.”
(Goethe)**

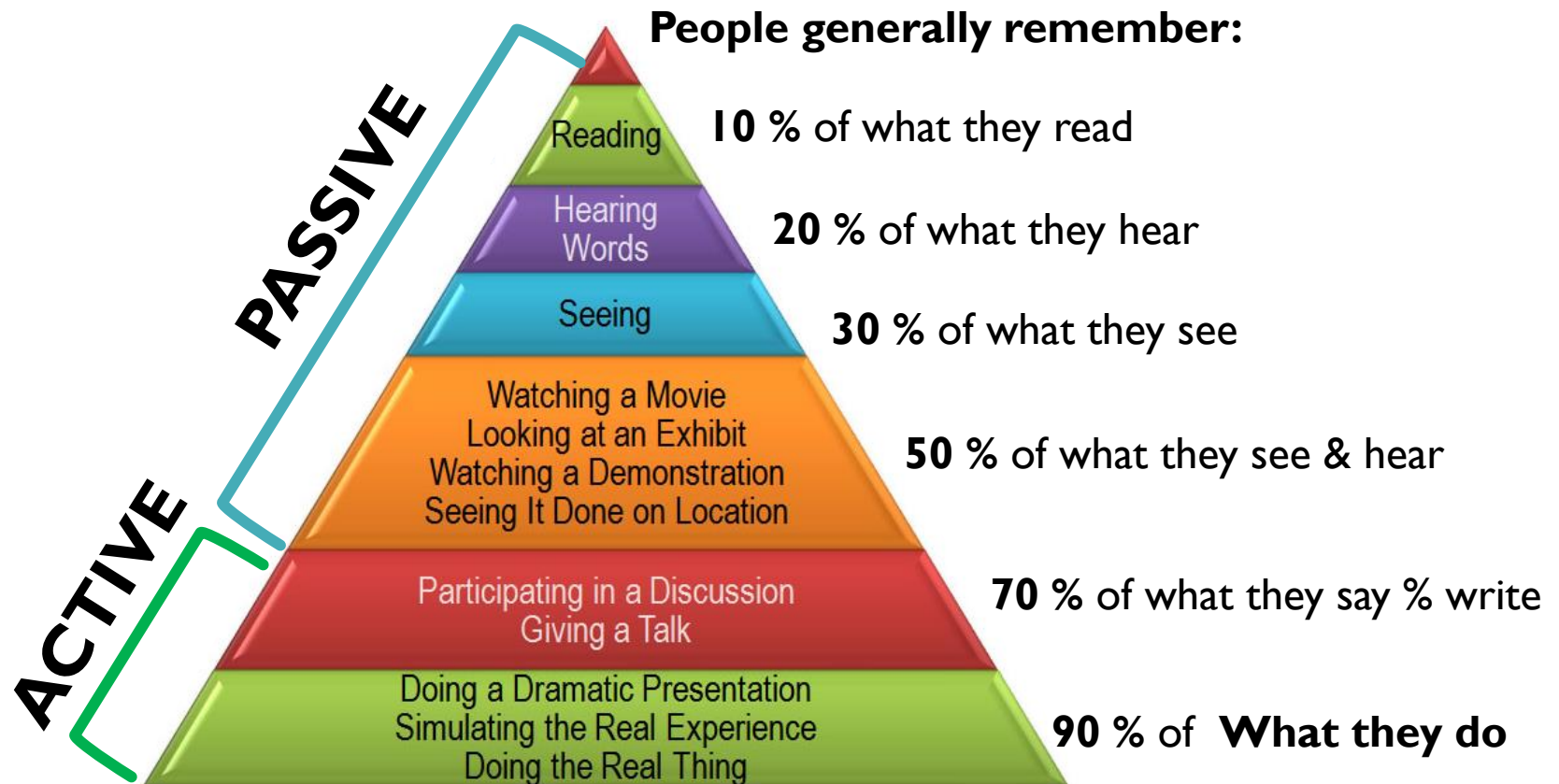


OVERVIEW

- The Cone of Learning
- Models of Student Engagement
- DermSoc activities
- Current literature on student engagement
- Gaps in literature
- BSMS Case study – Proposed Survey of Student Engagement

THE CONE OF EXPERIENCE

Edgar Dale 1969



STUDENT ENGAGEMENT THEORY

- “Buzzword” in higher education circles – *Carl Rogers 1996*
- Student engagement occurs when students make a **psychological investment in learning (involvement & interest)**.
- **Increasingly seen as a valid indicator of institutional excellence** - National Survey of Student Engagement (NSSE) 1999 and College Student Experiences Questionnaire (CSEQ) 1970's.



WHAT IS STUDENT ENGAGEMENT?

Friedericks et al, 2004

Student participation

Sense of belonging

Behavioural

Emotional



Cognitive

Motivation & self-regulation

CONCEPTUAL FRAMEWORK

Kahu, 2013

Sociocultural influences

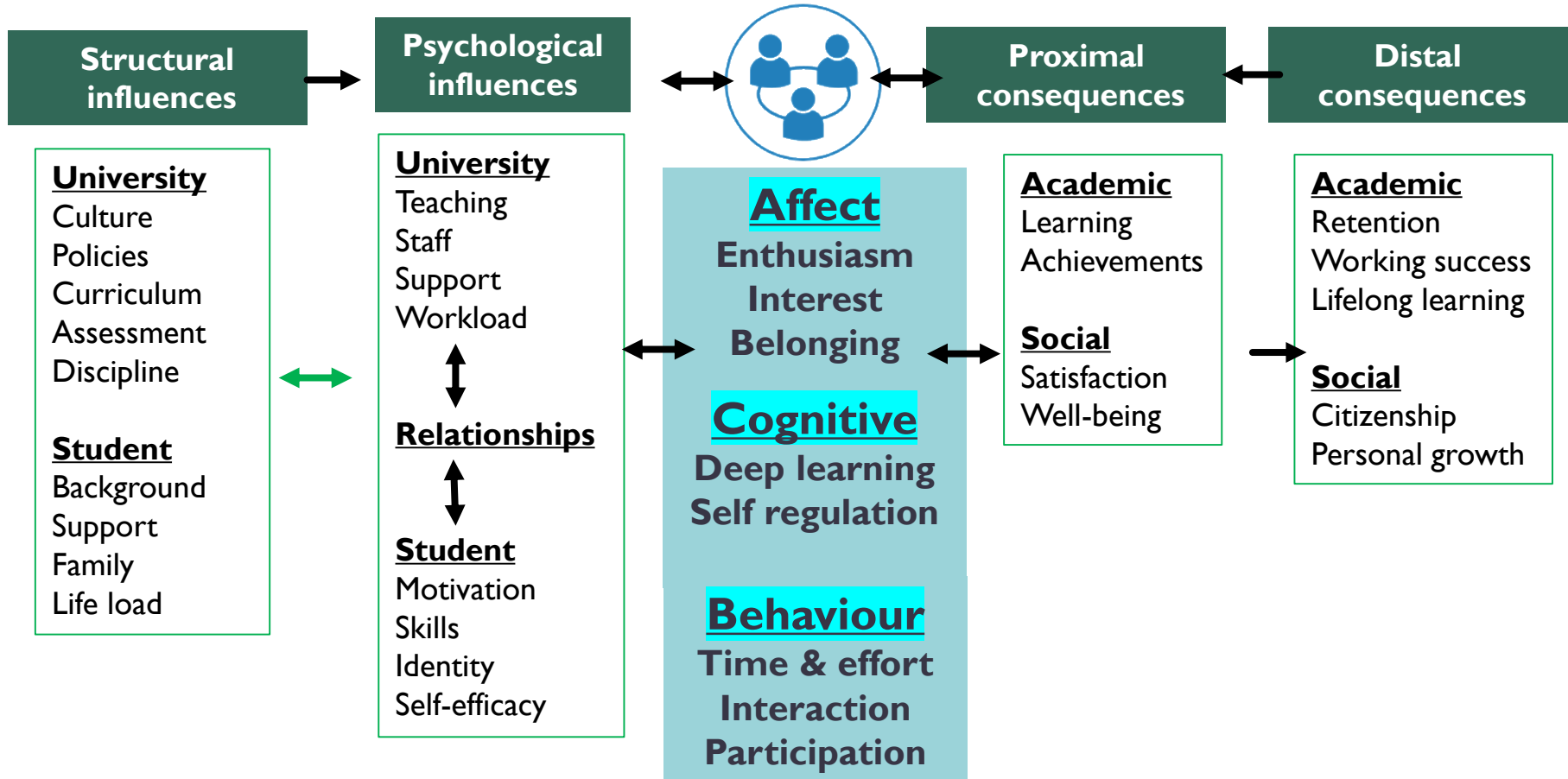


Figure 1. Conceptual framework of engagement, antecedents and consequences

GRASSROOTS STUDENT ENGAGEMENT

- Student initiated societies at individual universities
- Co-ordinated and supported by DermSchool Subcommittee (DermSoc National)
 - Online newsletters
 - DermSoc National Days
 - National fundraising
 - Social media/email lists
 - DermSchool conference



 @BADDERMSoc


Supported by the British Association of Dermatologists

UK DermSoc Newsletter
Affiliated with the British Association of Dermatologists

Highlights - DermSoc Events from across the UK

Nottingham DermSoc

Chanel Tobinska, 4th year; Constance Fearnley, 5th year;
Nicole Cianci, 4th year; Hannah Igoe, 4th year; Sofia Labbouz, F1



As medical students at Nottingham University we have little exposure to dermatology within our medical placements, it is limited to 2 weeks during 4th year. Therefore as a society we aim to widen access to dermatology and encourage students to become involved and learn more about the broad variety of experiences that dermatology offers. Another core belief of Nottingham DermSoc is that the inter-professional nature of dermatology is underemphasized to all professions involved. In fact, whilst inter-professional learning initiatives have been undertaken by the university course coordinators themselves, they have never been undertaken by medical societies. This made us really keen to organize an event where this would be possible, as the example of the multi-disciplinary team approach within dermatology.



On Wednesday 16th November we hosted an evening with a panel of medical experts in dermatology,

GRASSROOTS STUDENT ENGAGEMENT

- Birmingham DermSoc collaboration with PONGSoc (Paediatric Obstetric Neonatal Gynaecology society) for 'An evening of Paediatric Dermatology'
 - Career advice
 - Exam revision
 - Fundraising for the British Skin Foundation
- Dermatology Journal Club led by an Academic F2
- Other DermSoc events: Mock OSCEs, Face Mask Making, Pub Quizzes



GRASSROOTS STUDENT ENGAGEMENT

Active DermSocs across the UK

Barts (London)

Birmingham

Bristol

Cambridge

Cardiff

Dundee

Edinburgh

Exeter

Glasgow

Kings College London

Leeds

Leicester

Liverpool

Manchester

Nottingham

Oxford

Queen's Belfast

Sheffield

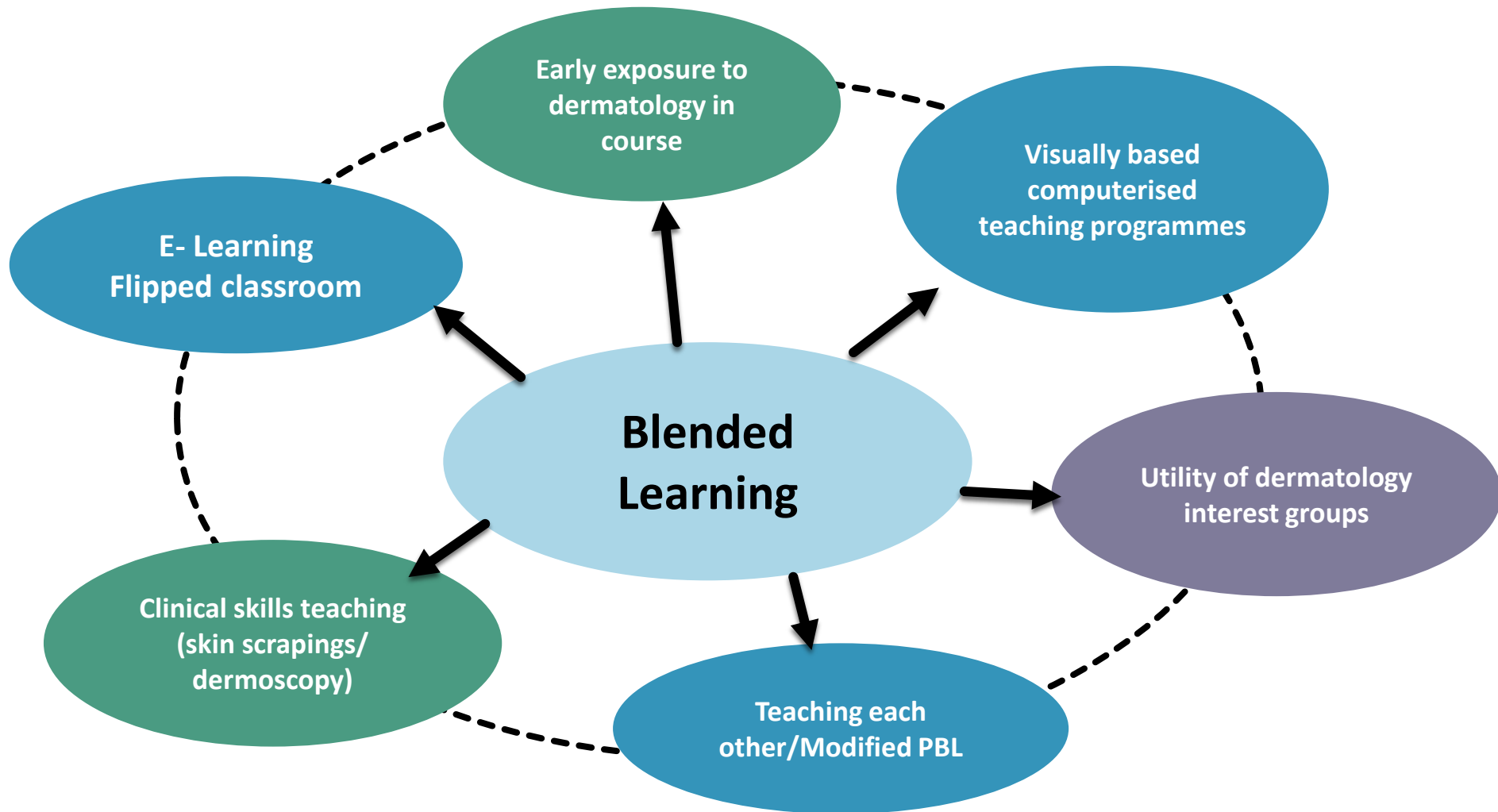
UCL

UEA (East Anglia)



What does literature say about student engagement in undergraduate medical education?

INCREASING STUDENT ENGAGEMENT



UNANSWERED QUESTIONS

- Various reports linking to novel methods of providing medical education – focus on “**blended learning**” and utilisation of technology
- Small sample sizes and underpowered studies
- **Remains a lack of studies** on student engagement in dermatology teaching, especially in UK
- Discordance between perceptions of effective learning strategies between students and staff (*Tsang et al, 2016*)

Student centred approach to address these gaps

BSMS: CASE STUDY

Year 4
FIVE WEEKS

20 Self-study clinical cases and BAD lectures

9 Workshops *

7 Outpatient Clinics**

2 Clerk and present patients

1 Nurse led-specialist sessions

1 Student-led case presentation

1 Theatre session

1 MCQ

Final (summative) assessment = Knowledge Test and OSCE

* Including 1 specialist nurse-led clinic

* Dermatology expert medical student lectures, related to the workshops

CONCLUSION:

- **Student engagement** –“buzzword” in higher education: psychological investment in learning.
- Student engagement in dermatology undergraduate study is **understudied**
- DermSoc: various efforts in enhancing student engagement
- Limited exposure to dermatology teaching in many medical schools.
- Need to identify gaps in our understanding of maximal student engaging activities.
- BSMS as a case study to assess student engagement with various dermatology teaching experiences.

