

## THE CROSSROADS OF MEDICINE:

### Exploring how teaching effectiveness impacts the career intentions of medical students

#### Background

At present, one of the primary concerns of the NHS is retaining its core workforce and to do so, it is important to realise what drives attrition out of the field and motivators behind specialising.

The effectiveness of teaching through medical school has clear links to where doctors are driven to take their career.

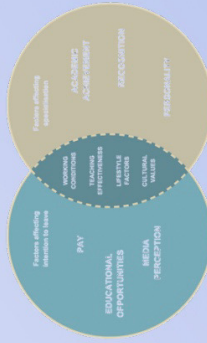
The root of this issue stems from medical students – a more malleable group, and one that every doctor at some point was. The way that the teaching effectiveness within this group affects end-of-line career intentions was relatively unexplored; especially on the level of student's further intentions.

#### NLR

**Research question - What are the factors that impact medical students' career intentions?**

Our rationale behind conducting this was a lack of literature focused specifically on medical students' career intentions (more was found focused on junior doctors).

Across our research, we found 11 key factors affecting medical student intentions, as shown below.



#### Aims and Objectives

This project sought to:

- 1) Understand the factors influencing medical students' decision-making around their future career with a particular focus on the perceived effectiveness of teaching.
- 2) To use this understanding to develop actionable recommendations to address the key issues with teaching effectiveness.

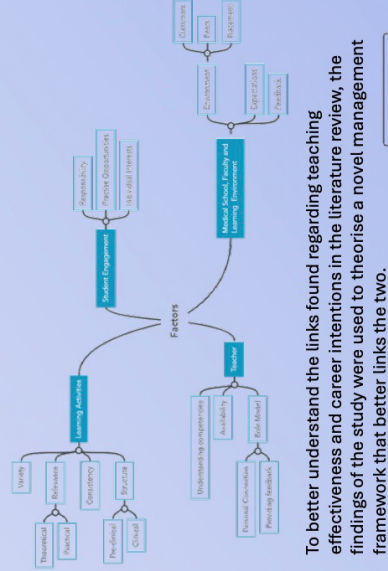
**References:** Lincoln, Y.S. and Guba, E.G. (1985). Naturalistic inquiry. *International Journal of Qualitative Research*, 9(4), pp.438-439. doi:[https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8).  
Lipworth, W. et al. (2013) 'Doctors on status and respect: A qualitative study'. *Journal of Bioethical Inquiry*, 10(2), pp. 205-217. doi:10.1007/s11673-013-9430-2.

#### Methods

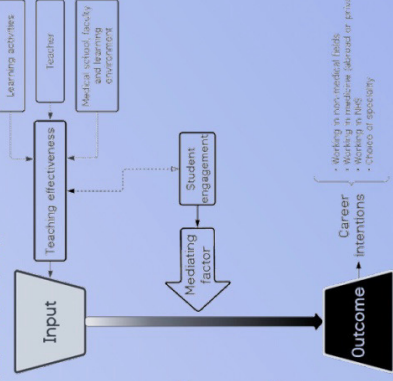
##### Study design, participants and data collection

- Conducted 27 primary semi-structured interviews via zoom across all year groups with simple inclusion-exclusion criteria
- Cross-sectional data was collected to ensure larger quantities across multiple year groups
- Opportunistic snowballing sampling techniques were employed
- One expert interview was also conducted to incorporate the perspectives of experts into our recommendations

Once collected, the data underwent an inductive thematic analysis bearing 4 meta themes and 18 distinct meta-themes, shown below:



To better understand the links found regarding teaching effectiveness and career intentions in the literature review, the findings of the study were used to theorise a novel management framework that better links the two.



#### Results and discussion

For the instance of this poster, only two meta-themes are discussed. The full dissertation contained work on all sub-factors.

##### Theme 2: Student engagement (responsibility)

Individuals who were actively involved on placement perceived their learning more positively. Those students who were given more responsibilities tended to feel more competent.

*"I can see that placement has definitely helped me improve my clinical abilities and I just feel more comfortable and so therefore confident to do things or volunteer myself to do things as well."*

Inversely, those not given responsibility or a sense of belonging within a clinical space were less inclined toward that speciality.

*"So in rheumatology clinic, I was just feeling bored, so I associate boredom with that clinic, and it wasn't as interesting to me."*

##### Theme 4: Teacher

Doctors would often cancel or not show up for teaching activities. This often made students feel like doctors did not want to teach them. The suggestion here was that if those people who you aim to emulate did not want to assist you, why should students continue down that career path.

*"There are obviously some days where it's a bit pointless because the educators, aren't as much up for teaching you, you can tell. Or like people don't turn up to things or there's a lot of waiting around"*

#### Co-creation workshop

- Enhanced Engagement: Recognized the need for improved feedback systems for greater student engagement.
- Expert Input: Dr. Ana Baptista highlighted inadequacies in existing systems, emphasizing the need for change.
- Strategic Shift: Moved from a student-faculty panel to a co-creation workshop for interactive and small-group dynamics.
- Creativity and Action: Aiming for creative input and actionable insights to drive meaningful change in the education system

#### Peer-collaboration class

- Peer Collaboration Training: Implement annual workshops teaching students how to teach, fostering cooperation in the learning environment.
- Culture Change: Aims to instill a teaching culture in future NHS workforce, addressing the teacher meta-theme identified.
- Structural Support: Designate responsibility within the organization for overseeing and facilitating student-led teaching initiatives.
- Evidence-Based Approach: Utilize frameworks like Peyton's 4-step and Pendleton's feedback model for structured peer-assisted learning activities, ensuring skill development and professional identity consolidation.

## Recommendations

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#### ILH module

- Module Introduction: "Innovation in Healthcare" (ILH) module developed for medical students.
- Diverse Topics: Covers NHS structure, healthcare policy, economics, ethics, collaboration, leadership, innovation, and sustainability.
- Longitudinal Approach: Offered from year 1 to graduation to enhance job knowledge and foster a sense of responsibility.
- Holistic Education: Integrates non-clinical aspects to provide a comprehensive understanding of the NHS and empower students for impactful contributions.

#### LESSON PLAN

**OBJECTIVE**  
- TO EDUCATE AND ENGAGE MEDICAL STUDENTS IN THE FIELD OF INNOVATION IN HEALTHCARE  
- TO PROVIDE A COMPREHENSIVE UNDERSTANDING OF THE NHS AND ITS ROLE IN SOCIETY  
- TO INSPIRE STUDENTS TO CONSIDER CAREER OPPORTUNITIES IN THE HEALTHCARE SECTOR  
- TO FOSTER A SENSE OF RESPONSIBILITY AND LEADERSHIP AMONGST STUDENTS  
- TO PROVIDE A PLATFORM FOR STUDENTS TO SHARE THEIR IDEAS AND EXPERIENCES

**MODE OF DELIVERY**  
- ONLINE FOR THE PRESENTED  
- HYBRID FOR THE FUTURE

**TALK CONTENT**  
- THE HISTORY OF MEDICAL EDUCATION  
- THE CURRENT STATE OF MEDICAL EDUCATION  
- THE FUTURE OF MEDICAL EDUCATION  
- THE ROLE OF INNOVATION IN HEALTHCARE  
- THE CHALLENGES OF MEDICAL EDUCATION  
- THE OPPORTUNITIES OF MEDICAL EDUCATION  
- THE CONCLUSION

- Poster series intended to be displayed in and around medical environments

#### There's value in a 5th year experiential learning course!

**CLINICAL SKILLS**

- 1. Take history
- 2. Examine abdomen
- 3. Examine respiratory
- 4. Examine cardiovascular
- 5. Examine musculoskeletal
- 6. Examine neurological
- 7. Examine ENT
- 8. Examine ophthalmology

#### EXAMINATIONS

1. Anatomy  
2. Histology  
3. Microbiology  
4. Pathology  
5. Pharmacology  
6. Radiology  
7. Surgery  
8. Clinical Medicine

#### There's value in a 3rd year experiential learning course!

**CLINICAL SKILLS**

- 1. Take history
- 2. Examine abdomen
- 3. Examine respiratory
- 4. Examine cardiovascular
- 5. Examine musculoskeletal
- 6. Examine neurological
- 7. Examine ENT
- 8. Examine ophthalmology

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