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Project Title:	Enhancing the Learning of Professionalism in the Context of Web 2.0.
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Executive Summary

Thus far this project has involved collaboration nationally and now internationally and is inter-disciplinary in nature. The recruitment strategy used has proved ineffective so while not enough data has been collected to justify analysis, an unanticipated outcome has been the recent inclusion of the international partner & the need to be innovative with recruiting participants. Data collection has now recommenced.

Background

There is increasing recognition of the risks posed by Web 2.0 technologies, particularly Social Networking Sites and YouTube, for students engaged in professional courses (1-6). JM has recently completed a study investigating the use of Facebook by young doctors (7). This study, the most comprehensive to date internationally of medical graduates, demonstrated the potential for young doctors to “post” material that is unprofessional. Similar concerns have been expressed in the nursing profession, although not, to our knowledge, researched (8, 9). While improved education regarding such dangers has been advocated (eg (10)), a comprehensive literature search has not revealed any educational interventions designed to educate undergraduate health professional students about the potential impacts of their online activities and how to modify these appropriately, in light of their future professional roles. Given the reported lack of congruence between students’ reported concerns about privacy and their online behaviour (11-13) it is particularly important to explore with students how to effect change in their behaviour. The aim of this project is to work with students to develop such an educational intervention and test this out in practice.

Aims and Objectives

Aims

- 1) to develop and pilot an education intervention for undergraduate (health) professional students that will assist them to appreciate the implications of Web 2.0 technologies for their future professional careers;
- 2) to enhance understanding of the process of developing concepts of professionalism throughout the course of undergraduate health professional programmes;
- 3) to establish effective means of teaching professionalism to the current generation of students.
- 4) to compare the process of developing concepts of professionalism between medical and nursing students;

Expected outcomes

- 1) an education intervention that will assist health, and potentially other, professional students to appreciate the implications of Web 2.0 technologies for their future professional careers;
- 2) dissemination of this intervention nationally and internationally by means of publication in appropriate scientific literature eg Medical Education, and conference presentations eg the

Association for the Study of Medical Education (ASME) and/or the Association of Medical Educators of Europe (AMEE);

3) understanding of developing concepts of professionalism, and dissemination internationally by means of publication in appropriate scientific literature eg Medical Education, and conference presentations eg ASME and/or AMEE;

4) understanding of the similarities and differences between medical and nursing students in the development of professionalism, and the implications of this for interprofessional education, and dissemination internationally by means of publication in appropriate scientific literature eg Medical Education, Nurse Education Today and conference presentations eg ANZAHPE, ASME, NetHEALTH, ANEC and/or AMEE;

5) increased understanding regarding effective means of teaching this generation of students and dissemination nationally and internationally by means of publication in appropriate scientific literature eg Medical Education, and conference presentations eg ASME and/or AMEE.

Methodology

This project was planned to be conducted in three stages:-

1) Needs Analysis consisting of establishing six reference groups of students. There were to be six student groups in total, each comprising 10 -15 students: one from the second year and one from the fifth year undergraduate medical programmes at each of Auckland and Otago Schools of Medicine, and one from the first and one from the third year nursing programme at Unitec. We expected this would enable us to explore perspectives on professionalism in the early and later stages of education, and to compare the perspectives of future nurses and future doctors. In the end we managed 1 small group of 1st year medical students at University of Auckland, and two groups of nursing students, a larger group of 1st years & a small group of 3rd years.

2) Development of intervention and evaluation tools.

3) Pilot.

Lack of participants and therefore data thus far means that it is too early to attempt to develop an intervention and pilot. The research team is in the process of recruiting medical and nursing students from a university overseas (Swansea) and reconsidering how to recruit participants in NZ. This issue is also the subject of an abstract submitted for the Australia & New Zealand Association of Health Professionals in Education (ANZAHPE) conference in June – see details below.

Outcomes/findings

We have got ethics approval now for a Swansea arm of the study. Focus groups in medicine and nursing (1st, 2nd and 3rd years) will be carried out before July 2012.

Conclusions

We do not have enough data with which to draw any conclusions. We have however concluded that we need to change our participant recruitment strategy significantly.

Implications

We hope that eventually the findings of the project will:

1) reduce the risk of professional students engaging in behaviour that is potentially damaging to themselves as future professionals or to the public as their potential patients/clients;

2) increase the effectiveness of teaching about professionalism in the digital age, in that it will be tailored to the developmental process of the young professional;

3) enhance the effectiveness of teaching of young professionals by improving its relevance to their learning styles and needs;

4) add to the knowledge base required to progress interprofessional health education;

5) gain insight into how e-professionalism is developed and can best be learned.

Publications and dissemination

An abstract has been submitted to the ANZAHPE conference for a Personally Arranged Learning Session (PeArLs) titled: *"Whats next after pizza? How can we maximize recruitment of students for research?"* (appended)

PeArLs sessions allow presenters to present a problem or question to a small group of participants. The content is framed around a challenging question or an issue that the presenter is grappling with, in this case we have struggled to attract focus groups participants and have therefore not collected the amount of data we had expected.