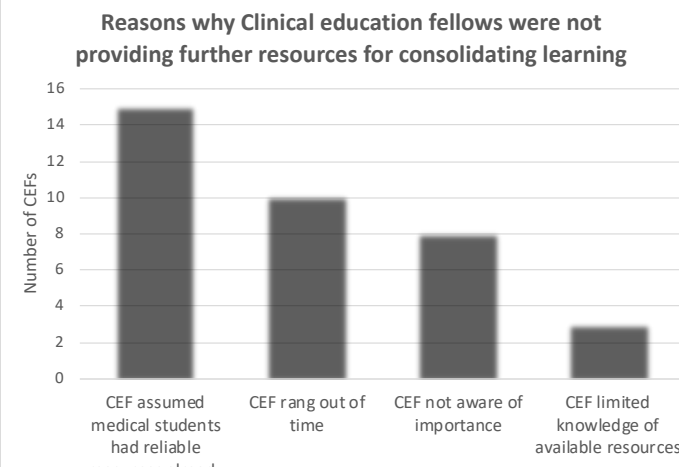


BACKGROUND

Problem Statement

Feedback shows medical students aren't signposted to evidence-based resources after teaching. They report struggling to consolidate their learning. This affects their clinical knowledge and their ability to care for patients.

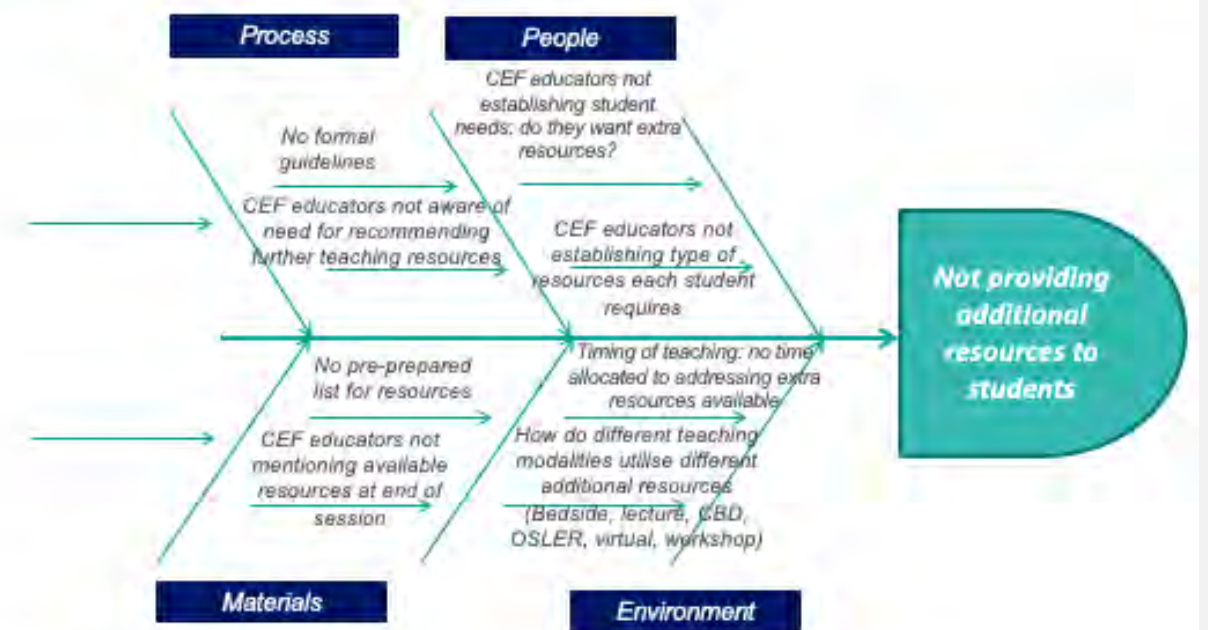


Student Experience

"We mainly use our lecture notes to study and revise"
 "We don't have an official reading list for any of our modules"
 "We just use random websites and google"
 "It would be nice to know what resources doctors use in real life for learning"
 "We have to learn a big list of illness by ourselves, so having resources to help consolidate our clinical teaching would really help us become better doctors"

DIAGNOSTICS

Fishbone diagram



AIM & MEASUREMENT DEFINITION

Aim

By the start of February, all students will receive pre-prepared information sheets with websites, links and resources that are evidence-based and up-to-date following teaching sessions.

Chosen measure

The percentage of students indicating they have received adequate signposting to resources by their clinical educator.

Inclusions

All medical students taught by clinical education fellows at Warwick Hospital from Buckingham Medical school and Warwick Medical school.

Exclusions

Written feedback from students which did not comment on whether provision of resources for further reading was provided.

Sampling method & frequency

Weekly retrospective data collection prior to the intervention using student's written feedback. Prospective weekly data collection from written feedback following each PDSA cycle.

High Level Process Map



CHANGE IDEAS

Enable students to access related, high-quality learning resources after each teaching session

Add a list of exam-related resources to this document

Remind all Clinical Education Fellows of the importance of signposting to evidence-based resources

Add subject (e.g., pathology, physiology) and specialty-specific resources to document

Create a list of relevant, high-quality learning resources for medical students

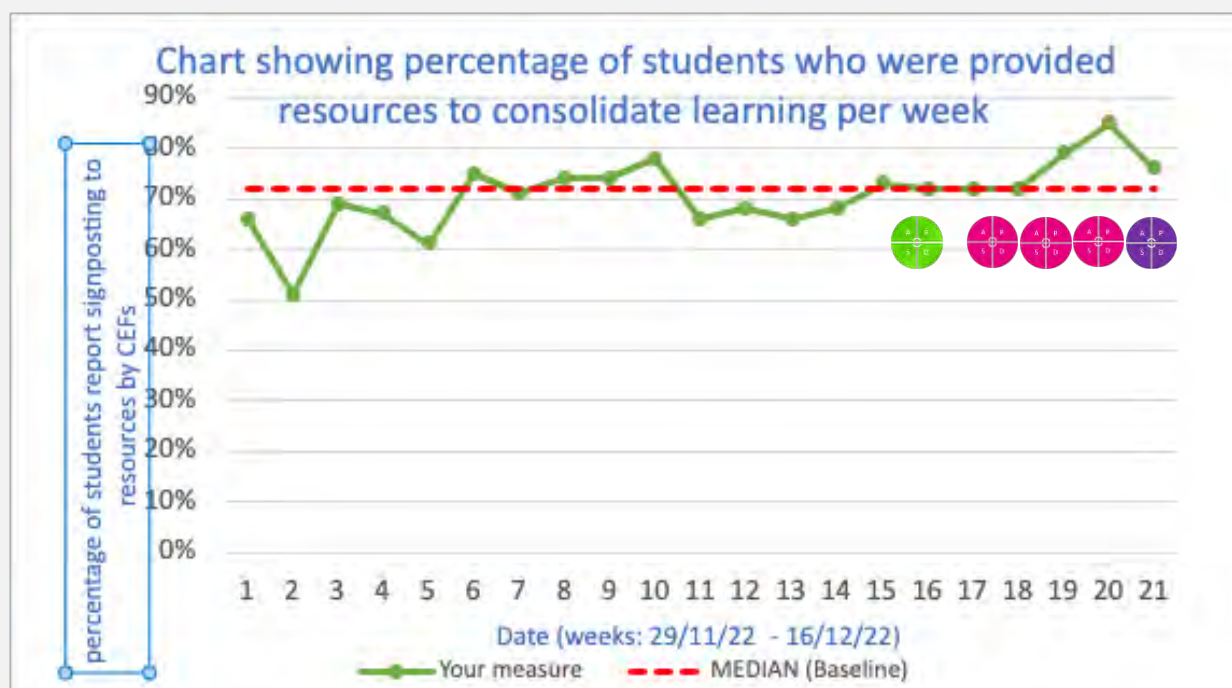
Ensure improvement is sustained and future-proofed

PDSA cycles

PDSA Test #	PLAN	Do	STUDY	ACT
1.1	Remind Clinical Education Fellows (CEFs) of the importance of providing students with further resources for their learning after each teaching session	Send out an email to CEFs reminding them to signpost students to relevant reliable resources after each teaching session	Small, but unsustained, increase in number of students reporting adequate signposting to resources	Extend by emailing a list of suitable, reliable resources to CEFs for them to use
2.1	Create a list of suitable, reliable resources for CEFs to use	Distribute this document to CEFs via email	Oral feedback from students indicates resources aren't focussed enough on exams	Adapt by adding a list of exam-related resources to document
2.2	Add a list of exam-related resources to document	Distribute the new document to CEFs via email	Student feedback (written and oral) indicated subject-specific resources required, related to each teaching session	Adapt by adding subject and specialty-specific resources

PDSA Test #	PLAN	Do	STUDY	ACT
2.3	Add subject and specialty-specific resources to document	Distribute the new document to CEFs via email	Student feedback indicated a significant increase in number of students reporting adequate signposting to relevant resources	Adopt. Ensure improvement is sustained by saving document to CEF shared drive
3.1	Ensure improvement is sustained	Save document to CEF shared drive and inform CEFs where it can be found	Informal oral feedback from CEFs indicating they knew where to find the document	Ensure improvement is sustained following CEF changeover. Extend.
3.2	Futureproof improvements by ensuring future CEFs have access to the same document	Add a section on importance of providing resources and where the document can be found to new CEF induction document	Oral feedback from new CEFs Ongoing review of student feedback	Adopt. continue to update the document in the future by allocating the task to a specific CEF role

RUN CHART



REFLECTIONS & LEARNING

Student feedback is full of useful information that is often overlooked

Learning and medical education are changing all the time and are already different from when we were at medical school

You need to consider how any changes and improvements can be made sustainable so that your QI project has a lasting, positive impact.

Any actions taken need to be clearly communicated and reinforced with your team regularly