

**student e-communities in a UK medical
school: facilitating peer-interaction &
student-led support**

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project team

project lead: Deborah Biggerstaff

project officer: Janice Koistinen

funded project: embedding e-learning university fund
award € 19,000 (PI: DB)

collaborator: Cathia Jenainati, Department of English
& Comparative Literature

e-learning advisor Warwick Medical School: Steve
Brydges, E-Lab

aim of project

- ❖ accelerate & strengthen academic e-communities (project 2)
 - Masters level student population
 - Web 2.0 technologies such as blogs provide learning opportunities
 - rethinking how we share knowledge
 - builds on earlier work: blogs for revision support graduate-entry students Warwick Medical School (project 1)

project objectives

- ❖ encourage & develop online communities
- consolidate potential offered by e-communication for postgraduate students (Masters level)
- enhance students' (& academics') learning experience (project 2)

key messages

- ❖ consult your target group
 - keep it simple
 - see your innovation / changes from your participants' perspective
 - review & evaluate – accept that some things may be different to how you planned at the start
 - consider the impact your initiative may have on participants' workload – offer small 'incentives' to participants to encourage take-up

project 1: health psychology revision

- health psychology core module MBCChB programme
- develop *team* learning study skills
- student support for revision - 'treasure hunt' quiz
- evaluation of student experience of e-learning
- students used blogs to communicate with peers about quiz tasks

project 1: 'treasure hunt' quiz

series of short questions designed (DB)

material based on website, lecture & small group work
material, readings, link-outs

self-directed group activity

students decide how to tackle task

introduced during group tutorials mid semester

brief introduction to setting up a blog (SB)

support available from tutor & webpage if needed

deadline set for team submission near end of module

[2005 Cohort](#)[Health Psychology](#)[Reading List](#)Signed in as
Stephen Brydges (cusdae)
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Health Psychology Module

The overall aim of this module is encourage students to gain a basic understanding of the psychology of health and its application in the clinical context. The module provides students with a grounding in psychological factors involved in health and illness and in the provision of medical care. The aim is to encourage students to become aware of the part psychology plays in medicine. The course will demonstrate the value of a psychological approach for good clinical practice by highlighting the link between theory, evidence and narrative based research and practice. The course draws on relevant examples from research with specific client groups and clinical problems. Particular topics are chosen to demonstrate to students the psychological and biological processes associated with health and disease and how they occur in the context of a 'whole person' with cognitive, emotional, developmental and social dimensions - the 'bio-psycho-social model'. The overall emphasis in this module is for students to view health psychology as an applied field with special reference to its relevance in health promotion, well-being and disease prevention.

[Objectives & Learning outcomes](#)[Relationship of Health Psychology to Other Modules](#)

Revision dates for your diary

Revision workshop sessions planned for the afternoon of 23 May. Please sign sheet by School Office

[Revision quiz answers](#)

Treasure Hunt Revision Entries due in Thursday 11th May 5.00pm!

Group work worksheets: these are due in Thursday 18th May by 5.00pm. For coversheet see session 12

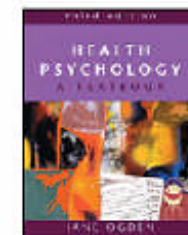
Part		Session
1	Introduction to Clinical Health Psychology	1 What is Health Psychology?
		2 Patient & Practitioner Stress & Distress
		3 Depression & Anxiety in healthcare settings
		4 Psychology of healthcare needs for different patient groups
2	The Psychology of Addiction	5 Substance misuse I - Alcohol
		6 Substance misuse II - Drug Misuse

Module leader:
Deborah Biggerstaff

Study Tips

[Study tips](#)[How to Read a journal Article in Social Psychology](#)

Practice Questions

[Module Overview](#)

[2005 Cohort](#)[Health Psychology](#)[Reading List](#)[Treasure Hunt Blog](#)

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Treasure Hunt Blog

- 1) Go to [Warwick blogs](#) and sign up for a blog
- 2) Make a new group called 'Psychology'

- Click on 'Admin'
- Click on 'Edit your Groups'
- Give your group a name. Maybe 'My tutor Group' or 'Psychology'. Type this name in the 'Create a new group called' text box, and click 'Create'.
- The new group will appear.
- Find *your* set of usernames below, and paste it into the 'Add' text box, for the new 'My Tutor Group' group.
- Click 'Add'
- Click 'Back to Blog Manager' and then 'Back to my Blog'

- 3) Now make a test entry to create the Psychology category:

- Hover over 'Create a new Entry'
- Choose 'University Entry' (change it later)
- Write the title: 'Treasure Hunt Test'
- Add the tag 'Psychology' (not psychology or PSYCHOLOGY)
- Add some text like 'can you guys read this?'
- Change 'Who can see this entry' to 'My Tutor Group'
- Change 'Who can comment on this entry' to 'My Tutor Group'
- Make sure 'Show in blog collections is selected'
- Then click 'Publish Now'

[Health Psychology](#)
[Category](#)

(You will only see the entries where the blog-owner has given you permission)

The table below will contains the usernames for each group. They also include Deborah Biggerstaff (who needs to be able to view this to answer your questions) and Stephen Brydges (who is evaluating this use of blogs)

September 2006

Mo	Tu	We	Th	Fr	Sa	Su
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
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[Aug](#) | [Today](#) |

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Tags

[18](#) (4)
[Group](#) (4)
[Psychology](#) (4)

Galleries

Most recent comments

Just realised I didn't number my answers so have resubmitted: Qu... by Oliver Lawton on this [entry](#)

Question 8. Leventhal is generally associated with the self-regula... by Oliver Lawton on this [entry](#)

Three examples of NSF topics are: 1. Older people 2. Diabetes ... by Oliver Lawton on this [entry](#)

NSF stands for National Service Framework by Oliver Lawton on this [entry](#)

Question 5. Inside Outside: Improving mental health

March 02, 2006





Question 4

4. Where on the web might you find information leaflets on some common psychological problems that are designed to be printed off to give to patients? Give web address and list four leaflets you can access on this site.

www.rcpsych.ac.uk

topics include

- Alcohol misuse
- Bereavement
- Obsessive Compulsive Disorder
- Post traumatic stress disorder

 Emma Gordon : [02 Mar 2006 12:41](#) |  Tags: [18 Group Psychology](#) |  [Comments \(21\)](#) | [Blog this!](#) |  [Report a problem](#)

Question 1

1. What has "too many accelerators" and who said it? Give Full reference and brief summary of psychological context (bullet points only)

Reference: The Runaway weigh gain train: too many accelerators, not enough brakes

Boyd Swinburn and Garry Egger

BMJ 2004; 329; 736-739





Summary

*Obesity seems to be perpetuated by a series of vicious cycles

*Obesity may result in movement inertia, mechanical dysfunction, psychological dysfunction, cyclical dieting and socioeconomic disadvantage, all of which may promote further weight gain.

*The "obesogenic" environment is also driving the obesity epidemic, whereas the "brakes" against weight gain (social, personal, cognitive, physiological) are weak by comparison.

*Management of obesity should include the identification of active vicious cycles and implementation of strategies to break the cycle.

 Emma Gordon : [02 Mar 2006 12:36](#) |  Tags: [18 Group Psychology](#) |  [Comments \(0\)](#) | [Blog this!](#) |  [Report a problem](#)



March 2006

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27	28	29	30	31		
		Today		Apr		

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- [Pyschology](#) (1)
- [Ps](#) (1)
- [Life](#) (1)
- [Qn](#) (1)
- [\(Untagged\)](#) (3)

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Most recent comments

ATCHOO! by [Luke Blackwell](#) on this [entry](#)

Too much time on your hands? by [Panchali Sarmah](#) on this [entry](#)

hey guys happy easter gonna post my answers very soon. Kaz

March 16, 2006

Having probs with Q39

I can't find the answer – probably not looking hard enough, but not sure where to look.

The question is: When might interviewing be motivational? (provide brief summary)

I'd be happy to swap or help anyone else out if they're having probs.

If any of you could help, it'd be great. Cos as the owner of this blog says: **Remember, it's co-operation, not competition**

:)



Panchali Sarmah : [16 Mar 2006 00:11](#) | Tags: [Psychology](#) | [Comments \(0\)](#) | [Edit](#) | [Write follow-up](#) | [Blog this!](#) | [Report a problem](#)

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psychology answers, 29/03/06, Nancy's blog - Microsoft Internet Explorer

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Address http://blogs.warwick.ac.uk/nancycox/entry/psychology_answers/ Go

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Nancy's blog

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March 2006

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[Video game reviews](#)

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March 29, 2006

psychology answers

23)drinking as a way to cope with negative effect can diagnose: Depression

24)Dependence according to ICD10:

1. compulsion to take a substance
2. impaired control
3. withdrawal state
4. increased tolerance
5. salience 1: progressive neglect of alternative interests
6. salience 2: Use despite harmful consequences

25) 'patients unvoiced agendas in general practice':
Barry C et al BMJ 2000; 320:1246-50 (6 may)

26)Conclusions: Patients have many needs, and when these aren't voiced they can not be addressed. Some of the poor outcomes in case-studies were related to unvoiced agenda items. This suggests that when patient's needs are fully articulated in consultation then better healthcare may be effected. Steps should be taekn in daily clinical practice to research and encourage voicing patient agendas.

27)Working days lost due to stress, depression and anxiety in 2004/5:
12.8 million (average of 2 days off per year per person)

Nancy Cox : [29_Mar_2006](#) 12:01 | Tags: [Psychology](#) | [Comments \(0\)](#) | [Blog this!](#) | [Report a problem](#)

No comments

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Email

Url

Comment

project 1: assessing quiz

tutor able to monitor students' blogging activity

students' queries answered by email or in their blogs

blog permissions set to include DB & SB

high levels of blog activity

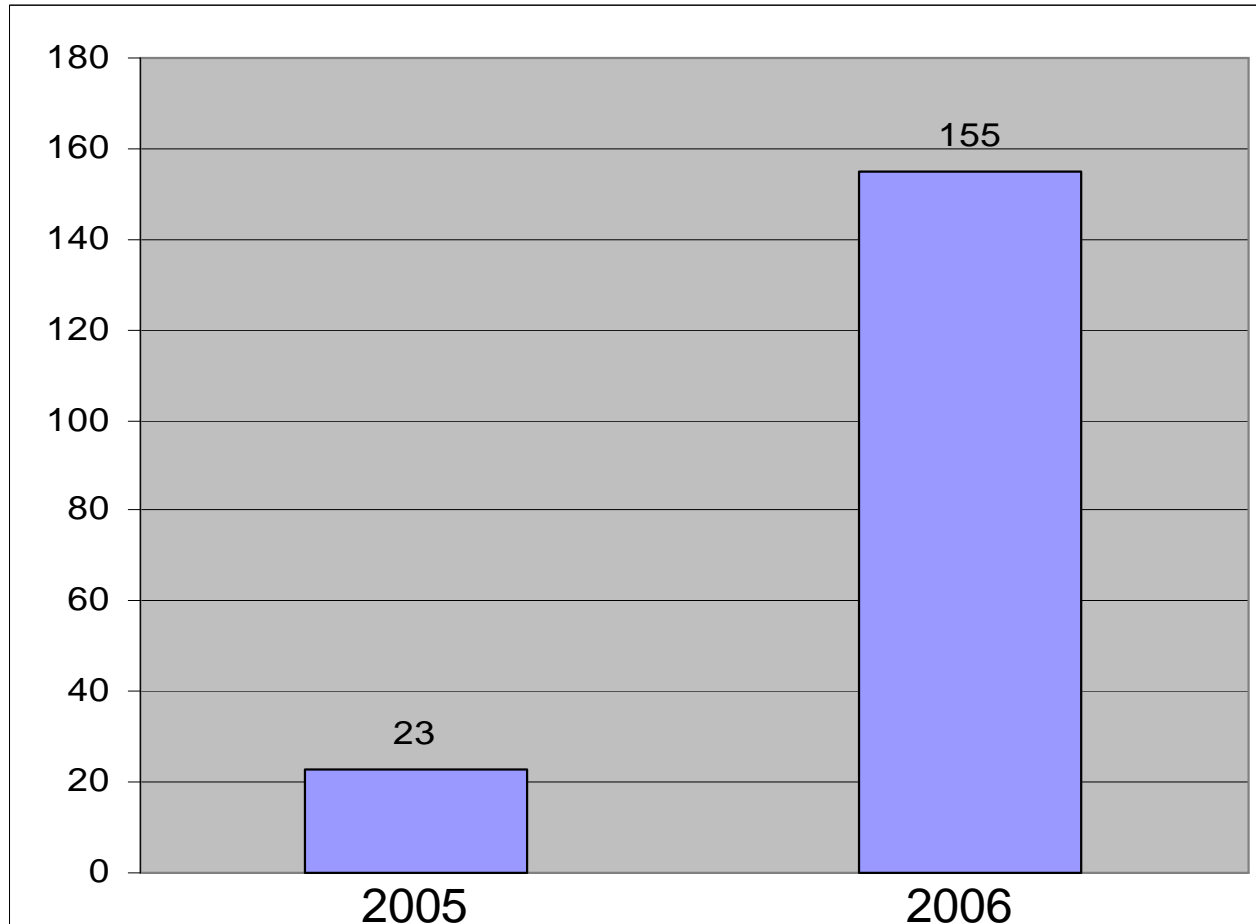
tutor able to evaluate students' needs

tutor can tailor sessions

students shared information & answers

set of answers provided on module webpage

project 1: blog use 2005 - 2006

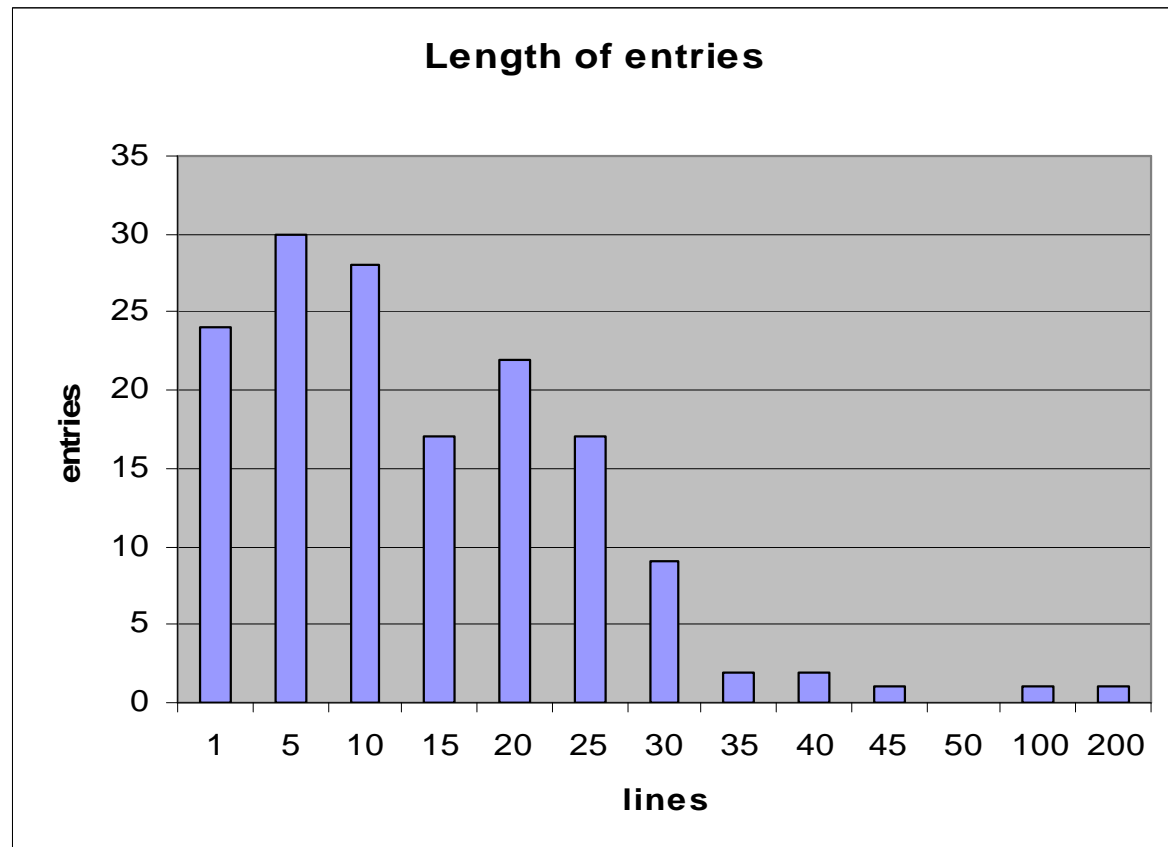


only entries visible to module leader are logged
email, paper, conversations over coffee, private blogs unrecorded

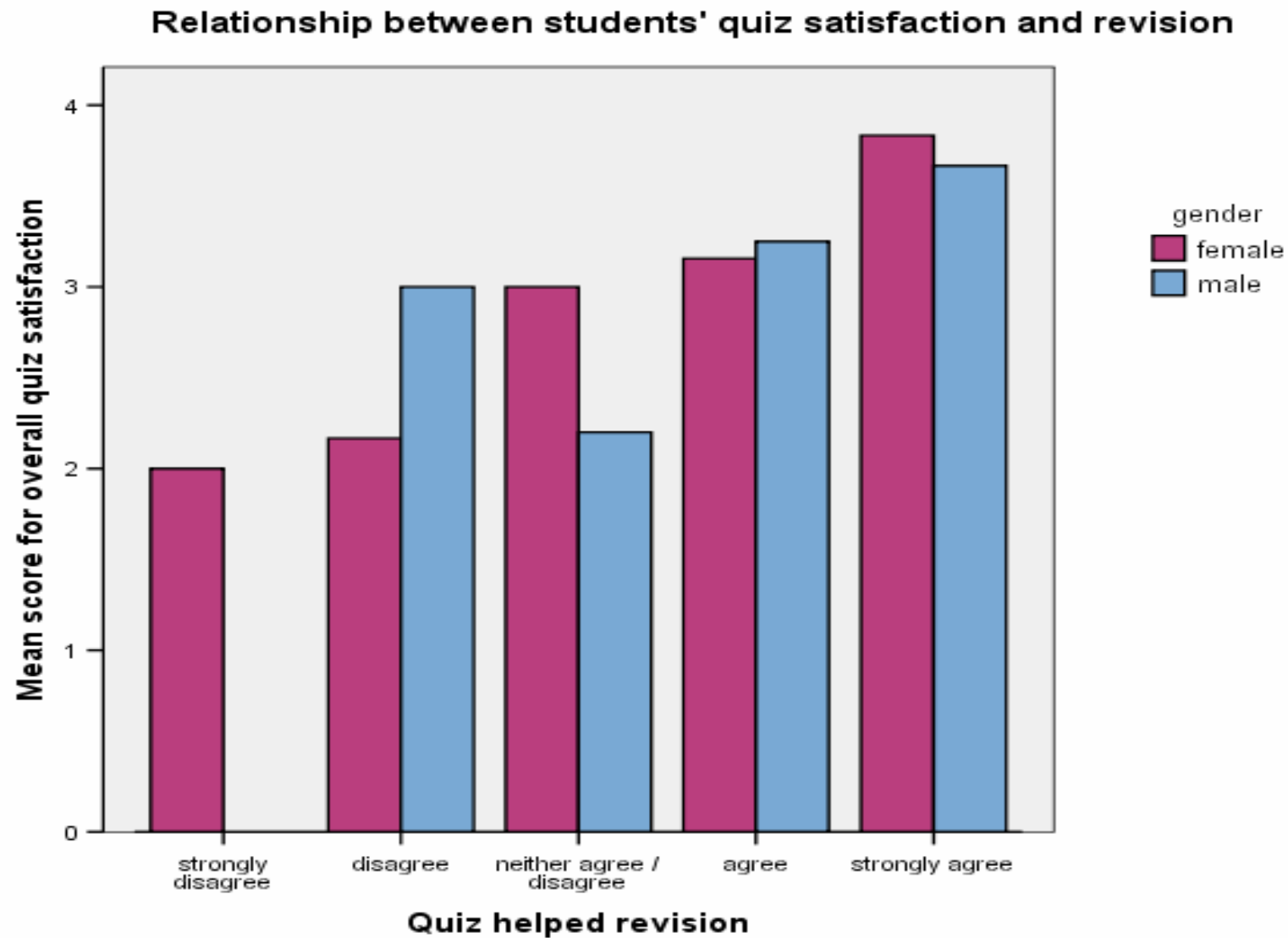
project 1: 2006 patterns of usage

- 79 separate (group) users in 2006
- most made single entry (across several questions)
- average entry = 15 lines

students	entries
44	1
11	2
10	3
10	4
3	5
0	6
1	7

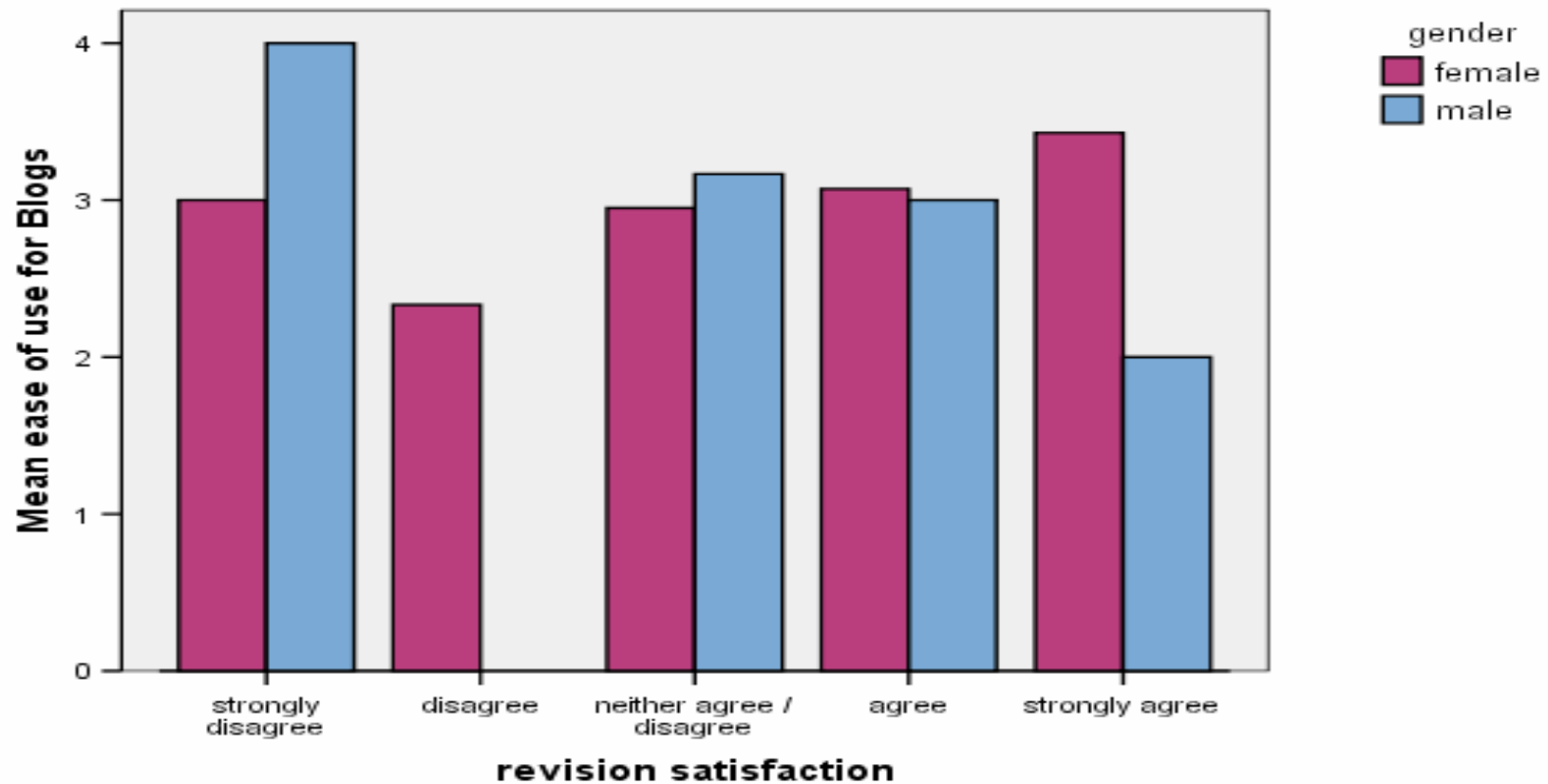


project 1: students' satisfaction with quiz as revision aid



project 1: students' perceived ease of use for blogs & revision satisfaction

Relationship of students' perceived ease of use for Blogs & their revision satisfaction by gender



project 2: developing e-communities using blogs

- offering Masters students personal blogs
- majority healthcare professionals
- commitment rich but time poor
- online communities for informal learning & support
- ❖ evaluate & compare with undergraduates / web forums (Department of English & Comparative Literature)

project 2: consult your users first

When you set it up please send me an explicitly typed out version of how exactly to log in step by step (I am not computer friendly). This would go a long way in getting an excellent idea out to the older adult learners who view the computer with some trepidation.

(case 25)

Please make access friendly (case 30)

project 2: students' perspectives

In reality it sounds interesting for those with time to access it, nice to know it will be available (case 4)

...would be useful to be able to access for help ad-hoc, e.g. for study skills (case 6)

sounds good idea, but is only as good as the group involved (case 16)

I think it is a very excellent idea (case 3)

project 2: students' suggestions

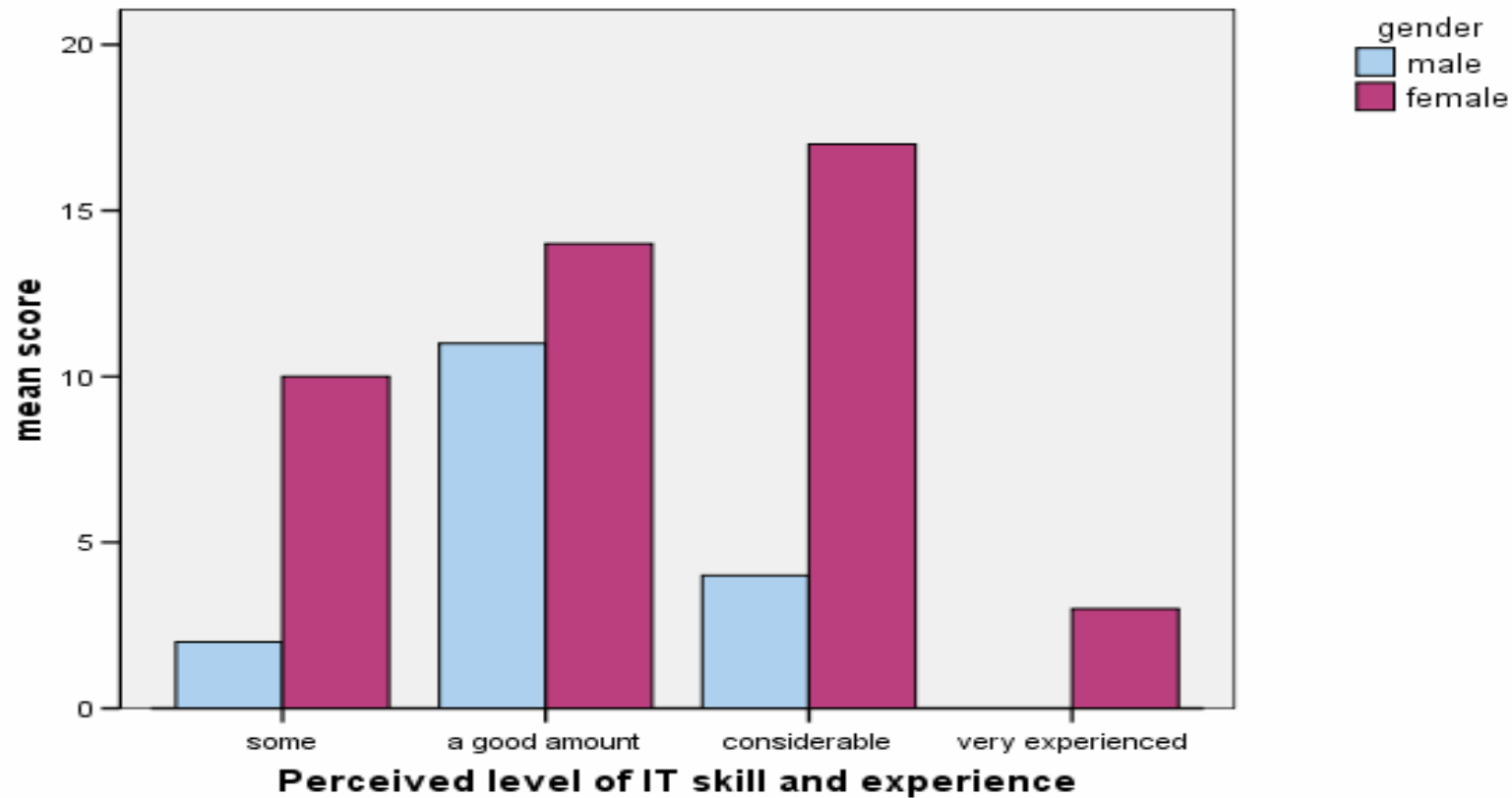
E-journals - a sharing of relevant references (case 28)

Really encourage the blogs, to get people involved right away, otherwise they might not keep it up (case 31)

Students should use blogs - discussion agenda topic on the net – a virtual network is very useful (case 53)

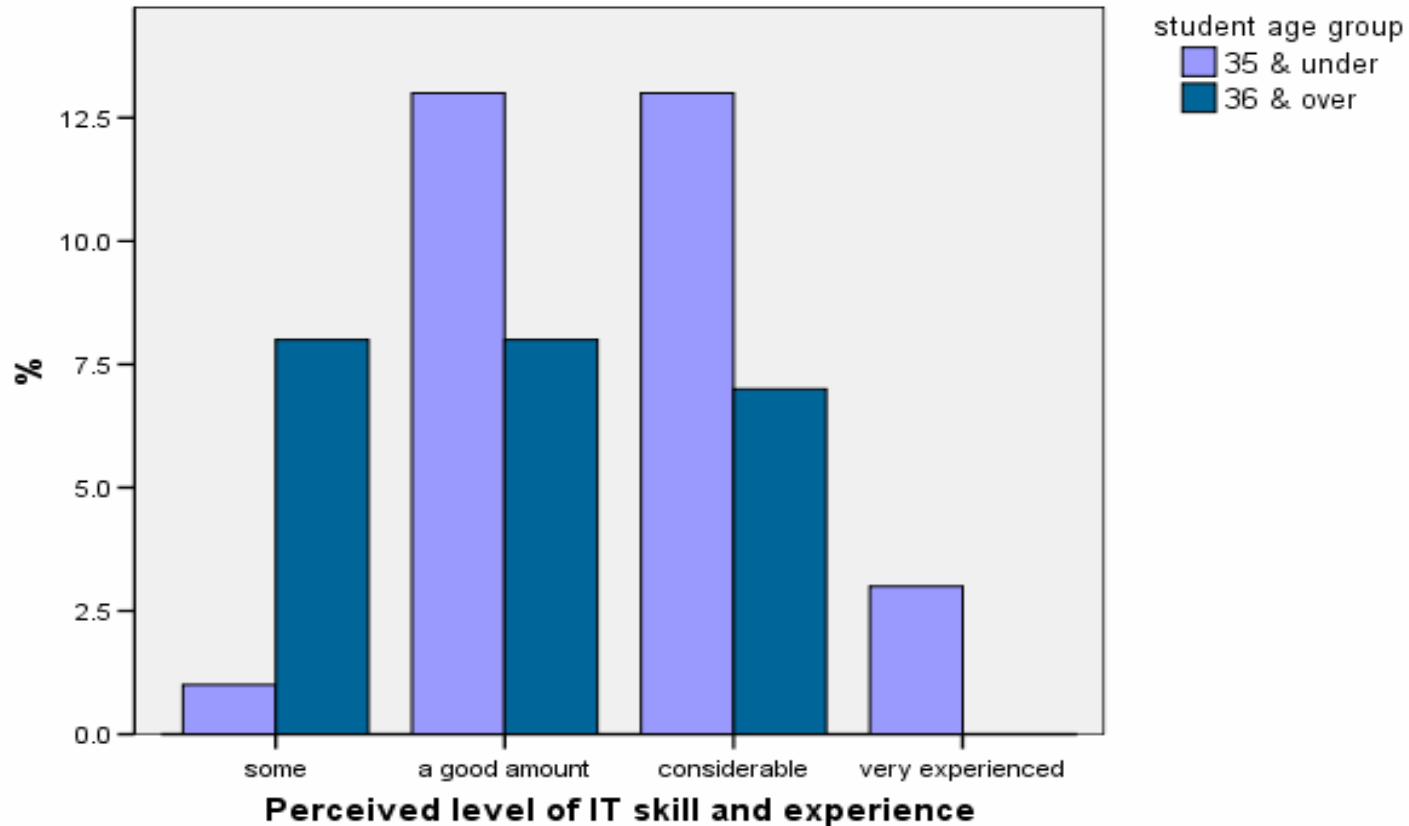
project 2: Masters students' perceived initial IT competencies

students' perceived initial level of IT competencies



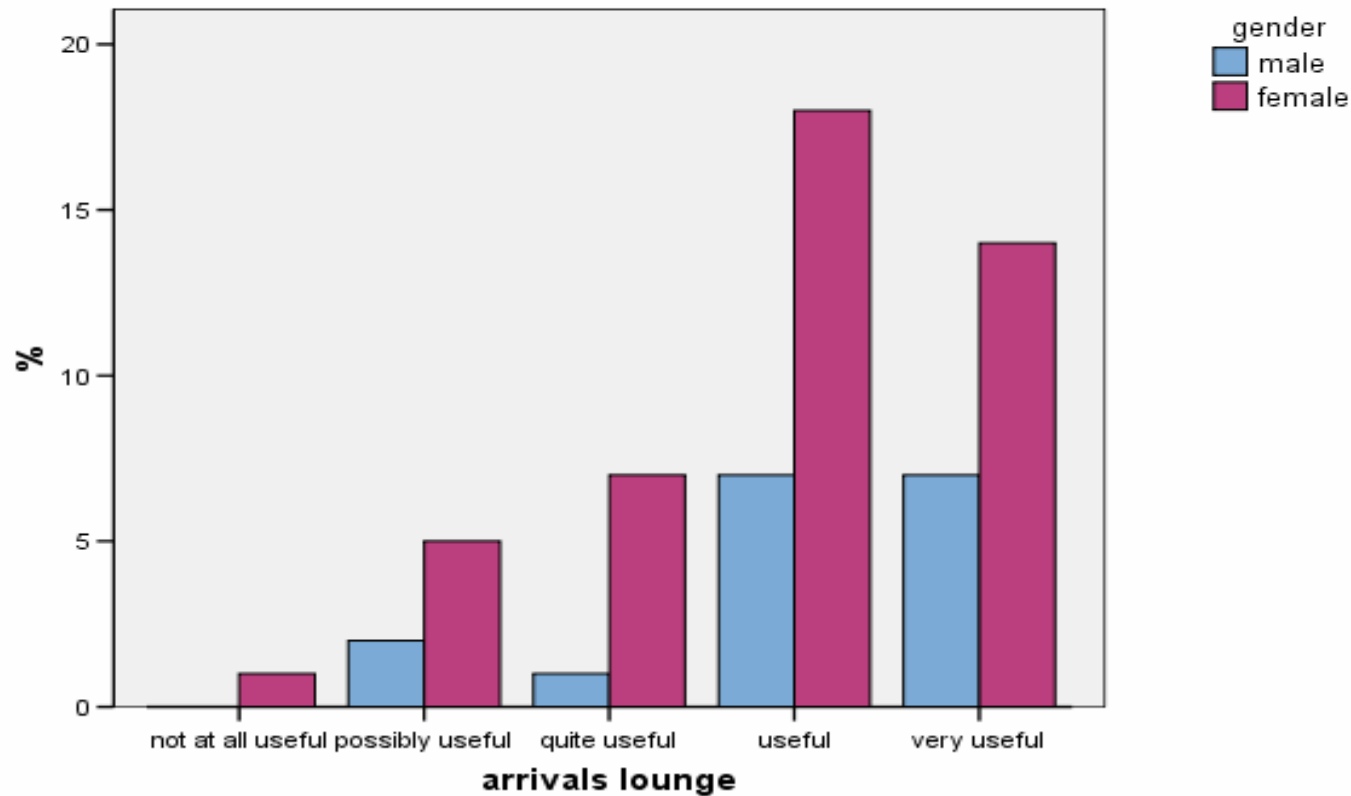
project 2: Masters students' perceived IT skills by age group

students' perceived level of IT skill & experience by age group



project 2: Masters students' perceived need for peer-led interaction and support

Masters level students' perceived need for peer-led support



evaluating student networks

- explorative
- are blog networks successful?
- what lessons can be learned?
- what can healthcare professionals / students tell us about creating a supportive network that works for them?
- early data from project 2: N = 61 (Oct 2007 start)
- data from project 1: N = 155 blogs

tutors' aims

- ❖ evaluate students' needs
 - tailor sessions to meet students' needs
 - encourage e-community development
 - harness students' interests & engage attention
 - assessment preparation
 - early identification of students' concerns
 - e.g. course / curriculum / assessment etc.

student feedback

N = 94 (project 1)

main themes

- revision satisfaction & support
- teamworking & self-directed study
- use of blogs
- identification of learning & revision needs

student satisfaction & support (project 1)

- *'good way to consolidate information'*
- *'helped to focus my revision'*
- *'helped recall of (psychological) models'*
- *'good directed revision task'*
- *'good way to revise & check I understood concepts'*
- *'it was fun and a good way to learn. It was good to work collectively as a group'*
- *'very good idea'*

teamworking & self-directed study (project 1)

- *'I feel that it gave us a good spread of questions covering the module. As a group we split up the questions so no one was overloaded with work'*
- *'I liked the fact that it was given as a group exercise so everybody could do their own work while working as a team and then revise from the completed answers'*
- *'It stimulated group discussion and encouraged us to work as a team'*
- *'helpful team working skills'*

teamworking & self-directed study (project 1)

I thought it was a really good idea - we split it down into ten sections so it wasn't too demanding. It did make you look through your notes which is always good. Having the 'perfect' answers up on the web is very important. Really good idea and worth doing in other modules!

use of blogs - the positives (project 1)

'Got me to use blogs for the first time. Blogs was a good way to communicate information'

'Set up blogs at beginning of term so that they can be used as communication tool between the group'

'My first go at a blog!'

'Blog system improved so easier to use'

'I did enjoy researching answers and thinking about material in a different way'

summary

- e-learning can successfully harness students' interest
- engage learners' attention
- support team working
- encourage & develop online communities
- high level blog activity

my contact details

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*I would be very interested to hear from potential EU
collaborators - thank you*