Social Media as a Support for Reflective Practice Among First-Year Medical Students

Mary T Johnson, Ph.D.
Des Moines University
College of Osteopathic Medicine
Professor of Microbiology and Immunology
In collaboration with M. Blackburn, MD, S. Taite, EdD & DL Laseur, BM
Florida State University College of Medicine
EFFECTIVE HEALTHCARE COMMUNICATION

MEDICAL COMMUNICATION TYPES

- Written Communication
- Oral Presentation of Medical Information
- Interpersonal Communication
Effective Written Communication

- Informal reports
- Case summaries
- Journal & Poster Publication
- Computer technology & electronic communication
- Social media
Enter “Social Media”

“What is new . . . is always evil, being that which wants to conquer and overthrow the old boundary markers and the old pieties”

*Friedrich Nietzsche, 1974*
Interpersonal Communication

- Respects patients' values and privacy
- Exhibits Cultural Sensitivity
- Maintains Confidentiality
- Mindful of the philosophy that “caring compassionately for patients is an important part of a medical practice”
A Study of Social Media in a Clinical Practicum

- FSU COM in Tallahassee
  - Single site for didactic, science training
  - Mission for Underserved

- Regional campus model
  - Multiple sites for clinical training
  - Students sent all over the state for 3-week summer clinical practicum

- Competency-based curriculum
Yammer: Enterprise-Protected Social Media

- Unlimited characters
- Closed network (School-based)
- Video upload
- File links
- Class polling
Social Media in a Med Course

Hourly Volume of Social Media Posts

Overall Peak Hour: 9-10pm
Simple Statistics for 3-week Experiential Course

Device Use by Learners

- iPhone: 56%
- iPad: 17%
- Desktop: 18%
- iPod: 1%
- E-mail: 3%
- Android: 5%

Average Number of Posts Per Learner

Average number of posts decreases from Group 1 to Group 5.
Social Media in a Med Course

Experience, Activity

Share and Communicate

Document, Manage, Plan

LEARNERS IN DIALOGUE

Repurpose and Synthesize Information

Collect Information

React

Evaluate

Reflect

Make Sense

Conceptualize, Associate with Prior Knowledge

Aggregate Information

networked learning environment (Kop, 2010)
THE IMPACT OF SOCIAL MEDIA

Social Presence

- Engagement, affective behavior, open communication that produces and reuses artifacts (comment threads)
  - Network contributes to trust & confidence in community
  - Expressing emotions, Use of humor
  - Self-disclosure
  - Expressing value
Cognitive Presence

- Exploration of ideas and consideration of others’ points of view
  - Consensus reached through communication & feedback
- Established scaffolding utilized in a natural way to build knowledge base
THE IMPACT OF SOCIAL MEDIA

Teaching Presence

• Design & organization of context for learners
  - Facilitation of discussion and direct instruction

• Role Recognition with Preceptors
  - Students observe and experience, reflect on observations, share with Peers as they synthesize information
Shared Emotional Experience

• “Today, I had a [fairly young] patient (under 60) with early onset Alzheimer's dementia. He didn't know what year it was, or what day it was, and scored a 10 on the MMSE. ... it was really sad, I don't know how my preceptor and her social workers do it. The hardest part is telling the family when it's time to move their parent to an assisted living facility.”
Shared Emotional Experience

• “The last patient that I saw at the clinic had a host of problems ranging from hip pain to experiencing bereavement. After speaking with him for over 45 minutes, I felt emotionally drained and exhausted. I have developed a new respect for healthcare providers…”
Shared Emotional Experience

• “I have spent the past three mornings with [an older] patient...who was admitted to the hospital. The relationship formed with this patient cannot be explained in words. I have been lucky enough to learn from medical history, while learning from her as a person. This woman has helped define my [clinical] experience and I hope to never forget this feeling.”

• Expressing their observations to peers allows learners to process and reflect on experiences and make sense of them
Exploration of Others’ Ideas and Consensus

• “Today I got to see a MRSA boil, ganglion cysts on the hands, a patient with Pernicious anemia (B12 deficiency)… BUT THE BEST PART is applying the things that I have learned”.

• “…this is the reason why we do all the tedious preventative care, all the thorough pre-sports physicals, and why we take time to painstakingly learn about rare diseases. It is for the one patient we occasionally encounter whose life will be saved or changed…”
Exploration of Others’ Ideas and Consensus

• “It's also amazing how many people are living with sleep apnea and have no idea. That's a big thing to catch because of all the potential problems we learned about in physiology. Lastly, I heard my first real [heart] murmur on a patient that’s not named Harvey [a manikin]!”

• Dialogue with peers allows learners to conceptualize experiences differently and associate them with prior knowledge.
## COGNITIVE PRESENCE

<table>
<thead>
<tr>
<th>Learning Environment</th>
<th>Frequency of Interaction</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System (LMS)</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Social Media</td>
<td>117</td>
<td>35.3</td>
</tr>
</tbody>
</table>

\[X^2 (2, N = 123) = 40.66, p < .05\]
Direct instruction

• “..learning so much about how to talk to patients, *my preceptor is wonderful at explaining things* and working with each patient as a partner to plan treatment. Primary care is so interesting, I love the variety, the opportunity to get to know the patients & help them with preventative, acute & chronic care..”
Facilitation of discussion: Competency-based learning in the domain of Interpersonal and Communication Skills

“The reward from…this experience came from observing my physician’s interactions with his staff & patients. He *listens to the patients* and chooses treatment plans based on their resources; encouraged me to *be nice to everyone and treat patients and staff with respect*; he wanted me to show *confidence*, because…*it improves communication*.”
Social Media in a Med Course

Aggregate Patient-Based Information

Evaluate

React

Collect Information

Experience, Activity

Share and Communicate

Document, Manage, Plan

Repurpose and Synthesize Information

LEARNERS IN DIALOGUE

Make Sense

Conceptualize, Associate with Prior Knowledge

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A PLACE FOR SOCIAL MEDIA IN MEDICAL EDUCATION

New Healthcare Contexts

YOUR QUESTIONS?

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