

Royal College of General Practitioners and Warwick Medical School
Annual Education, Research and Innovation Symposium
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PRESENTER'S DETAILS Session E. Doing Things Differently		
Title Mr	First Name Ashley	Surname Pickworth
Department or organisation Warwick University Medical School – a.pickworth@warwick.ac.uk		
Category Innovation Project		
Authors Ashley Pickworth & Dr Joanne Reeve		Title of Study Do students think it is possible to replace undergraduate GP teaching with an electronic app based learning tool?
What's the problem you are tackling? In undergraduate medical education in the UK, all medical students spend some time in general practice. This method of education has gone relatively unchanged for a number of years. With mobile-based applications becoming increasingly used by medical students for learning and revision, we will aim to determine whether using an app based tool could effectively teach the skills learnt in General Practice. Secondly we aim to explore the possibility of implementing the idea into the undergraduate curriculum.		
How did/will you do it? A purposive sample of medical students from the University of Warwick were invited to take part a semi structured interview to explore whether student's felt GP placements could be replaced by an app. Descriptive coding of the text was undertaken using the approach described by Kane. Comparative approaches were used to identify higher level explanatory codes and so the identification of nine core themes.		

What did you find?

Overall students believed GP placements could not be entirely replaced by an app. When teaching experience was broken down into clinical, communication and diagnostic skills, they believed clinical and communication could not be replaced, whereas diagnostic skills could be. All students interviewed owned a smartphone and used apps for learning purposes; they appreciated the accessibility that apps provide. No students found any problems with using apps. Students stated the app could be used alongside placements to improve their learning experience.

Why does this matter?

This study contributes to the developing literature concerning future developments for GP training and the use of apps to teach medical students. The findings could suggest that GP undergraduate learning could be changed and improved by using an app alongside the main delivery system of GP placements. The apps accessibility and ability to save time compared to other learning methods could allow some of the curriculum to be delivered in non GP face to face format.