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Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health

Title

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Permalink

<https://escholarship.org/uc/item/3j56w3xj>

Journal

Western Journal of Emergency Medicine: Integrating Emergency Care with Population Health, 19(4.1)

ISSN

1936-900X

Authors

Brown, A
Jauregui, J
Ilgen, J
et al.

Publication Date

2018

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4 Does the Medium Matter? Evaluating the Depth of Reflective Writing by Medical Students on Social Media Compared to the Traditional Private Essay Using the REFLECT Rubric

A Brown, Jauregui J, Ilgen J, Riddell J, Schaad D, Strote J, Shandro J, /University of Washington, Seattle, Washington; Keck School of Medicine of the University of Southern California, Los Angeles, California

Background: Social media is a novel medium to host reflective writing (RW), yet its impact on depth of students’ reflection is unknown. Shifting reflection on to social platforms offers opportunities for students to engage with their community and explore the nuances of peers’ reflections. However, its public nature may leave students feeling vulnerable and negatively impact students willingness to reflect deeply.

Objectives: Using sociomateriality as a conceptual framework, we aimed to compare the depth of reflection in RW samples submitted by medical students in a traditional private essay format to those posted on a secure institutional social media platform.

Methods: Medical students were required to submit a RW essay as part of their emergency medicine clerkship, either on a private essay format (AY 2015) or on a closed, password protected social media website (AY 2016). Five raters used the REFLECT rubric to score 167 de-identified RW samples (78 private essays, 89 social media). Average scores for RW submitted on the two platforms were compared using t-tests. We also surveyed students regarding their comfort with the social media experience.

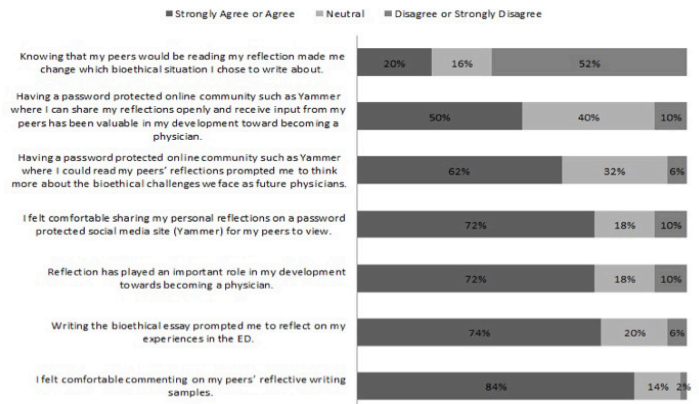
Results: There were no significant differences in average composite REFLECT rubric scores under the private essay (14.1 SD 3.07) versus social media (13.70 SD 3.06) conditions. There was also no difference in essay length or scores based on gender for either type of submission. Seventy-three percent of students responded to the survey; most (72%) reported feeling comfortable sharing their personal reflections in the social media format and 84% felt comfortable commenting on their peer’s writing. Sixty two percent of students reported that reading their peers’ reflections on social media prompted them to think more about bioethical challenges they had faced.

Conclusions: Shifting to a social media format did not affect students’ average depth of reflection, and students generally felt comfortable sharing RW essays in this way. These findings suggest that social media is a viable medium for submission of reflective essays. Future work should evaluate the benefits and challenges of this curricular approach to stimulating reflection in students.

Table 1. REFLECT rubric scores for private essay vs social media posts

	Private Essay (SD)	Social Media (SD)
Writing spectrum	2.97 (0.77)	2.95 (0.80)
Presence	3.12 (0.86)	2.85 (0.82)
Description of disorienting dilemma	2.98 (0.70)	3.02 (0.70)
Attention to emotion	2.28 (0.99)	2.21 (1.00)
Analysis and meaning making	2.73 (0.69)	2.67 (0.75)
Composite Score	14.05 (3.08)	13.74 (3.08)

Table 2. Social media group survey results



Lightning Oral Presentations

1 Emergency Medicine Resident Productivity Over the Course of Residency Training: A Descriptive Analysis of Progression and Variability

McHugh D, Gissendaner J, Kolm P, Fredette J, / Christiana Care Health System, Wilmington, Delaware

Background: Residency programs are constantly seeking ways to improve the overall educational experience and understand resident productivity. Previous studies have attempted to define “efficiency” but they are dated and not in a modern practice setting. Having an improved understanding of resident productivity will allow us to better understand the overall productivity value of EM residency programs, allow for improved advisement of trainees, and attempt to improve residency staffing models.

Objectives: To evaluate the progression of productivity of emergency medicine residents in terms of patients/hour, RVUs/hour, and RVUs/patient. We hypothesized that residents would experience an increase in patients’ acuity and productivity over the course of a 3-year residency.