

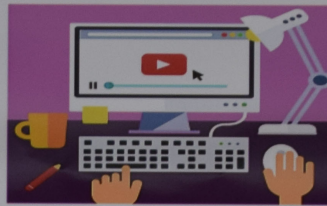
# Video library as a learning tool in the real life setting of clinical psychiatry

Cecilie Fog-Petersen<sup>1</sup>, Karen Borgnakke<sup>2</sup>, Sidse Arnfred<sup>1,3</sup>

<sup>1</sup> Region Zealand Psychiatry, Psychiatry Vest

<sup>2</sup> Dep of Media, Cognition and Communication, Faculty of Humanities University of Copenhagen

<sup>3</sup> Dep. Of Clinical Medicine, Faculty of Health, University of Copenhagen University of Copenhagen



## Background

A number of challenges are reducing the quality of the learning processes in clinical psychiatry, which is regrettable as the core concepts are known to be hard to understand and intangible. In other medical fields video libraries or instructions have shown potential as learning tools supporting the clinical training.

Therefore we have designed a video library containing 28 short videos of patients being interviewed by a doctor and mental health state examinations of each patient. We wish to explore if -and how- short patient videos have potential as learning tools in psychiatry.

The aim of the ph.d. study is:  
*To map the use of videos and explore the significance of a video library as a tool for learning.*

## Intervention

In 2016 medical students were introduced to the video library at their first day in their three week placement in psychiatry. They were asked to attend a class about the video library and to use the video library whenever they had time during the placement.

In 2017 junior doctors (newcomers) will be introduced to the video library at their first day in psychiatry. They will also be encouraged to use the video library when they have spare time and to attend a monthly video library group session.

## Participation observations and interview

The study is based on qualitative methods inspired by ethnography.

For each of three groups of medical students a key informant is found and followed every day during the students' placement in psychiatry.

Four to five junior doctor key informants are followed from the first day of their introduction to psychiatry and every day the following first four weeks in psychiatry.

At the end of their placement the groups of medical students are interviewed in smaller groups and after the four first weeks in psychiatry the junior doctors key informants are interviewed.

Doctors how have attended the video library group session are likewise interviewed.

Field notes are written down, interviews are transcribed and analyzed with support from theories of learning.

## Theories about learning

The theories of learning used in the analytic process is expected to be theories about apprenticeship by Lave and Wenger, Dreyfus' model of the progression of learning and Vygotsky's theories about the zone of proximal development.

The theories are expected to help open up the empirical points, but the empirical material is also expected to challenge the theories.

## Results

Currently analyses of the empirical material about the medical students are undertaken.

One overall theme in the material is the students believes and experiences about psychiatry as something essentially different from the medical specialties the students have meet before.

The ongoing analyses furthermore point at the video as a help full tool, used by the students at different occasions. One student used the video library on a day she felt low on energy. For her, the video library gave an opportunity for learning, without a constantly need to seek out to go with the doctor or see patients. Another student explains how she used the video library as a replacement of the participation at the ward, as there was no opportunity to follow a doctor.

Though the video library seem useful for the students, it also draws the medical students away from the real life setting of clinical psychiatry. Thereby the video library can be supposed to keep the students locked in a legitimate peripheral participation (Lave & Wenger). More finalized analyses will be published primo 2018.

## Contact

Cecilie Fog-Petersen  
Cemf@regionsjaelland.dk



KØBENHAVNS UNIVERSITET  
DET SUNDHEDSVIDENSKABELIGE FAKULTET

Illustration fra:  
<http://www.shutterstock.com/search/illustration/stock-illustration/royalty-free-image>  
<http://www.shutterstock.com/search/illustration/stock-illustration/royalty-free-image>  
<http://www.shutterstock.com/search/illustration/stock-illustration/royalty-free-image>

REGION  
SJÆLLAND

- vi er til for dig