

# SSC4 Survey for Past and Present Supervisors

## 1. Main purposes of survey

Dear Colleague

Thank you for your interest in completing this survey. The information which you provide will prove extremely informative in assessing the utility of the 4th year SSM or SSC4\* experience at the University of Edinburgh in enhancing learning and in shaping career aspirations. These findings will in turn contribute to a Higher Education Academy funded project which is aimed at exploring the role which SSC4s have in strengthening the bond between teaching and research. The data collected will also prove most useful in addressing future questions in educational research.

\* N.B. In 2005, Special Study Modules (SSMs) within the MBChB curriculum at the University of Edinburgh were renamed Student-Selected Components following recommendations from the General Medical Council. Throughout the survey, the expression 'SSC4' should be understood to refer to both '4th year SSM' and 'SSC4'.

## 2. Main purposes of survey

N.B. The survey specifically refers to your experience of supervising SSC4 students from the University of Edinburgh. If you have current or past experience of supervising SSC4 students from a different university, please do not take this experience into consideration at any stage in your responses to the survey.

## 3. Confidentiality

The data in its raw form will be kept exclusively by the University of Edinburgh. For the purpose of dissemination (including publication) of the research findings for the benefit of non-members of the project team your responses will be completely anonymized. However, you should feel most welcome to contact the Principal Investigator at any stage if you have any queries or concerns.

## 4. Note of appreciation and contact details

In completing this survey, you are consenting to your data being used for the above purposes.

## SSC4 Survey for Past and Present Supervisors

Thank you in advance for your kind co-operation.

Margaret MacDougall, Principal Investigator

Simon C Riley, Project Partner

Contact details for further information:

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### 5. Using the survey

The survey questions commence on the next page. To assist you in completing the survey, some basic instructions are provided below.

- You can progress to the next question by scrolling down if necessary and clicking the button 'Next' at the bottom of the page.
- You can edit your responses to previous questions by clicking the button 'Previous' at the bottom of the page.
- A progress bar is provided at the top of individual pages of the survey page to indicate how far you have progressed through the survey.
- To submit your responses, click 'Done' at the end of the survey.

### 6. Background information

## SSC4 Survey for Past and Present Supervisors

- \* 1. In what years did you have your first and last experience as an SSC4 supervisor?

*Please select the correct responses from the drop-down menus below.*

First experience

Last experience

Year

- \* 2. How many students have you supervised to the point of project submission?

☐ 1

☐ 2-5

☐ 6-10

☐ 11-15

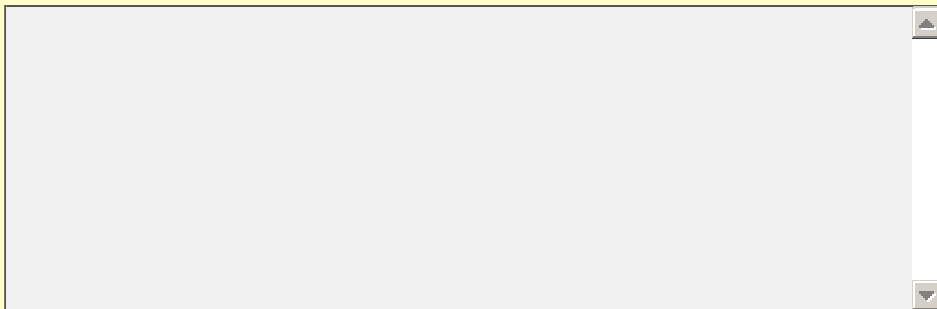
☐ 16-20

☐ > 20

## SSC4 Survey for Past and Present Supervisors

\* 3. What were your reason(s) for agreeing to become an SSC4 supervisor? *Please tick all those that apply.*

- ☐ Was already involved in research where I could see obvious opportunities for student input
- ☐ Saw this as an opportunity to get involved in teaching
- ☐ Couldn't find good reason to say 'no'
- ☐ Was encouraged by experiences of other SSC4 supervisors
- ☐ Personal - would prefer not to specify
- ☐ Recognized this as opportunity to enhance my personal professional development
- ☐ Not sure
- ☐ Other - if any of your reasons are not listed, please specify what they are.



### 7. Involvement in undergraduate teaching - Year 1

N.B. The question which follows refers specifically to the period commencing from the start of your first experience as an SSC4 supervisor. Prior teaching experience is not of relevance here.

## SSC4 Survey for Past and Present Supervisors

- \* 4. Have you contributed to teaching within the undergraduate medical curriculum for Year 1 students?

*(This question refers to all areas of teaching in Year 1, including SSCs.)*

☐ No

☐ Yes - please provide details of the relevant courses or programmes

### 8. Impact of SSC4 experience on the Year 1 core curriculum

## SSC4 Survey for Past and Present Supervisors

- \* 5. Can you think of any instances where your experience of SSC4 student research has caused you to redesign the content of one or more Year 1 courses or programmes (including SSCs) so as to update material with current findings?

*(Here, "current findings" may relate to your experience of how students learn or new research findings within the subject area(s) of the SSC4 project(s).)*

☐ No

☐ Don't know

☐ Yes - please explain in as much detail as possible

### 9. Involvement in undergraduate teaching - Year 2

N.B. The question which follows refers specifically to the period commencing from the start of your first experience as an SSC4 supervisor. Prior teaching experience is not of relevance here.

## SSC4 Survey for Past and Present Supervisors

- \* 6. Have you contributed to teaching within the undergraduate medical curriculum for Year 2 students?

*(This question refers to all areas of teaching in Year 2, including SSCs.)*

☐ No

☐ Yes - please provide details of the relevant courses or programmes

### 10. Impact of SSC4 experience on the Year 2 core curriculum

## SSC4 Survey for Past and Present Supervisors

- \* 7. Can you think of any instances where your experience of SSC4 student research has caused you to redesign the content of one or more Year 2 courses or programmes (including SSCs) so as to update material with current findings?

*(Here, "current findings" may relate to your experience of how students learn or new research findings within the subject area(s) of the SSC4 project(s).)*

☐ No

☐ Don't know

☐ Yes - please explain in as much detail as possible

### 11. Involvement in undergraduate teaching - Year 3

N.B. The question which follows refers specifically to the period commencing from the start of your first experience as an SSC4 supervisor. Prior teaching experience is not of relevance here.



## SSC4 Survey for Past and Present Supervisors

- \* 8. Have you contributed to teaching within the undergraduate medical curriculum for Year 3 students?

*(This question refers to all areas of teaching in Year 3, including SSCs.)*

☐ No

☐ Yes - please provide details of the relevant courses or programmes

## 12. Impact of SSC4 experience on the Year 3 core curriculum

## SSC4 Survey for Past and Present Supervisors

- \* 9. Can you think of any instances where your experience of SSC4 student research has caused you to redesign the content of one or more Year 3 courses or programmes (including SSCs) so as to update material with current findings?

*(Here, "current findings" may relate to your experience of how students learn or new research findings within the subject area(s) of the SSC4 project(s).)*

☐ No

☐ Don't know

☐ Yes - please explain in as much detail as possible

### 13. Involvement in undergraduate teaching - Year 4

N.B. The question which follows refers specifically to the period commencing from the start of your first experience as an SSC4 supervisor. Prior teaching experience is not of relevance here.

## SSC4 Survey for Past and Present Supervisors

- \* 10. Have you contributed to teaching within the undergraduate medical curriculum for Year 4 students?

*(This question refers to all areas of teaching in Year 4, excluding SSCs.)*

☐ No

☐ Yes - please provide details of the relevant courses or programmes

### 14. Impact of SSC4 experience on the Year 4 core curriculum

## SSC4 Survey for Past and Present Supervisors

- \* 11. Can you think of any instances where your experience of SSC4 student research has caused you to redesign the content of one or more Year 4 courses or programmes so as to update material with current findings?

*(Here, "current findings" may relate to your experience of how students learn or new research findings within the subject area(s) of the SSC4 project(s).)*

☐ No

☐ Don't know

☐ Yes - please explain in as much detail as possible

### 15. Involvement in undergraduate teaching - Year 5

N.B. The question which follows refers specifically to the period commencing from the start of your first experience as an SSC4 supervisor. Prior teaching experience is not of relevance here.

## SSC4 Survey for Past and Present Supervisors

- \* 12. Have you contributed to teaching within the undergraduate medical curriculum for Year 5 students?

*(This question refers to all areas of teaching in Year 5, including SSCs.)*

☐ No

☐ Yes - please provide details of the relevant courses or programmes

## 16. Impact of SSC4 experience on the Year 5 core curriculum

## SSC4 Survey for Past and Present Supervisors

- \* 13. Can you think of any instances where your experience of SSC4 student research has caused you to redesign the content of one or more Year 5 courses or programmes (including SSCs) so as to update material with current findings?

*(Here, "current findings" may relate to your experience of how students learn or new research findings within the subject area(s) of the SSC4 project(s).)*

☐ No

☐ Don't know

☐ Yes - please explain in as much detail as possible

### 17. Your experience with SSC4 students

- \* 14. Do you perceive there to be any differences in your experience of working with SSC4 students by comparison with working with other colleagues?

☐ Yes

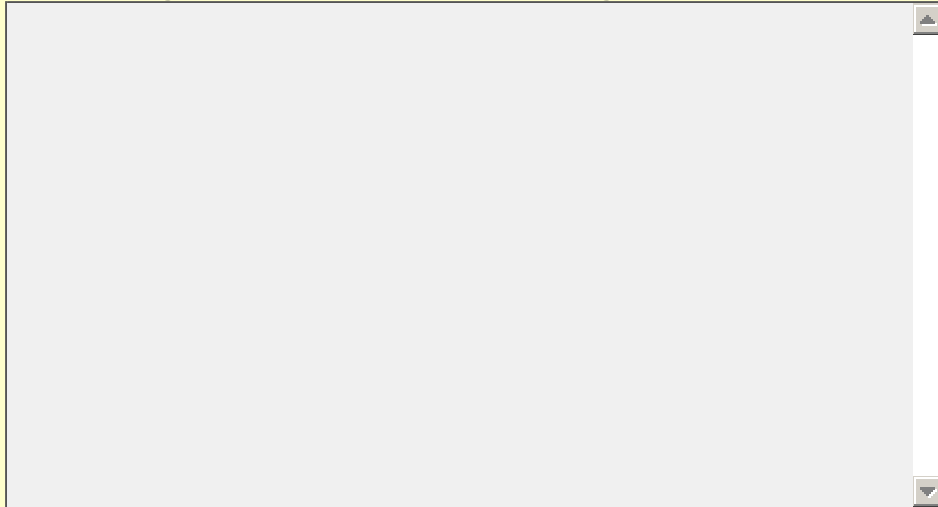
☐ Uncertain

☐ No

### 18. What's makes it different?

## SSC4 Survey for Past and Present Supervisors

- \* 15. Please take time out to explain what in your view makes working with SSC4 students different from working with other colleagues.



### 19. Specialisms

## SSC4 Survey for Past and Present Supervisors

- \* 16. For SSC4 projects which you have supervised to the stage of completion, in which areas have you been able to share your expertise in a teaching capacity with SSC4 students?

*(Please select all those which apply.)*

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Accident and emergency                           | <input type="checkbox"/> Transplant surgery                      | <input type="checkbox"/> Family planning               |
| <input type="checkbox"/> General medicine                                 | <input type="checkbox"/> General surgery                         | <input type="checkbox"/> Patients with disabilities    |
| <input type="checkbox"/> Inflammatory bowel disease                       | <input type="checkbox"/> Non-accidental head injuries in infants | <input type="checkbox"/> Anaesthesiology               |
| <input type="checkbox"/> International public health                      | <input type="checkbox"/> Geriatrics                              | <input type="checkbox"/> Cardiovascular                |
| <input type="checkbox"/> Public health in Edinburgh                       | <input type="checkbox"/> History of medicine                     | <input type="checkbox"/> Congenital heart              |
| <input type="checkbox"/> Public health - Ethnicity based study            | <input type="checkbox"/> Sleep medicine                          | <input type="checkbox"/> Endocrinology                 |
| <input type="checkbox"/> Dermatology                                      | <input type="checkbox"/> Medical physics                         | <input type="checkbox"/> Clinical pharmacology         |
| <input type="checkbox"/> ENT  | <input type="checkbox"/> Study of strokes                        | <input type="checkbox"/> Clinical neuroscience         |
| <input type="checkbox"/> Diabetes   | <input type="checkbox"/> Haematology                             | <input type="checkbox"/> Neurophysiology               |
| <input type="checkbox"/> Clinical psychology                              | <input type="checkbox"/> Chemotherapy                            | <input type="checkbox"/> Physiology                    |
| <input type="checkbox"/> Respiratory medicine                             | <input type="checkbox"/> Radiotherapy                            | <input type="checkbox"/> Critical care                 |
| <input type="checkbox"/> Medical education - undergraduate level          | <input type="checkbox"/> Radiography                             | <input type="checkbox"/> Rehabilitation                |
| <input type="checkbox"/> Medical education - postgraduate level           | <input type="checkbox"/> Diagnostic imaging (other)              | <input type="checkbox"/> Pain management               |
| <input type="checkbox"/> Medical training in emergency medical provision  | <input type="checkbox"/> Treatment of adolescents                | <input type="checkbox"/> Patient or carer satisfaction |
| <input type="checkbox"/> Medical training of health practitioners (other) | <input type="checkbox"/> Paediatrics                             | <input type="checkbox"/> Urology                       |
|   | <input type="checkbox"/> Community child health                  | <input type="checkbox"/> Renal medicine                |
|   | <input type="checkbox"/> Psychiatry                              | <input type="checkbox"/> Hepatology                    |
|   | <input type="checkbox"/> Alcohol and substance                   | <input type="checkbox"/> Virology                      |
|   |  | <input type="checkbox"/> Rheumatology                  |



## SSC4 Survey for Past and Present Supervisors

- € Ophthalmology
  - € Audiological medicine
  - € Gastroenterology
  - € Metabolic medicine
  - € Nephrology
  - € Abdominal or gastrointestinal surgery
  - € Head and neck
  - € Neurosurgery
  - € Treatment of pancreatitis
  - € Orthopaedic surgery
  - € Oral and maxillofacial surgery
  - € Plastic and reconstructive surgery
  - € Breast surgery
  - € Cardiac surgery
  - € Thoracic surgery
  - € Cardiothoracic surgery
  - € Other - please specify all additional disciplines which apply.
- € The role of spirituality in healthcare
  - € Primary healthcare
  - € Infectious diseases
  - € Allergies
  - € Palliative care
  - € Medical oncology
  - € Surgical oncology
  - € Radiation oncology
  - € Reproductive health
  - € Neonatology
  - € Obstetrics and gynaecology
  - € Genitourinary medicine
  - € Sexual health
- € Forensic medicine
  - € Genetics
  - € Nutrition
  - € Complementary medicine
  - € Medical microbiology
  - € Cytology
  - € Biochemistry
  - € Pathology
  - € Cerebral palsy
  - € Occupational health
  - € Nuclear medicine

## 20. Cross-disciplinary research

## SSC4 Survey for Past and Present Supervisors

- \* 17. Have you had the opportunity to supervise any cross-disciplinary SSC4 projects?

(The disciplines intended here may be but need not be non-clinical but the SSC4 student would require to have worked within more than one specialism, such as:

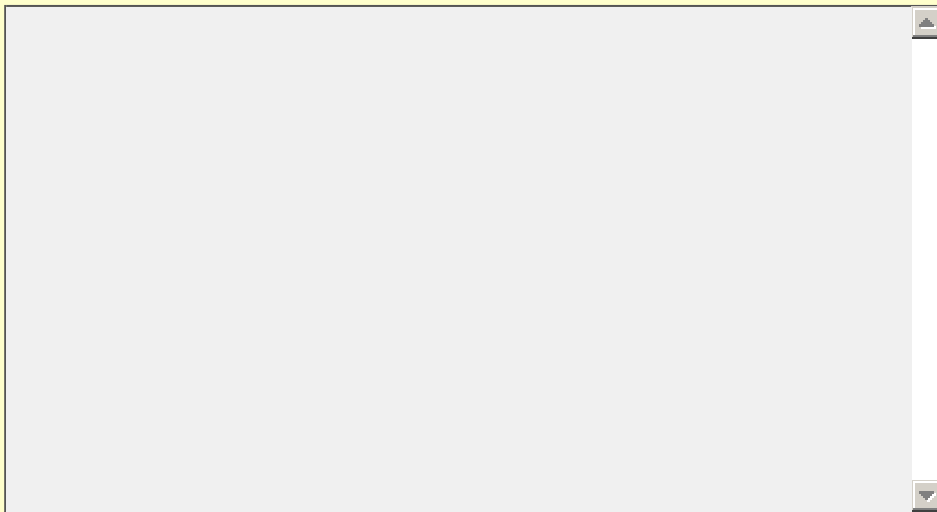
*haematology and medical oncology*

or

*medical physics and sports science.*)

☐ No

☐ Yes - please provide brief details of the specialisms involved and indicate how many projects apply.



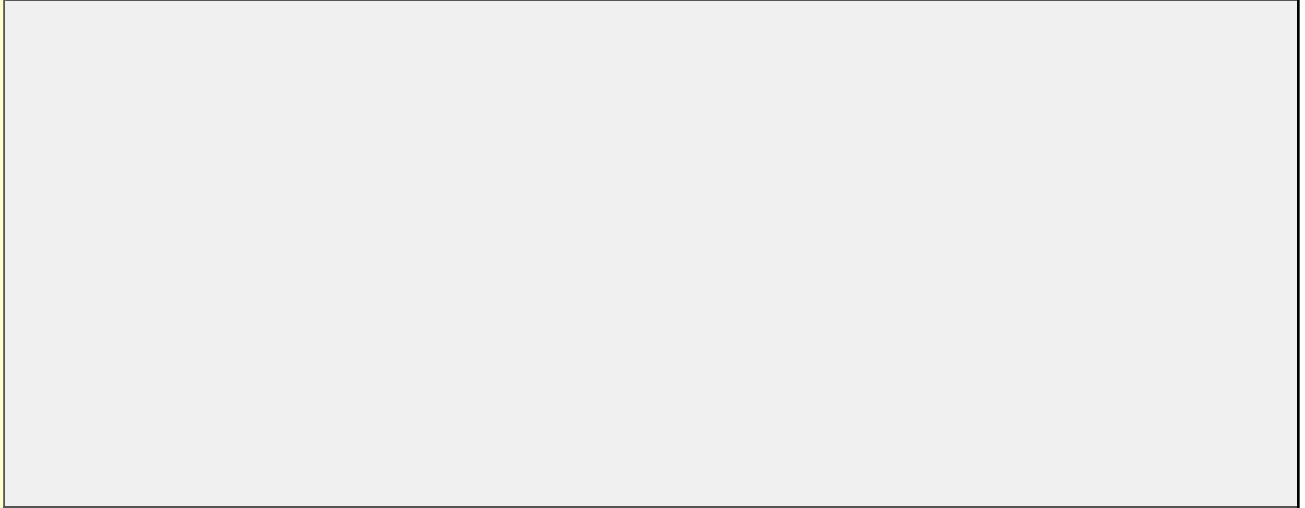
## 21. Teamwork

## SSC4 Survey for Past and Present Supervisors

- \* 18. Can you recommend any procedures for other supervisors which you have found successful in initiating students into the research culture of a team?

☐ No

☐ Yes - please share what you have found useful.



22. What can we expect in 14 weeks?



## SSC4 Survey for Past and Present Supervisors

- \* 19. Please choose from the descriptors below to identify those which best describe the stage of learning which realistically speaking your SSC4 students tend to be at prior to and after their SSC4 experience. These descriptors should be understood as indicative of progressive learning in the sense that, for example, students at Stages 3 or 4 still retain the approach to learning described at Stage 2. You should reflect specifically on your experiences as an SSC4 supervisor rather than what you have observed in other cases.

- |                                      |                          |  |   |        |
|--------------------------------------|--------------------------|--|---|--------|
| 1. Obtains knowledge from instructor | 2. Understands knowledge | 3. Thinks for self, shares views with others and creates own perspective | 4. Exchanges and compares perspectives, thinks through problems, integrates and applies knowledge | Unsure |
|--------------------------------------|--------------------------|--|---|--------|

Immediately prior to SSC4 experience

ja

ja

ja

ja

ja

Immediately after SSC4 experience

ja

ja

ja

ja

ja

Other - please offer your own descriptors if experience has shown that these are more appropriate

## SSC4 Survey for Past and Present Supervisors

The descriptors contained in the above question have been taken from Baxter-Magolda's Epistemological Reflection Model (Baxter Magolda, M.B. (1992), *Knowing and Reasoning in College: Gender-Related Patterns in Students' Intellectual Development*, San Francisco, USA: Jossey-Bass).

### 23. The experience of research

- \* 20. If the research findings of your SSC4 students were to be represented on a spectrum, from norm-endorsing (reinforcing what is already known) to revolutionary, how would you rate them overall? Use the drop-down menu below to record your answer, where a score of 1 represents 'norm-endorsing' and a score of 10 represents 'revolutionary'.

Score

Norm-  
endorsing to  
revolutionary

- \* 21. Has the work of any of your SSC4 students made a positive contribution to the Research Assessment Exercise?

☐ No

☐ Don't know

☐ Yes - please explain

### 24. The experience of research

## SSC4 Survey for Past and Present Supervisors

- \* 22. Which option best describes the contribution which your SSC4 students tend to make to the research life of your department or team?

☐ Not applicable - I am not involved in promoting research

☐ SSC4 projects tend to be stand-a-lone research projects designed primarily to fit within the SSC4 timetable rather than being an integral part of an ongoing research program.

☐ Output from SSC4 projects tends to make a constructive contribution to our knowledge of specific subject areas within one or more research programs.

- \* 23. To what extent is engaging in research an important component of your own personal professional development?

☐ Not at all important

☐ Barely important

☐ Moderately important

☐ Very important

☐ Critical

- \* 24. Generally speaking in your experience as a supervisor, to what extent do individual SSC4 students contribute to the formulation of the underlying questions, hypotheses or objectives which underpin the project by comparison with yourself?

☐ Student does not contribute at all

☐ Much less so

☐ Less so

☐ Roughly equally so

☐ More so

☐ Much more so

☐ Student has full control

☐ Other (please specify)

## 25. The experience of research

## SSC4 Survey for Past and Present Supervisors

- \* 25. During their SSC4 experience, to what extent would you encourage a given SSC4 student to take risks in exploring new areas of your subject and thus enter the unknown?

☐ Not at all

☐ Barely

☐ Somewhat

☐ Very much so

☐ Enormously

☐ Depends on the student

If appropriate, please provide one or more examples of such an experience. Negative and positive comments are all welcome.

### 26. Meeting with students

- \* 26. How often are you usually able to meet with any one SSC4 student during their SSC4 experience?

Total number of meetings

Total

## SSC4 Survey for Past and Present Supervisors

- \* 27. How much of your time does this normally require? (Please provide your answer in minutes or alternatively if your answer is different depending on one or more factors, please explain.)

### 27. Beyond your SSC4 experience

- \* 28. Is there concrete evidence to suggest that the findings of research efforts of your SSC4 students have been or will be carried forward into future research?

☐ No

☐ Yes - please briefly summarize this evidence with one or more concrete

### 28. A few demographic details



## SSC4 Survey for Past and Present Supervisors

Your responses to all of the questions in this section would be most valuable in comparing subgroups. Nevertheless, with a view to respecting your preferred choice, those questions which are not tagged with a '\*' have been set as optional.

### \* 29. What is your gender?

☐ Male

☐ Female

### \* 30. Please select your age category.

	20 - 29	30 - 39	40 - 49	50 - 59	60+
Age category	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### \* 31. What do you consider your national identity to be? Please choose as many options as apply below. *You should treat national identity as something which is personally defined.*

☐ Scottish

☐ English

☐ Welsh

☐ Irish

☐ British

☐ Other (please specify)

## SSC4 Survey for Past and Present Supervisors

\* 32. What is your ethnic group? *Choose ONE option from those listed below and use the text box at the end of the question to specify details where requested.*

☐ White British

☐ White other (please specify)

☐ Mixed (please specify)

☐ Indian

☐ Pakistani

☐ Bangladeshi

☐ Chinese

☐ Malaysian

☐ Indonesian

☐ Other Asian (please specify)

☐ Black Caribbean

☐ Black African

☐ Black other (please specify)

☐ Other Ethnic Group (please specify)

Please use this space if invited to specify ethnic group

## SSC4 Survey for Past and Present Supervisors

\* 33. What is your current religious persuasion? Choose exactly one option.

- ☐ None
- ☐ Evangelical Christian
- ☐ Non-evangelical Christian
- ☐ Muslim
- ☐ Buddhist
- ☐ Hindu
- ☐ Jewish
- ☐ Sikh
- ☐ Uncertain
- ☐ Other (please specify)

## 29. Your personal career

## SSC4 Survey for Past and Present Supervisors

\* 34. Please select *all* options which correctly categorize your job.

- ☐ Consultant clinician
- ☐ General Practitioner
- ☐ Registrar clinician
- ☐ Postgraduate student
- ☐ Postdoctoral researcher
- ☐ Medical education researcher
- ☐ Clinical researcher
- ☐ Scientific researcher
- ☐ Other (please specify)

\* 35. Please select the option which best describes the nature of your own employment.

- ☐ Non-academic
- ☐ Academic research
- ☐ Academic teaching
- ☐ Academic research and teaching

### 30. Expression of thanks

Thank you very much for your time and patience in completing this questionnaire. Please click 'Done' below to submit your responses.

N.B. The survey has been customized to ensure that after clicking the 'Done' button, you can return to your questionnaire at a later date via the link recommended in your invitation email. This allows you to add more information which you may have needed extra time to consider or to change your original responses, if appropriate. This editing facility will remain in place until the survey is closed on 31 January 2009.

## SSC4 Survey for Past and Present Supervisors

I wish you much success with the remainder of your career.

Yours sincerely

Margaret MacDougall  
Principal Investigator