

**9<sup>th</sup> Wessex National Medical Education Conference, 2014**  
**Abstract Submission**

*Please complete in Arial font size 10. Abstract of no more than 250 words.  
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publications. Please return as a word document by email to julie.worthington@wessex.hee.nhs.uk*

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**Submission for:** ~~Podium~~ / Poster / ~~Both~~ (delete as appropriate)

**Title:** Junior-led publishing: the benefits for professional development.

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**Abstract:**

*(Please consider Background / Aims / Methods / Results / Conclusions / Key Messages)*

*Background*

The "Unofficial Guide to Medicine" project uses a novel approach to medical textbooks, using students/junior doctors (juniors) as the primary authors. Literature supports the benefits gained by juniors involved in peer-teaching, and we hypothesised this might apply to textbook writing.

*Aims*

- Identify the motivating factors which got juniors involved in textbook writing, and assess whether these were achieved.
- Assess the ability of juniors for certain core skills (clinical, writing and team-working skills) before and after getting involved in the project.

*Methods*

Participants completed a questionnaire assessing (i) motivating factors and (ii) self-reported skills, using 5-point Likert scales, and free text responses

*Results*

Responses were received from 28 juniors.

Motivating factors included skill development (writing and teaching), career advancement and enjoyment of the process. "Enjoyment of teaching" was the strongest motivating factor, with 26/28 participants agreeing or strongly agreeing that it was important. Self-reported motivating factors were generally all achieved. The large time commitment, including multiple re-edits of work, was demotivating.

Participants rated their pre-involvement skills as "Strong" in areas surrounding writing style, teamwork and knowledge/clinical skills and "Neutral" in structuring their writing, editing and understanding of legal aspects of publishing. Post-involvement, all skills were generally rated as "Strong", with the greatest improvement being in the ability to explain complex ideas simply.

*Conclusions*

A broad range of factors which motivate juniors to write textbooks have been identified. This is associated with self-reported improvement in core skills, particularly the ability to simplify complex ideas when writing.