The topic of research in undergraduate curricula is addressed from two different perspectives, but both relate to students. In an undergraduate study student by Van Aswegen et al., the association between personality factors and chosen area of speciality of medical practitioners was explored. The authors identified personality types in some specialties and differences between characteristics of local specialists; these were compared with findings from other studies. In contrast, the second study that involved students sought to determine optometry students’ attitudes towards research. Coetzee and Kruger report that, while students recognised several benefits to undertaking research, the time-consuming nature of conducting research and the administrative processes associated with obtaining ethical approval were viewed negatively. These findings reflect the reality of conducting research. Langtree et al. report on factors contributing to stress in nursing students, whereas Moodley et al. address stress in the dental profession. While the causes of stress were different in these two study cohorts, both studies recommend the inclusion of stress management programmes in undergraduate curricula. The use of social media in learning is addressed in another pair of articles. Naidoo et al. found that most students in their occupational therapy sample used some form of social media and that participants were aware of the ethical dilemmas inherent in using these media. Osagbibo and Iwegim report on the use of Instagram and Facebook to complement lectures in the teaching of medical microbiology in Nigeria. Their post-intervention survey showed that engagement with these media piques your interest and motivates you to read this edition from cover to cover.

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