

## Disruption: How extensive is the academic literature?

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### INTRODUCTION

Disruption is a term usually associated with negative consequences, but may have positive aspects and perhaps other, unexpected outcomes. Here, a search for relevant publications was undertaken to assess the extent of current epistemology.

### METHOD

Searches were undertaken using Google Scholar™ for relevant publications using the search phrases: disruption and "medical training", disruption and "medical student education" and disruption and "medical education". Further searches were then undertaken for "positive disruption" and "negative disruption" with "medical training", disruption and "medical student education". Results are reported for all results, as well as including results from the year 2020 in order to assess recent research.

### FINDINGS

Results reference	Search term	All results	Results from 2020
A	Disruption and "medical training"	20500	1770
B	Disruption and "medical student education"	895	163
C	Disruption and "medical education"	43300	3340
D	"Positive disruption and "medical training"	25	3
E	"Positive disruption" and "medical student education"	23	3
F	"Positive disruption" and "medical education"	27	3
G	"Negative disruption" and "medical training"	27	4
H	"Negative disruption" and "medical student education"	10	1
I	"Negative disruption" and "medical education"	23	1

### CONCLUSIONS

This work has shown that there is a body of literature considering the idea of disruption in relation to medical education. There appear to be few publications when specific searches for positive disruption (results D to F) and negative disruption (results G to I) were undertaken. An *ad hoc* analysis of some of the larger number of papers looking at disruption in general (results A to C) suggests that disruption is generally deemed as a negative. Further research is suggested to identify new avenues for research, as well as considering both the positive and negative aspects of the idea of disruption.