



Never Fear, Near Peer Teaching Is Here - EP.0885

Dr Katherine Barton, Dr Gabriella Seage, Dr Etienne Ciantar



Objective

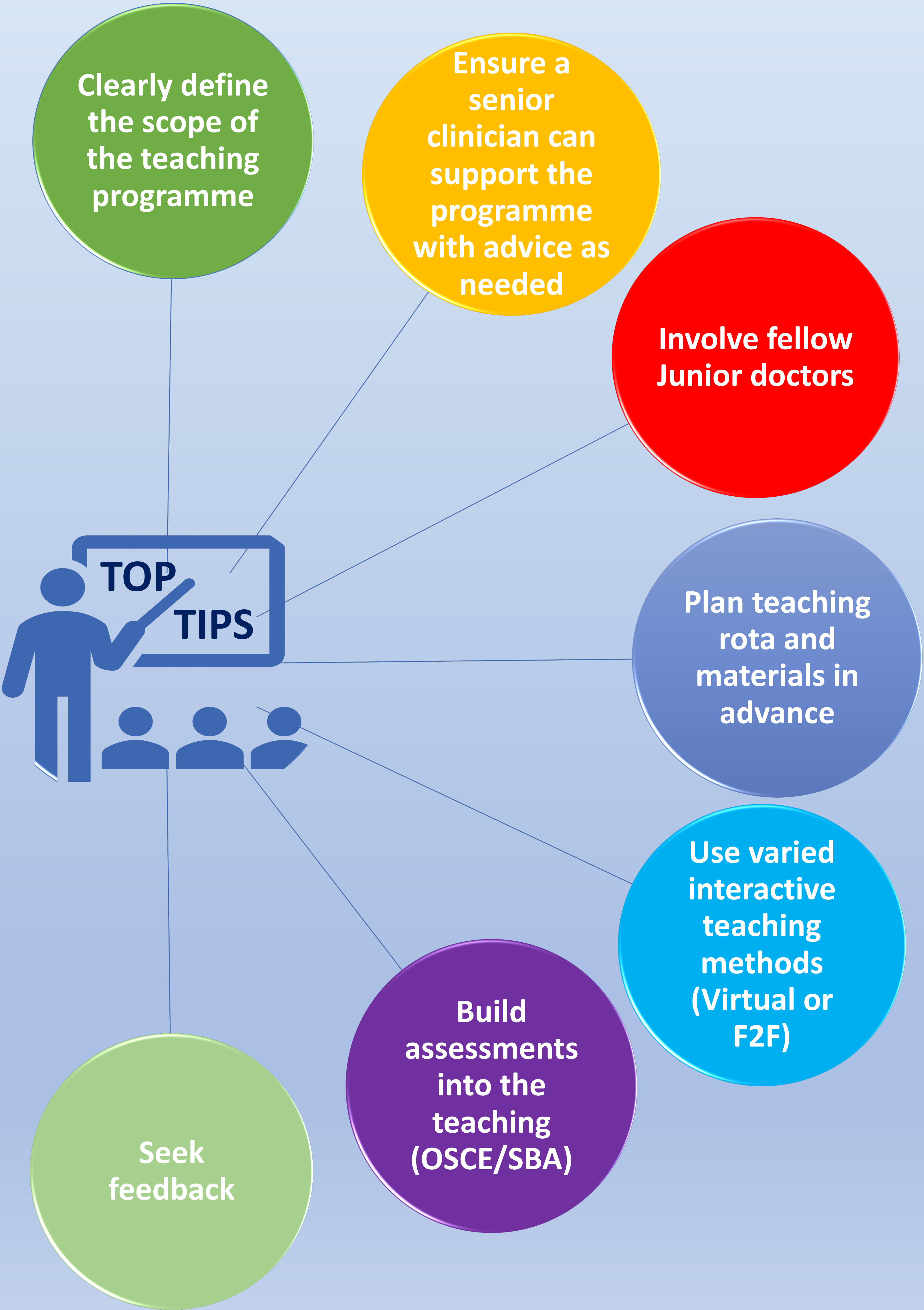
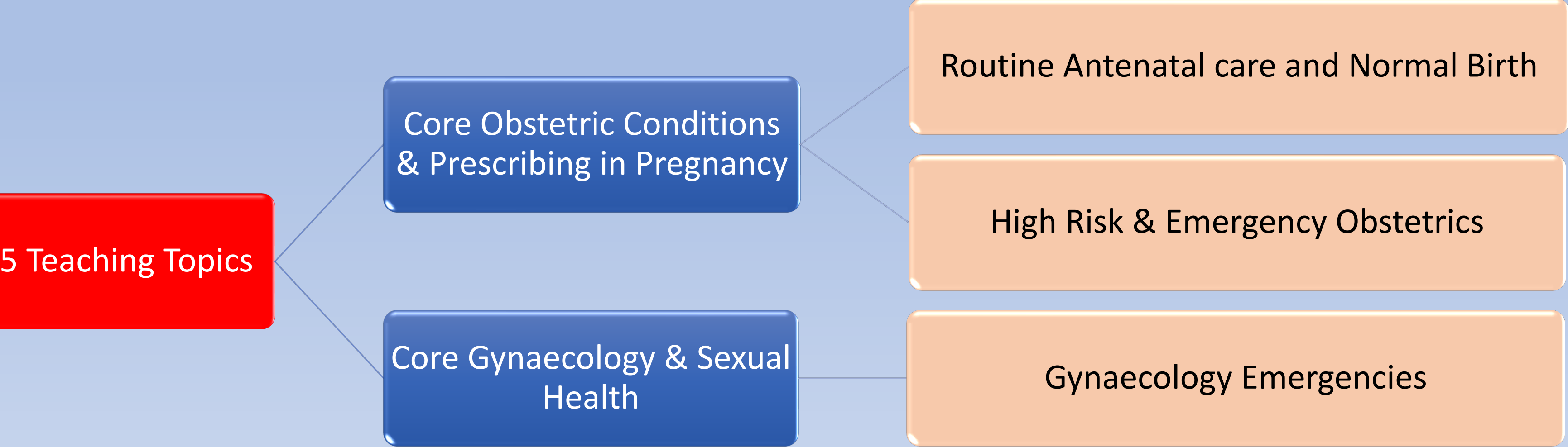
During the Covid-19 pandemic there has been reduced clinical exposure for medical students undergoing their 4th year placement in obstetrics and gynaecology. Our operating sessions had been drastically reduced due to bed pressures across the trust and many clinics were running virtually. Our aim was to design a sequence of near peer teaching to aid with training recovery and to maximize educational opportunities for medical students; as well as enabling Junior Doctors to develop skills within clinical education and leadership.

Design

We reviewed the undergraduate curriculum and devised several sessions that could be run on a weekly basis. We ensured we covered the common emergencies in both obstetrics and gynaecology. We provided junior doctors with a template of how they should run the session and offered completed PowerPoint slides. We ensured the same program was run for each cohort to ensure consistency.

Methods

Each medical student cohort consists of 18-22 students who are with us for 5 weeks within Obstetrics & Gynaecology. We recruited 24 doctors to participate in the education program throughout the year, either as personal tutors or teaching session facilitators. We held weekly sessions on a virtual platform throughout each rotation of medical students. These sessions promoted collaborative learning and sessions are recorded and can be reviewed later. At the end of the placement there is an OSCE session to help students prepare for their exams.



Results

We ran this program throughout Covid-19 and feedback shows that 100% of respondents strongly agree that teaching was useful. 100% of students rated this teaching as 8/10 or above. Students enjoyed the collaborative approach to teaching and use of interactive quizzes. Students also commented that they felt better prepared for their clinical exams and life as a junior doctor.

Student Benefits

- Support through personal tutor
- Enhanced learning and development
- OSCE & MCQ/EMQ Practice

Junior Doctor Benefits

- Leadership & Teaching Opportunities
- Portfolio building
- Exploring their passion

Potential Difficulties

- Junior doctor rotations and recruitment
- Staff shortages and need for service provision
- Complex topics may need senior support

Conclusion

Near peer teaching is beneficial for both medical students and junior doctors. It allows junior doctors to develop essential leadership skills through managing this program as well as developing teaching skills. Clinical opportunities for medical students have reduced during Covid-19 and this program has helped improve both knowledge and skills of students. We have found that the near-peer environment is relaxed, and the collaborative learning helps students overcome hierarchy and ask questions which deepens understanding.

References

Irvine, S., Williams, B., McKenna, L. Near-peer teaching in undergraduate nurse education: An integrative review. 2018. 70. 60-68

Hernandez, S., Nnamani, N., Conroy, P. Bursting the Hidden Curriculum Bubble: A Surgical Near-Peer Mentorship Pilot Program for URM Medical Students. 2022. 79(1)11-16

Akinla, O., Hagan, P., Atiomo, W. A systematic review of the literature describing the outcomes of near-peer mentoring programs for first year medical students. 2018. 18(98)