

What's New?

We created a dedicated peer-to-peer teaching program within the pediatric clerkship for third-year medical students that was facilitated by senior pediatric residents. This program aimed to incorporate the benefits of near-peer and peer-to-peer teaching to help improve the performance of students on their NBME examinations while also enhancing the teaching experiences of residents and medical students.

Introduction

- ❖ The use of peer teaching and near-peer teaching strategies helps prepare physicians for their future role as educators.
- ❖ Yet, the traditional definition of near-peer teaching is learning facilitated by “senior trainees” which often underutilizes residents as facilitators for these sessions.
- ❖ There has been a recent push by residency programs to utilize “Resident-as-Teachers” in conjunction with the ACGME’s inclusion of skills in education/teaching as part of their competency-based medical education.
- ❖ The combination of peer-to-peer teaching with residents as near-peer teachers would be a worthwhile goal for medical education.

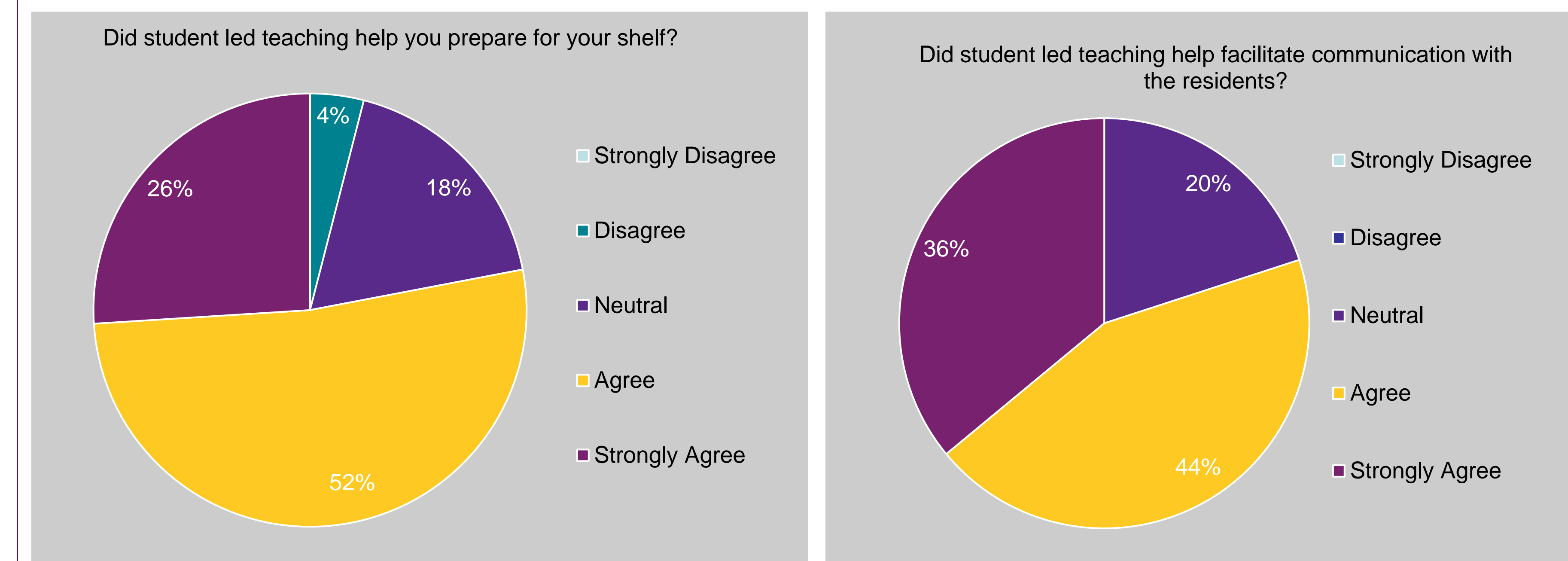
Methods

- ❖ We created a reference comprised of 30 core pediatric topics that was distributed to each third-year medical student at the beginning of their pediatric clerkship.
- ❖ Each student prepared a brief review of at least one topic of their choosing and presented it to a group of their peers in an educational session led by a third-year pediatric resident.
- ❖ Data was collected via an anonymous online survey requesting feedback after completion of the clerkship.
- ❖ Average NBME shelf performance was also collected and compared to the performance of previous years.

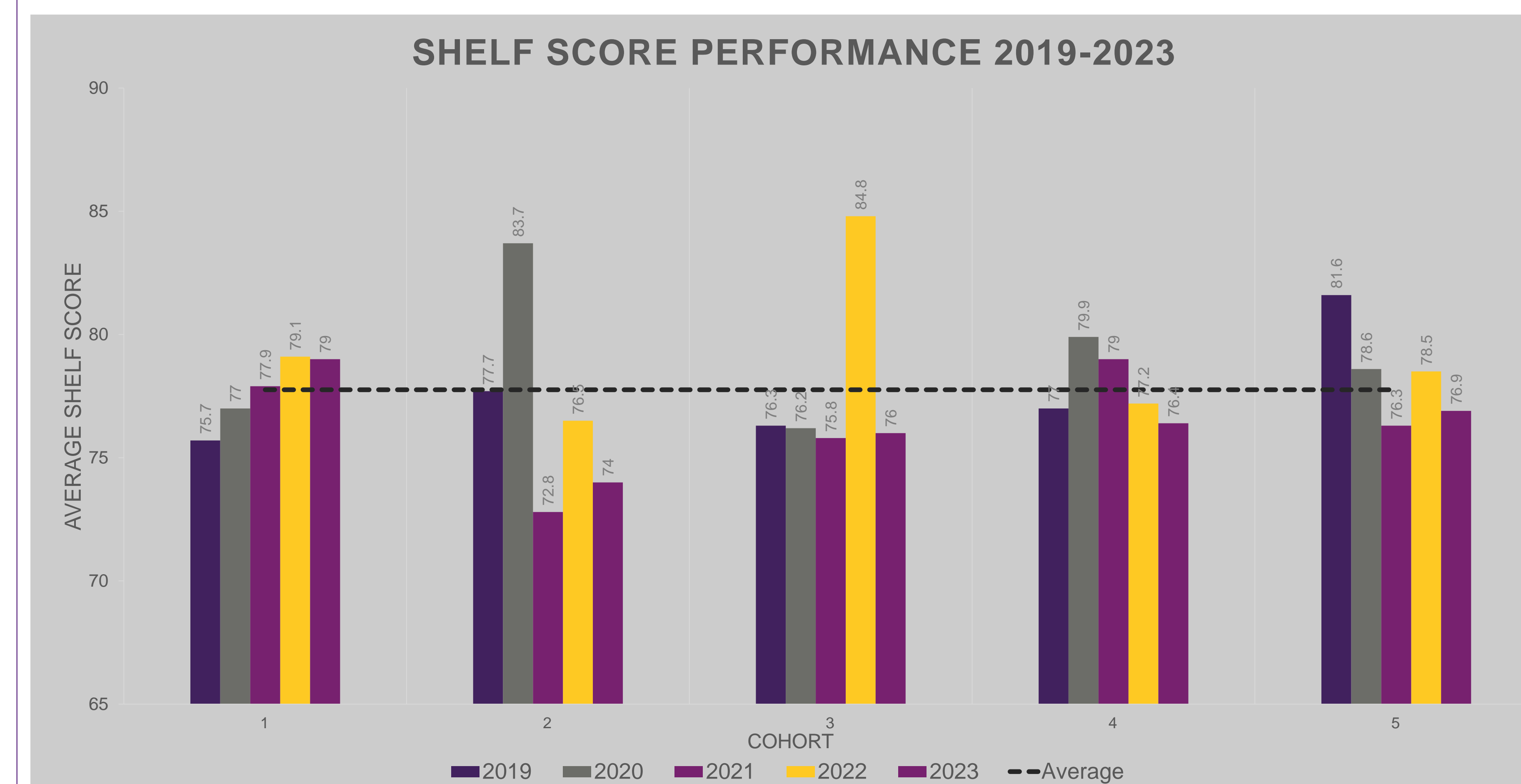


Results

- ❖ 50 total responses were recorded from cohorts 1-5
- ❖ 79.2% of participants agreed or strongly agreed that this program supported communication with residents
- ❖ 79.1% of students indicated that they felt better prepared for the shelf after completing the sessions



- ❖ Preliminary results showed NBME examination scores remained stable with the 2023 cohorts performing $\pm 5\%$ against the average from their respective cohorts over the last 4



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Discussion

- ❖ The implementation of peer-to-peer teaching in combination with resident facilitators was an enjoyable and beneficial experience for students.
- ❖ These results seem to indicate that these peer-to-peer teaching sessions helped to facilitate student learning and align well with prior studies on the subject.
- ❖ While the subjective data clearly indicates that students enjoyed the experience, the objective NBME results are limited as the program was just implemented.
- ❖ We hope to continue to expand this program into other third-year clerkships while also beginning to track and evaluate resident performance as teachers both before and after their involvement with the near-peer teaching program.
- ❖ A larger and more longitudinal look is necessary to more fully understand the long-term positive impacts that incorporating peer-to-peer teaching into third-year clerkships will have on the performance of students and residents involved in this medical curriculum.
- ❖ The use of a pre- and post-test to assess student knowledge may be necessary to better appreciate the impact these sessions have on students’ content retention.

References

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