#5O1 (23510)
Preparing the Next Generation of Medical Educators: A Scholar Track for Medical Students

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Background: The presentation will describe a Scholar Track that introduces students to the scholarship of teaching and learning in a medical/clinical environment. Because a scholarly approach is an effective way to address challenges in education and improve pedagogy, by providing experience with research methods, students will not only become informed consumers of the medical education research literature, but also become contributors.

Summary of Work: Over three years, each cohort completes track components including didactics in research design, library searching, and statistics; the AAMC Medical Education Research Certificate (MERC); and their own scholarly project. Each submits their manuscript to a peer-reviewed journal. Students receive special distinction at graduation.

Summary of Results: Our third cohort of students will graduate in May 2015. To date, descriptive data and anecdotal feedback are very positive. Students report that feedback from residency program interviews indicate this exceptional training separates them from other applicants.

Discussion and Conclusions: Longer-term educational experiences have the most impact. This program is no different. This rigorous, evidence-based medical education curriculum is leading medical students to scholarly discoveries to improve education, providing a unique skill set and the confidence to undertake projects with a medical education research focus.

Take-home messages: If we want long-term improvement and change in quality medical education, it is essential to develop educators who will engage in innovative research that will change paradigms and challenge the status quo. Students cannot conduct research at the same level as PhD candidates during a one-month research rotation. Medical schools must provide longitudinal training for students’ research activities.

#5O2 (24237)
Development and implementation of a novel Undergraduate Certificate in Veterinary Medical Education

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Background: A key responsibility of healthcare professionals is the education of clients/patients, colleagues and students undertaking placements. Peer Assisted Learning (PAL) has been incorporated in our veterinary programme for a number of years. We wanted to formally recognise the important role that students play in the School’s teaching and learning processes and foster students as partners in education through the development of a novel Undergraduate Certificate in Veterinary Medical Education (UCVME).

Summary of Work: We surveyed students and veterinarians about this certificate, taking into consideration their positive comments and suggestions in the design of the programme. The UCVME is a modular programme with assessment based on the HEA UK Professional Standards Framework. Students can enrol in the third year of the veterinary degree. There are core and elective components, with completion over the final three years of the veterinary degree.

Summary of Results: The UCVME has been positively received by students, with 30 out of a cohort of 160 third year students formally enrolling into the programme in its first year. Activities receiving credit and designed in partnership between staff and students have included: PAL sessions, widening participation educational workshops with schools (local and afar) and veterinary client education.

Discussion and Conclusions: The UCVME was well received by students and has created numerous student-driven educational opportunities. It is hoped that this programme will facilitate the educational training of students and will enhance employability and career satisfaction.

Take-home messages: It is possible to formally recognise students as teachers in degree programmes.
Interprofessional Peer Teaching. A Pilot Study

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Background: Interprofessional education (IPE) is recommended to prepare future health care professionals for interprofessional collaborative practice. Nonetheless IPE is still rare in German Medical schools and faculties for health professions education. The purpose of this study is to explore how peer teaching supports interprofessional learning in health care education by a collaborative effort of three institutions.

Summary of Work: Two workshops were conducted with students from nursing, medicine, occupational therapy and physiotherapy programmes to conceptualize the general structure of the tutorials. A team of six students from four professions were trained as peer-teachers. Based on the results of the workshops the tutors developed four different tutorials. Those tutorials address the interprofessional learning domains roles and responsibilities, interprofessional communication, team and teamwork and practical skills. They have been implemented as extracurricular activities and evaluated by participant evaluation forms. To evaluate the process quality and to explore the interprofessional learning experience focus groups we were performed in separate groups with tutors and tutees.

Summary of Results: The workshop topics correspond with international recommendations for IPE. The results indicate a positive learning atmosphere and high satisfaction with the tutorials. While more interprofessional tutorials are demanded, there are still obstacles to implement IPE tutorials into health professions curricula.

Discussion and Conclusions: The pilot study shows that peer teaching is very suitable for IPE, also on a voluntary basis. Prerequisites for success are close collaboration of the different programmes and enough resources to qualify the team of peer teachers from different educational institutions and professional cultures.

Take-home messages: Interprofessional peer teaching might be a promising innovation in IPE, more research is needed concerning its educational value and outcomes.

Inter-role conflicts of students as teacher, a first hands experience

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Background: ‘Students as a teacher’-concept follows the belief that medical students should learn how to teach. Being a fifth year medical student in the position to not only do peer-teaching, but designing and giving lectures on Medical Sociology to undergraduate students I made first hand experiences of the good and less good sites of being both: a teacher and a student.

Summary of Work: Preparing and giving lectures and providing exam questions as a fifth year to first and second years I faced several inter-role conflicts being a student and a teacher at the same time. A literature review was done to search for similar experiences from other students.

Summary of Results: The following points were found as key factors of inter-role conflicts:
• No separation – being a teacher (in lecture) and a student (after lecture) in the same room
• Professional distance – Being approached with ‘Sir’ or with First Name
• Not being ‘nice’, being asked if the exam will be easy

Discussion and Conclusions: I experienced all of the conflicts above and had to find solutions on my own. It is not possible to avoid inter-role conflicts as a teaching student. Therefore, we either need to train soon-to-be-students-as-teachers on dealing with such and/or to provide guidelines on a professional behavior of dealing with these inter-role conflicts. The literature review showed no sufficient data, I hope with this to provide a base for further research on this topic.

Take-home messages: It can benefit students and student teachers when giving students the opportunity to teach. But there is a need for a guideline for behavior of students as teacher.
Exploring medical student perceptions of student involvement in the review and development of novel curriculum materials for a Team Based Learning course


Background: Visser et al (1998) suggested that student “consumers,” should have a say in curriculum development. Fraser and Bosanquet (2006), describe curriculum as “a collaborative process of learning, with teacher and student acting as co-constructors of knowledge”. Most institutions involve students in curriculum evaluation, however students rarely participate during design phase. During development of a new collaborative, international MBBS programme, we involved students in review and creation of material, with supervision. We subsequently explored students’ motivations and perceptions on their involvement.

Summary of Work: Six Year 2 undergraduate medical students previously involved, participated in a focus group conducted by 2 members of the research team. We asked about perceptions of utility of student contribution to curriculum development, motivations for volunteering, advantages and disadvantages of participation and barriers. Two researchers independently analysed transcripts using the Framework approach (Ritchie and Spencer 1994).

Summary of Results: Themes: 1. Motivations; 2. Suitability; 3. Barriers

Discussion and Conclusions: Students’ motivations varied; financial gain, educational benefit, career benefits, perception that views were valued. They highlighted relevance of stage of study citing logistical issues as the main barrier. Contributions could have been enhanced by prior training in delivering feedback. Students are underused in de-novo development of curricula. Student perspectives closer to those of intended learners and their knowledge of technological advances can enhance curricula.

Take-home messages: Fostering collaboration between students and faculty aids this process. We hope in future to explore views of more senior students and faculty in order to better support student-faculty collaboration in curriculum development tasks.

Peer-teachers propose changes to the curriculum

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Background: For the last 15 years approximately 500 students have participated in a yearlong peer teaching development program directed to giving them tools to start learning how to plan, design, evaluate educational activities and reflect upon them.

Summary of Work: For the last cohort, the assessment of the program included two activities: suggesting changes to the current teaching methods of the disciplines and the design of a new didactic proposal. Thirty two participants submitted plans that were analyzed by the authors and independently coded.

Summary of Results: Eighty percent suggested an increase on practical aspects of the disciplines, 50% on diminishing large class teaching and to improve the organization of contents in terms of better time dedication, 40% to promote an active students role. The proposals were to include clinical aspects even in basic disciplines, to use a variety of educational methods (including cases and problems), to offer studying methods, to increase the use of virtual learning and to make better use of the peer teacher as an interface between students and faculty.

Discussion and Conclusions: The elaboration of this proposal helped peer teachers generate an active space for reflection and interchange that promoted their active role.

Peer teachers emphasized the need of practical learning, using multiple resources that promote active participation.

Take-home messages: Using the presentation of didactic proposals and change suggestions improved the commitment and interest of students in participating in the didactic planning of their discipline, taking in to account their critical and privileged vision of their discipline.
#507 (24290)
Peer Assisted Learning: Something To Feel Confident About

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Background: Peer assisted learning (PAL) enables senior medical students to assist in the training and learning of junior medical students. Senior medical students from Manchester Medical School (MMS) developed a PAL scheme for students training at University Hospital South Manchester (UHSM). Senior medical students were trained as examiners and junior medical students acted as candidates in a series of mock OSCE examination stations.

Summary of Work: To examine whether participation in PALS reduced anxiety and improved confidence in OSCE performance for the medical students involved. Data was prospectively collected from two medical student year groups using questionnaires pre and post participation.

Summary of Results: Prior to participation in PALS, 95% of junior medical students acting as candidates felt anxious thinking about their forthcoming OSCE examinations, with 59% in the moderate to very anxious category. Importantly 45% of candidates were anxious about their perceived lack of confidence. Anxiety levels were reduced in 74% by the end of the experience and 96% felt better equipped in preparing for their examinations. This was a mutually beneficial process with 89% of examiners stating PALS had improved their own OSCE technique with 26% reporting reduced anxiety as a direct result of participation. Finally, 20% of examiners felt more confident going forward in their own academic milestones.

Discussion and Conclusions: Participation in PAL enhanced personal development and boosted confidence in two student cohorts.

Take-home messages: Based on these results, this scheme was rolled out in 3 other hospitals in the North West region.