I aimed to evaluate student experience with teaching and their attitudes of our year-long, peer-led didactic program in the core clinical year.

Data Collected
- Students in our second and third classes were given a survey prior to starting didactics. (n=41)
- A post survey was completed by the second class. COVID prevented collection for the third class.
- 37/41 students (90%) completed the survey
- 36% had previous training in education
- 76% of students reported being somewhat to very interested in teaching.
- 95% reported strong agreement or agreement that teaching skills are important as a physician.
- 95% reported teaching peers was rewarding
- 63% reported peer-led session were less effective

Students clearly identify the importance of teaching skills and experience for their future career

The primary challenge to peer-led teaching was time allocation during the core clinical year

Medical education should include education on the knowledge, skills and attitudes to be an effective educator.

Opportunities to practice these skills should be identified with appropriate mentorship and effective feedback.

Next Steps:
- Increase student opportunities to train on effective teaching strategies
- Evaluate what opportunities are most approachable and most effective
- Identify mentors for students interested in education
- Consider a training certificate program