



Student Attitudes on Teaching in the Core Clinical Year



School of Medicine
UNIVERSITY OF COLORADO
COLORADO SPRINGS BRANCH

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Background

- The University of Colorado School of Medicine branch campus in Colorado Springs utilizes a longitudinal integrated clerkship (LIC) model and utilized year-long peer-led didactic curriculum for the core clinical year for the first three classes.
- Peer teaching in medical education has demonstrated benefits for obtaining a depth of knowledge and development of skills to be an effective study attitudes on peer-led didactics.

Description

- 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 3rd class.

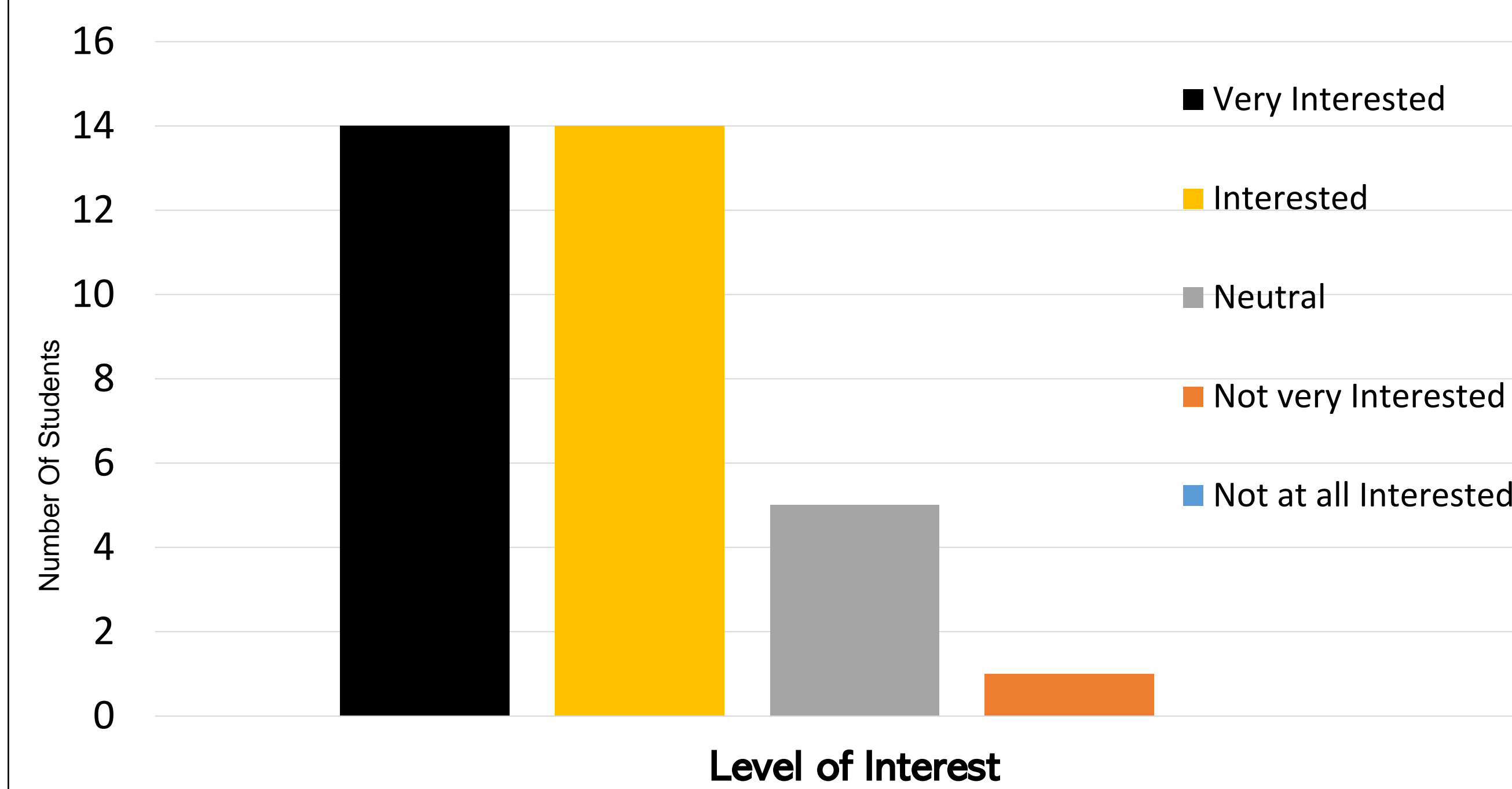
Results

- 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

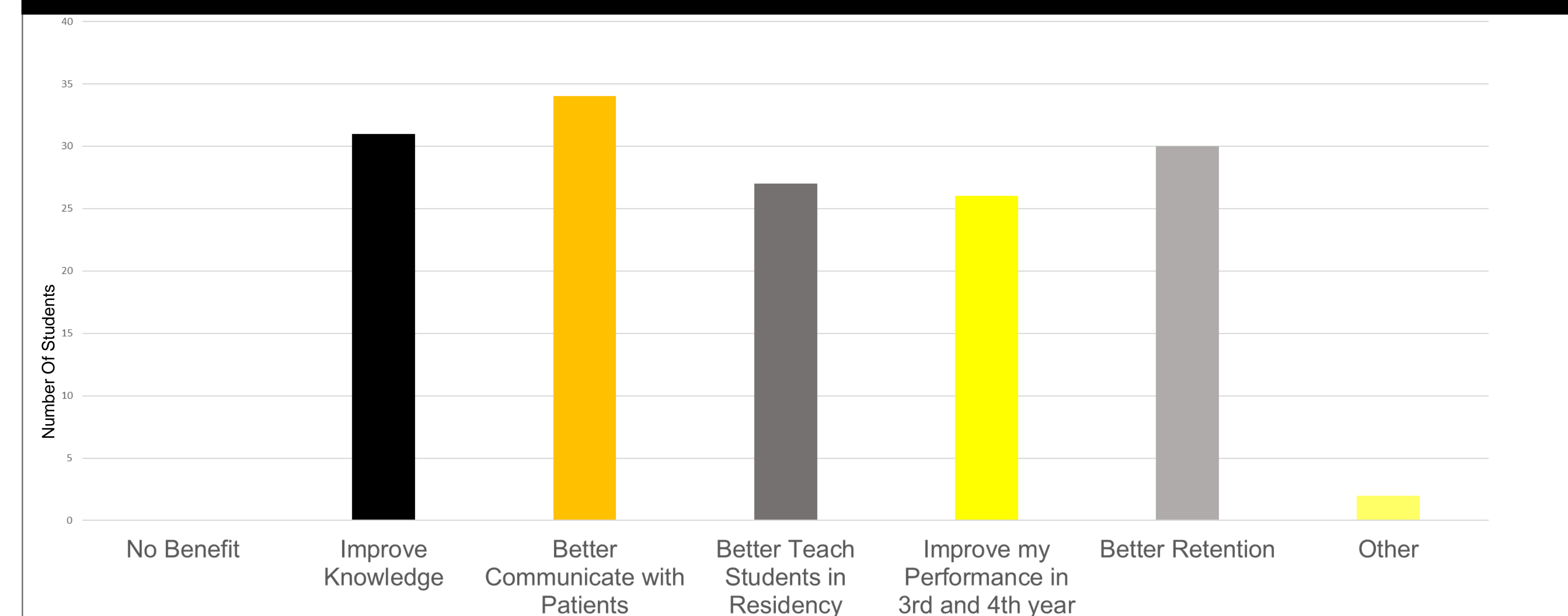
Student Reflection on Peer Teaching

“it is overall positive -I learned more having to teach”
“I have found it to be a worthwhile experience, seems like more adult learning”

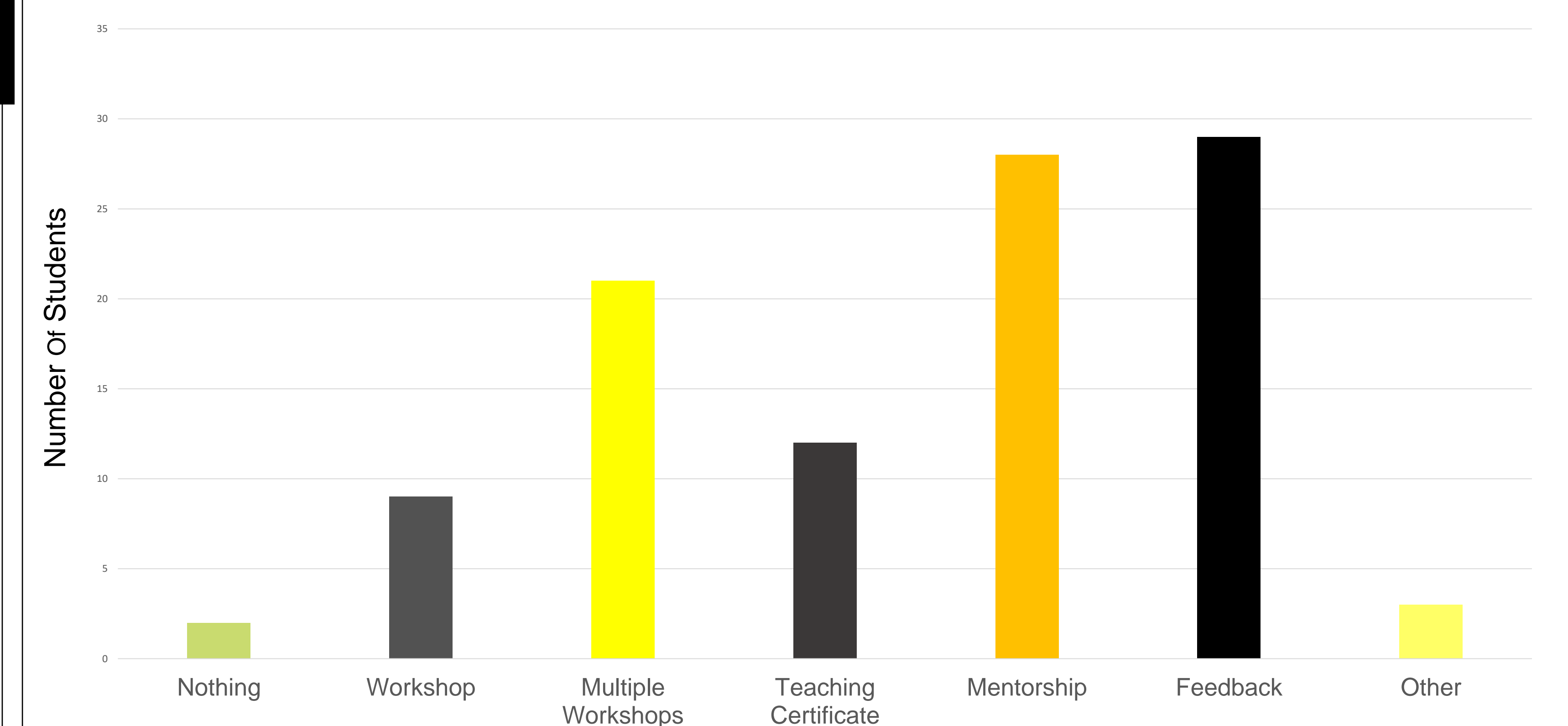
Student Level of Interest in Teaching



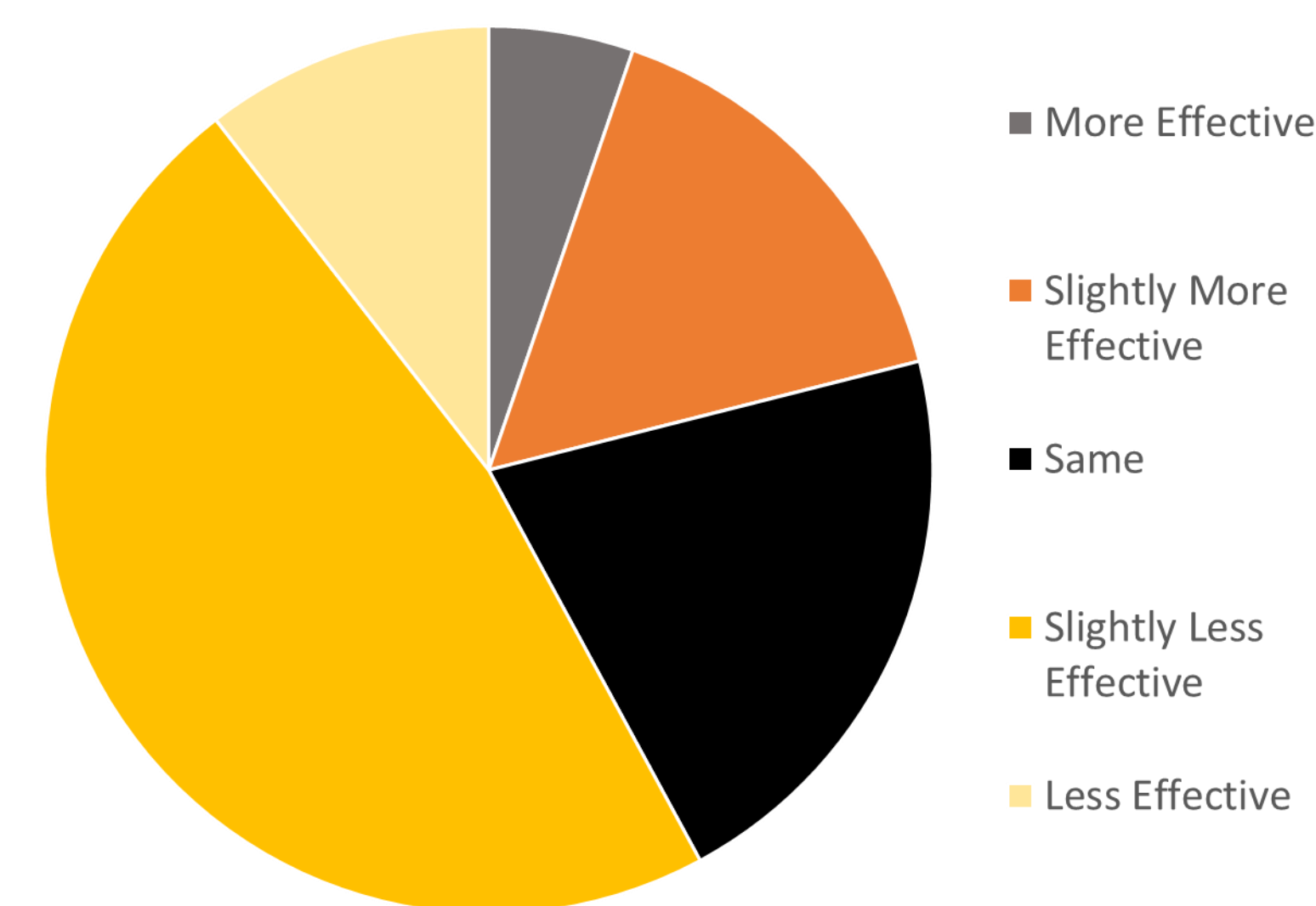
Student Identified Benefit of Effective Teaching Skills



Student Identified Needs to be Effective Educators



Student Impression of Student Teaching



Discussion

- 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

