

<p>Title of Program/Project/Course: Near Peers: Residents as Teachers in a Pre-Clinical Patient Safety Course</p>
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<p>Need: We developed and implemented a new patient safety course for 2nd year medical students. Challenges included introducing the content into the pre-clinical curriculum and determining how to teach the concepts in a meaningful and effective manner.</p>
<p>Description of program/project: In Y1, we employed a modified team-learning methodology with large group lectures led by faculty experts and small group discussions facilitated by student peers. Student feedback on end-of-course evaluations and in focus groups revealed significant dissatisfaction with student peer facilitators. In Y2, we trained residents in patient safety and replaced the student facilitators with resident small group leaders. Overall ratings improved, but module and lecture redundancies were again noted. In Y3, we eliminated most lectures, increased the number of trained residents and migrated to a case-based small group format. Course ratings now meet or exceed curriculum standards.</p> <p>How it is innovative? Residents are not routinely involved in pre-clinical curriculum. We introduced residents as teachers to help contextualize the clinical relevance of patient safety through sharing of their personal experiences. Residents spend the majority of their time in the clinical arena and are only a few years senior to MS2s yet are powerful role models. Residents, especially those on an academic career path, are an untapped resource for teaching in the preclinical years.</p>
<p>Discussion/reflection/lessons learned: what have you achieved/learned up to this point? Potential for impact? Advances in medical education require new curricula and teaching strategies specifically calibrated to the learner. Multi-modal course evaluations guided our iterative changes yielding improved ratings for the small group discussions, enhanced student understanding of clinical application of patient safety and the perception of clearer and more effective learning objectives. Moreover, we realized statistically significant increases in students' overall quality rating of the course each year. Finally, we were able to bridge the educational continuum to develop a UME, GME partnership for improved patient safety training.</p>