

ACCEPTABILITY OF A NOVEL, STUDENT-LED NEAR-PEER TEACHING (NPT) PROGRAM FOR PHYSICIAN ASSISTANT (PA) STUDENTS

Daniela Kessler MHS, PA-C; Stevan Selle MHS, PA-C; Alison Jacobson MHS, PA-C; Quincy Jones MSW, LCSW, MHS, PA-C

BACKGROUND

- Near-peer teaching (NPT) programs are widely implemented and studied in medical education.¹
- NPT is theorized to be successful due to both cognitive and social congruence between peer groups.^{2,3}
- There is a significant gap in the literature in regards to the acceptability and feasibility of NPT in PA education.

PURPOSE

- Create and assess a novel, student-led NPT program for first (PA-1) and second-year (PA-2) students
- Aims: 1) facilitate a smoother transition from the classroom to clinical learning, 2) hone presentation and leadership skills, 3) deepen clinical knowledge, and 4) assess student acceptability of NPT.

METHODS

Between March and July 2022, after a trial case presentation, PA-2 students hosted seminars to present five de-identified case composites to PA-1 students. Seminars lasted 30 to 45 minutes and included the following topics:

- GI Bleed
- Sepsis & Endocarditis
- Trauma & Acute Care Surgery
- Pediatric Fever
- Acute Kidney Injury & Caring for People without Housing
- Catatonia

After each seminar, PA-1 students were encouraged to complete a 7-question anonymous acceptability survey via Qualtrics.

RESULTS

Figure 1. Seminar Satisfaction

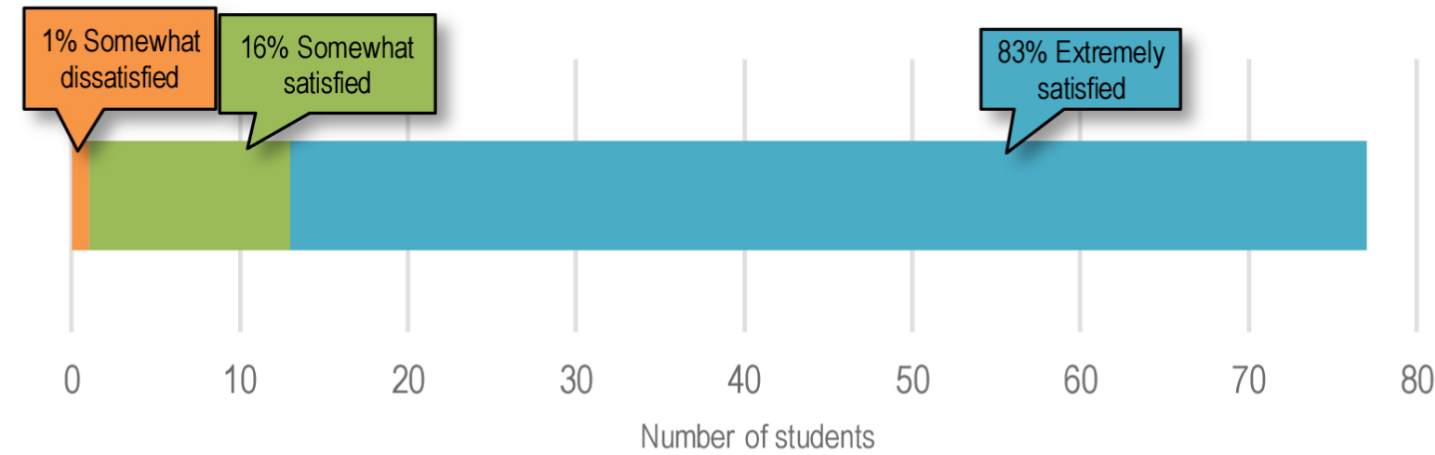


Figure 2. Likelihood to Attend Seminars in the Future

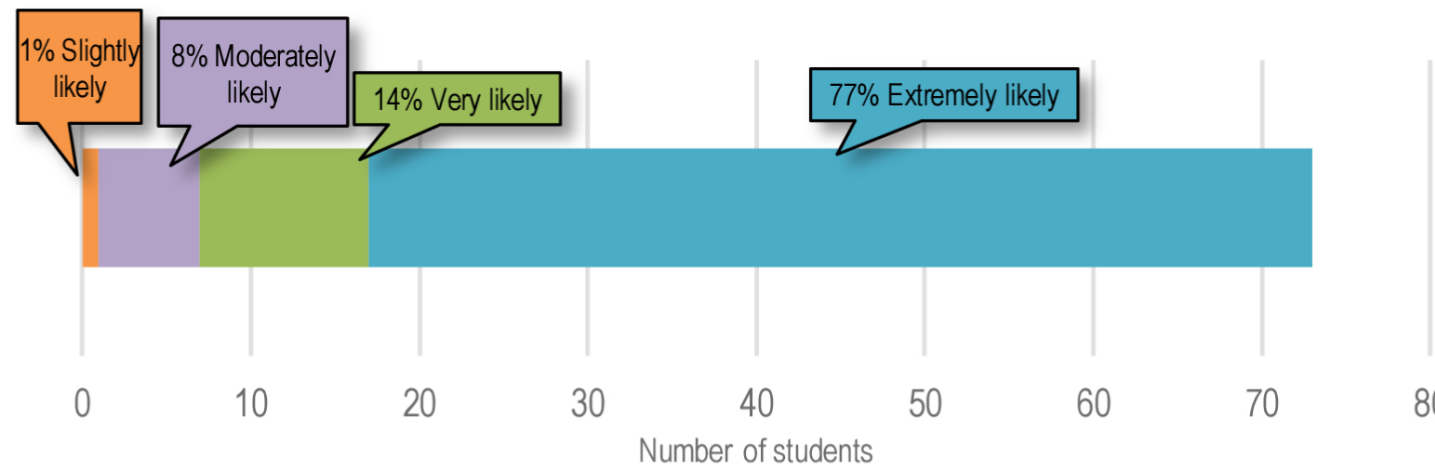


Figure 3. Likelihood to Recommend Seminars to Classmates

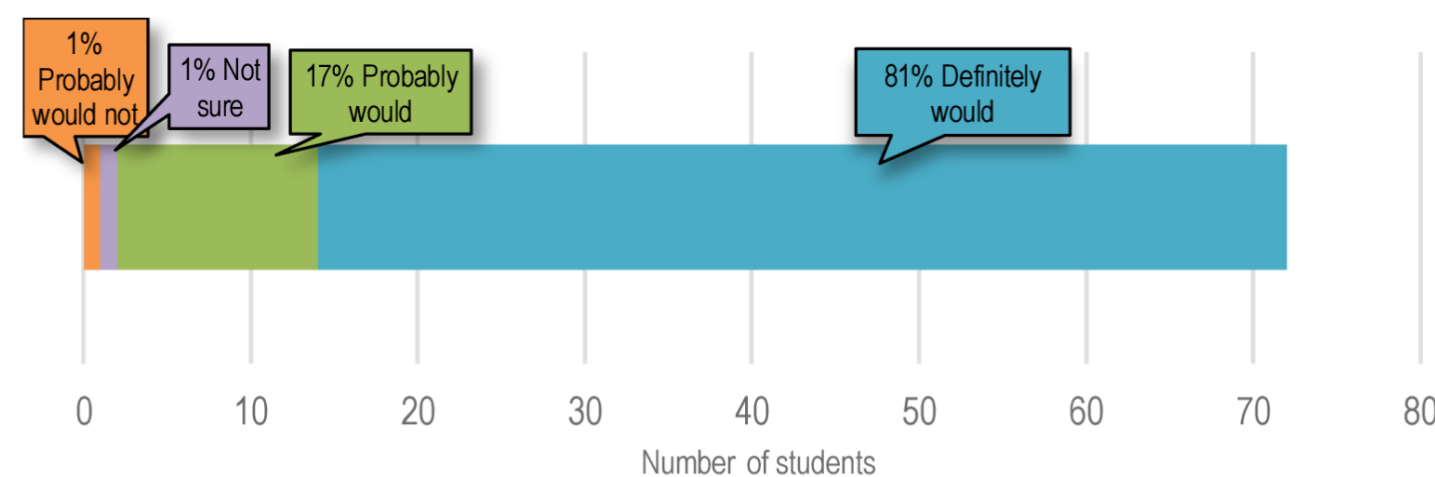


Table 1. Common Themes

Student perspective	<ul style="list-style-type: none"> "It's very helpful to see how students approach patient cases during clinical year." "It's awesome to get the perspective of a fellow student, but also someone with more experience."
Collaborative / interactive environment	<ul style="list-style-type: none"> "I like how the information was presented. Involving everyone and asking questions." "I liked that the information built as we went through the case and there was room for us to voice thoughts as we went along."
Preparation for clinical rotations	<ul style="list-style-type: none"> "It makes me excited for clinical year, and helps start to form how I will approach cases." "These sessions give me more confidence about going into clinical year!"

CONCLUSIONS

- The majority of students were satisfied, would attend in the future, and would recommend seminars to classmates.
- Common themes: preparation for clinical rotations, learning from the student perspective, and benefitting from a collaborative / interactive environment.
- PA curriculums would benefit from the implementation of near-peer educational initiatives.
- Limitations: lack of expert content review, lack of presenter fund of knowledge.
- Future directions: assessing the impact on presenters, and assessing the preparedness and confidence of learners to enter a clinical learning environment after an NPT intervention.