

00191 Near Peer Teaching of Physical Examination Skills: Benefits for Students and Near Peer Tutors

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Aims: Our primary goal was to determine whether Near Peer Teaching as an adjunct to faculty teaching resulted in improved physical examination skills. A secondary goal was to determine whether near peer tutors themselves benefited from teaching juniors.

Methodology: Second year medical students going through a hospital posting with the intention of learning physical examination skills were split into an intervention group and a control group. 30 and 35 students were in the intervention and control groups respectively. Both groups underwent a pre - test, performing the abdominal physical examination. They were assessed using standardized clinical evaluation checklists. The intervention group underwent a one - day near peer teaching workshop while the control group did not.

Thereafter, 2 weeks of faculty teaching occurred. Both groups then underwent the same abdominal physical examination evaluation as a post - test. Independent sample t - test was used to compare the improvement in scores between the 2 groups. Statistical significance was set at $p < 0.05$.

After the workshop, both the students and near peer tutors answered an anonymous questionnaire.

Result: Improvement of physical examination skills was significantly greater in the intervention group (18.9 vs 11.6, $p = 0.011$). 100% of students surveyed felt that the near peer teaching was helpful and improved their physical examination technique. 80% felt that it was more useful than formal curricular teaching.

Reasons given included a smaller tutor - student ratio, greater approachability of tutors, and better tutor awareness of learning outcomes. 94.4% of Near Peer Tutors felt that teaching helped in their own learning and 100% felt that their teaching skills improved after the workshop.

Conclusion: Near Peer Teaching is a useful adjunct to faculty teaching. It has benefits for both students and Near Peer Tutors.