Workshop 2a, 21. 4. 2017, 11:00

**Student driven programs in peer teaching for basic clinical skills**

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**Background:**
Teaching clinical basic clinical skills can be quite a challenge, since it requires very small group, or one to one teaching in order to provide each student with the opportunity to perform the skill several times and progress along the learning curve. In most medical schools at least part of the basic clinical skills are taught in skill centers (or simulation centers), part of the skills being also taught in authentic contexts during clinical placements. Peer teaching appears as one of the possible methods to provide small group teaching at reasonable costs.

Peer teaching has been described in several contexts. It is thought to be valuable for both partners. For the “junior-student” peer teaching creates a friendly context and may allow more questions than formal teacher-student relations. For the “senior-student” peer teaching requires organizing knowledge and induces deep learning strategies. Students are often quite keen in getting involved in peer teaching but maintaining their interest and implication may require additional rewarding strategies. These may include hiring formally the students as tutors, crediting the peer teaching activities in the curriculum or providing other advantages (such as priority access to clinical internships, reference for residential positions etc…). Quality assessment of peer teaching requires explicit assessment of the activities performed and/or supervision of the “senior-student” by formal teaching staff.

**Activities:**
The participants will be asked to share their experience of peer-teaching in any context, and to describe the methods used for basic clinical skill teaching in their own institution. They will then be asked to complete a questionnaire on the possible pros and cons of peer teaching in the context of basic clinical skills.

A literature review of peer teaching in this context will be proposed and the results discussed with the participants. The experience of the university of Angers will be presented.

Finally the participants will be asked to work in small groups and write recommendations or tips for the implementation of peer teaching of basic clinical skills.