

P443

P443 -The use of an adaptive student-centred approach to Renal Clinical skills teaching for medical students at a UK based district general hospital: a quality improvement project

Dr Pratik Solanki^{1,2}, Dr Aaron Braddy²

¹Kent And Canterbury Hospital, Hornchurch, United Kingdom, ²Princess Alexandra Hospital, Harlow, United Kingdom

Introduction

Although the benefits of a student-centred approach to medical student education have been well documented (1), it is rarely used during clinical placements. Ward-based clinical skills teaching is performed in a specific way with the students having little input in how it is taught (2). In addition, feedback may not be obtained and, if it is, there is little evidence that it influences change (3). During a visit from Barts and The London School of Medicine and Dentistry (BLSMD) to Princess Alexandra Hospital NHS Trust (PAH) it was highlighted that medical students wanted more renal experience. Unfortunately, this was difficult to deliver with no designated renal team or ward. There is, however, a satellite renal dialysis unit adjacent to the hospital and this was used as the site to develop a renal clinical skills programme. The aims of the programme were to encourage student's confidence and ability in renal clinical skills in a student-centric way, enabling them to take charge of how their education was delivered with active adaptations to the sessions based on their feedback.

Methods

Three 3rd year medical students from BLSMD were attached to PAH for a 9 week placement as part of their Renal, Endocrine and Breast module. Utilising a Plan/Do/Study/Act Quality Improvement cycle, we devised 4 teaching sessions where students would take histories and examine patients with case based discussions at the end of the session to consolidate learning. Written feedback was obtained following each session to help design the next session.

Results

Figure 1 demonstrates the student feedback after each session; the suggestions were incorporated into the subsequent session. Table 1 shows the average mean feedback scores.

Comparing pre- with post-course self-evaluation in knowledge and confidence approaching patients with renal pathology, there was a statistically significant improvement of 3.33 points or 33% ($p = 0.0305$) (95% confidence interval 0.59; 6.07). The written feedback placed a value on peer feedback and self-reflection. Some students preferred observation whereas others did not want this, reflecting a difference in learning styles.

Conclusion

The initial results from this pilot scheme have been positive. Allowing students to control how their teaching sessions were delivered, based on their own learning styles and needs, was appreciated by the students and reflected in the feedback. It is interesting that students valued peer feedback more than the others and the use of this in clinical skills, along with the adaptive student-centred approach needs to be further investigated.