

MercyTeach: Evaluating a near peer led teaching START-up in Women's Health

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WHAT IS MERCYTEACH?

MercyTeach (founded 2016) is a near peer led teaching program run by Junior Doctors at the Mercy Hospital for Women. The program aims to:

- (1) Increase bedside learning opportunities for medical students,
- (2) Provide teaching opportunities to junior doctors and,
- (3) Enable students contact with junior doctors in order to receive career advice.

Research has demonstrated that near peer led teaching programs have high rates of student satisfaction¹ and tutor participation in near-peer led teaching increases the likelihood that tutors have ongoing involvement in medical education².

Volunteer tutors (HMOs, Registrars and Fellows) are allocated to take groups of 3-4 students who volunteer to participate in additional Junior Doctor led tutorials. Tutors and students are asked to coordinate 3 – 4 x 1-1.5 hour tutorials throughout the 8 week term at mutually agreeable times on topics relevant to students. Bedside teaching is encouraged, as is sharing of the Junior Doctors own experience working in Obstetrics & Gynaecology.

EVALUATING MERCY TEACH

METHODS

Participating Tutors and Students from 2017 and 2018 were emailed 10 question online surveys asking them to evaluate MercyTeach. The survey took <2 minutes to complete and was anonymous. Surveys were different for tutors and students. Participants were provided with statements about the programs educational aims with answers ranging from STRONGLY DISAGREE to STRONGLY AGREE.

RESULTS

Tutor Participation	No.	%
Total Junior Medical Staff 2017-2018	99	
Total Volunteers for Mercy Teach	35	35.4
Total Survey Responses	18	51.4

Level of Tutor
(Survey Responses)



■ Resident ■ Registrar ■ Fellow

Student Participation	No.	%
Total No. Students 2017-2018	187	
Total Participating Students	142	75.9
Total Survey Responses	55	38.7
Gender of Survey Respondent:		
- Male		29.5
- Female		70.5

Would you recommend MercyTeach to your peers? 100% of Students and Tutors answered YES	
PROGRAM AIMS:	
(1) Increased bedside learning opportunities for medical students:	<ul style="list-style-type: none"> 83.6% of responding students agreed or strongly agreed with the statement 'MercyTeach allowed me to practice my history taking skills'. 47.3% of responding students agreed or strongly agreed with the statement 'Mercy Teach allowed me to practice my physical examination skills'.
(2) Provide teaching opportunities to Junior Doctors:	<ul style="list-style-type: none"> 83.3% of responding Junior Doctors agreed or strongly agreed with the statement 'Participating in MercyTeach increased my confidence when teaching medical students.' 83.3% of responding Junior Doctors agreed or strongly agreed with the statement 'Participating in Mercy Teach has inspired me to incorporate teaching into my future career plans.'
(3) Enable students contact with Junior Doctors in order to receive career advice:	<ul style="list-style-type: none"> 60% of responding students agreed or strongly agreed with the statement 'MercyTeach made me more interested in a career in Women's Health' 52.7% of responding students agreed or strongly agreed with the statement 'MercyTeach was useful for learning about career paths in Women's Health'

"Great initiative, loved it and hope it continues. Hopefully one day I'll be one of the tutors"

"Tutors were really friendly and approachable"

"I loved my MercyTeach tutorials and learned so much"

"Best teaching I've received in my medical school training"

"It was really good and useful for us to have additional bedside tutorials and to consolidate our knowledge in women's health rotation"

CONCLUSION

Most students and tutors felt that MercyTeach was contributing to increased learning and teaching opportunities, may result in increased interest in a career in Women's Health for students, and greater likelihood for ongoing involvement in teaching for tutors. Evaluation of educational outcomes, career choices, and future participation in teaching could be the focus of further longitudinal study.

REFERENCES

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2. Kloek AT, van Zill AC, Ten Cate OT. How a teaching rotation in medical school affects graduates; subsequent careers. Percept Med Educ. 2016; 5(6): 325-331