

# Peer-Assisted History-Taking and Case Presentation:

A Quality Improvement Project to Supplement RCSI's Clinical Competencies Module using Peer-to-Peer Learning Techniques

PRISM



UNIVERSITY OF CALGARY



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## CONTEXT

### Who?

A group of five Graduate Entry Medical students studying at the Royal College of Surgeons, Ireland in 2019

### What?

We identified a quality gap in the history-taking and case presentation aspect of the Clinical Competency module in year 1 of the programme

### Why?

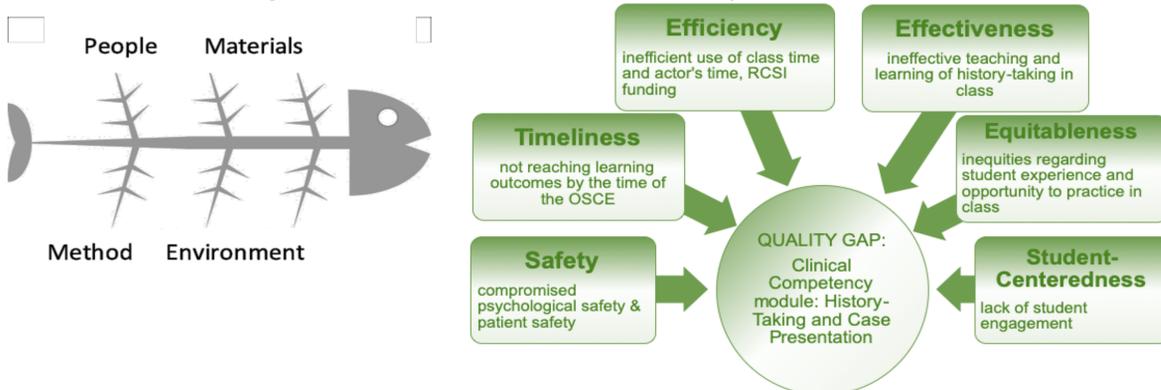
The 90:2 didactic teaching of history-taking and case presentation lacked efficiency and efficacy in improving students' clinical skills

### How?

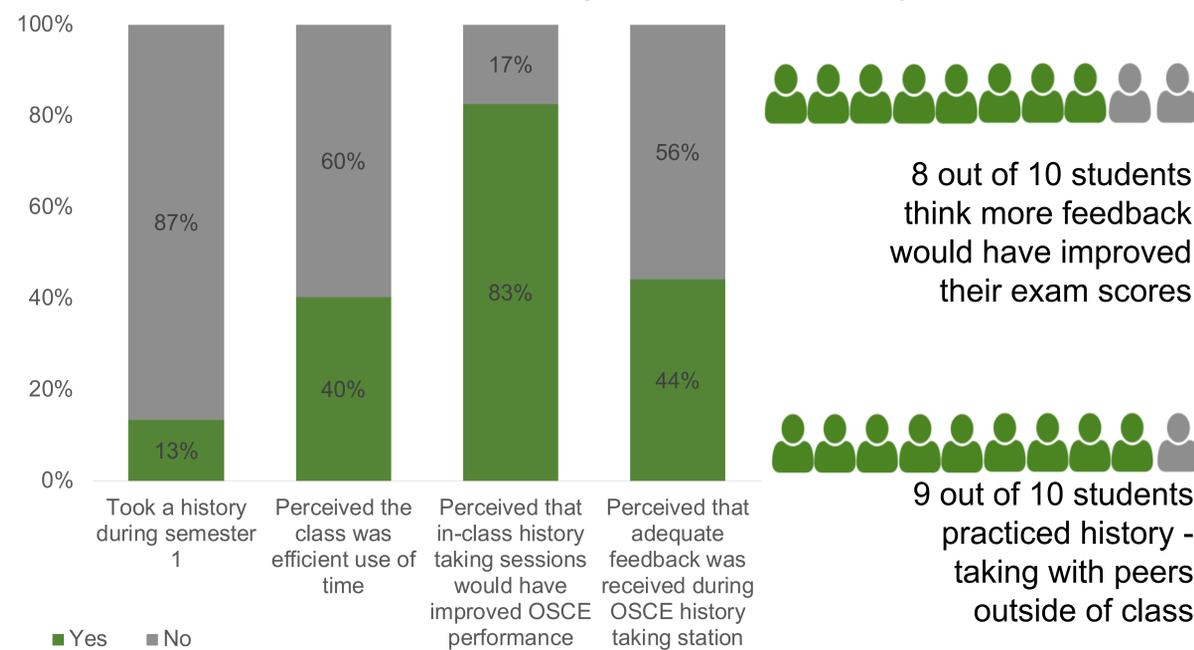
We utilized Quality Improvement Principles to design PDSA cycles with the intention of improving the Clinical Competency module in year 1

## BACKGROUND & APPROACH

Identified a **Quality Gap** in the Clinical Competency module



Completed a **Needs Assessment Survey** in the Graduate Entry Medicine class



Conducted a **literature review** of international approaches to teaching clinical skills



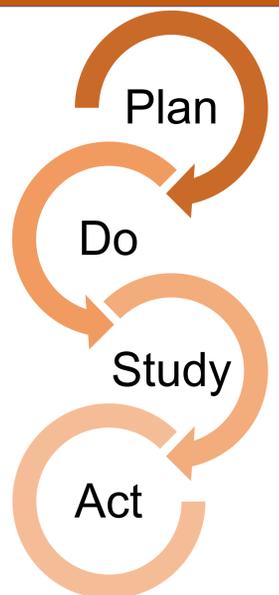
## AIM & MEASURES OF THE OUTCOME

**PROPOSAL:** to improve the efficiency and efficacy of the Clinical Competency module by implementing a pilot program where small groups of five students each rotate roles (patient-interviewer-feedback position) under tutor supervision

**AIM STATEMENT:** to improve GEM1 student confidence and competence in history-taking and case presentation, each by 20%, by ensuring that 100% of year 1 graduate entry medical students complete **at least three histories and case presentations in small peer groups** facilitated by the class tutor, in one academic year, from September to April



- **Outcome measurement** → student surveys, OSCE marks.
- **Process measurement** → percentage of histories taken and presented per student, percentage of tutorials supervised by faculty
- **Balancing measurement** → improved peer-to-peer feedback and communication, early history-taking and case presentation practice in year 1, improved cost-effectiveness of module, increased professional development of students



## CONCLUSIONS & NEXT STEPS



Discussion with RCSI faculty      Plan for beginning of PDSA cycles with incoming Graduate Entry Medicine Year 1 class  
 Feedback and optimization of the model will be required during PDSA cycles  
 The ultimate goal is to expand this method of teaching to all undergraduate medical classes at the Royal College of Surgeons

We already practice with our peers – so why not make it official?