

Peer-Led Case-Based Learning in Pulmonary Infections

Elena Irina Gavrila BS,¹ Chad R Marion DO PhD,^{1,2} Matthew C Miles MD MEd^{1,2}

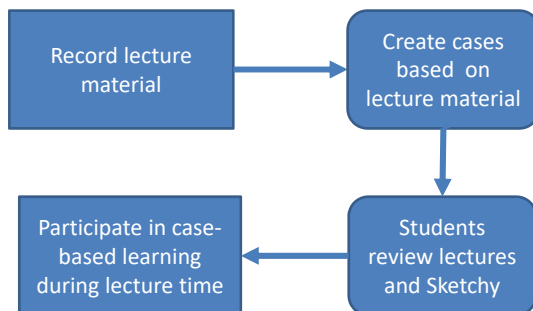
¹Wake Forest School of Medicine and ²Section on Pulmonary, Critical Care, Allergy & Immunologic Disease, Department of Internal Medicine, Atrium Health Wake Forest Baptist, Winston-Salem, NC

Background

- Case-based learning is an increasingly utilized method of teaching in health professions education.
- Case-based learning emphasizes the relevance of concepts to clinical care and aids in connecting knowledge to practice.
- Interactivity further enhances knowledge acquisition and impacts clinical practice.
- Opportunities exist to integrate more peer-led teaching and case-based learning in the pre-clinical MD curriculum to reinforce retention and application of clinical knowledge.

Objective

- Assess the effectiveness of peer-led didactics and case-based learning on medical students' self-reported confidence and comprehension of pulmonary infectious disease topics.



Methods



Create video recorded lectures of pulmonary infection pathologies. Deliver a real-time case-based flipped classroom activity.



Target Audience: M2 students at Wake Forest School of Medicine.

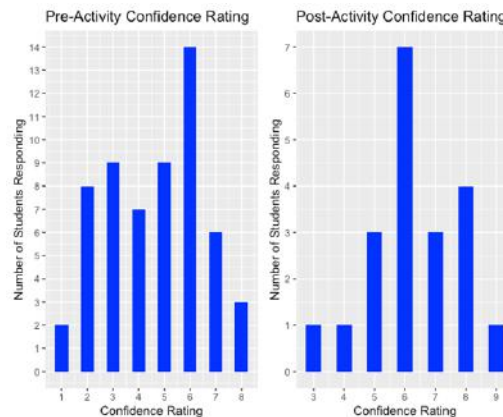


Survey: Data collection consisted of emailed pre and post activity surveys with free text answer choices and numeric rating scores.



Effectiveness: defined by student satisfaction with the presented material and ability to apply it

Results



Discussion

This study demonstrates that peer-led case-based learning is beneficial and effective in conveying material to students. Peers are familiar with what material is being assessed on high-stakes exams and are useful resources in preparing lecture material. Peer-led case-based learning is effective and beneficial because it requires students to apply their knowledge to clinical cases.

Conclusion

- Students reported increased confidence in characterizing different pulmonary infections after completing an interactive case-based session on pulmonary infections.
- Students reported satisfaction with the clarity of information presented during the peer-led teaching lecture.
- Further investigations should explore the impact of peer-led and case-based learning sessions on student exam performance. Curriculum design committees should consider more peer-led teaching sessions in medical education curricula.

Reference

Yu, Tzu-Chieh et al. "Medical students-as-teachers: a systematic review of peer-assisted teaching during medical school." *Advances in medical education and practice* vol. 2 157-72. 23 Jun. 2011, doi:10.2147/AMEP.S14383