

CCPH 2019

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CHANGING TIDES:
SHIFTING CULTURES AND CREATING SAFE SPACES

PULSE: An innovative peer-
mentorship program at the
University of Saskatchewan



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Potential for conflict(s) of interest:

None

What is PULSE?

PULSE is the new near-peer clinical skills initiative that was launched by the University of Saskatchewan in 2018.

It features a semi-structured learning environment

- 2 second year students and 3 first year students per session
- Each session is one hour
- Multiple sessions per night



PULSE is rooted in Near-Peer Teaching

Near-Peer teaching has been studied extensively in the medical literature and has shown to be beneficial in many ways:

- Non-threatening learning environments
- Teaching and leadership opportunities
- Practice giving/ receiving peer feedback and assessment



Objectives

1. Explore the impact of near-peer teaching initiatives on wellness and connectedness using **standardized and validated questionnaires**
2. Assess the effect of near-peer teaching initiatives on academic success.



Methods

Subjective Measures:

- Perceived Competence Scale for Learning (4-item PCS)
- College Student Subjective Wellbeing Questionnaire (16-item CSSWQ)
- Learning Climate Questionnaire (LCQ)
- General Feedback Questionnaire

Objective Measures

- Deidentified student OSCE scores

**Validated
Subjective
Questionnaires**

Methods

- 66 First year medical students participated in the study.
- Of those, 28 (44%) had previously attended a PULSE session before.

Study Cohort

28 Students

Control

36 Students



Results

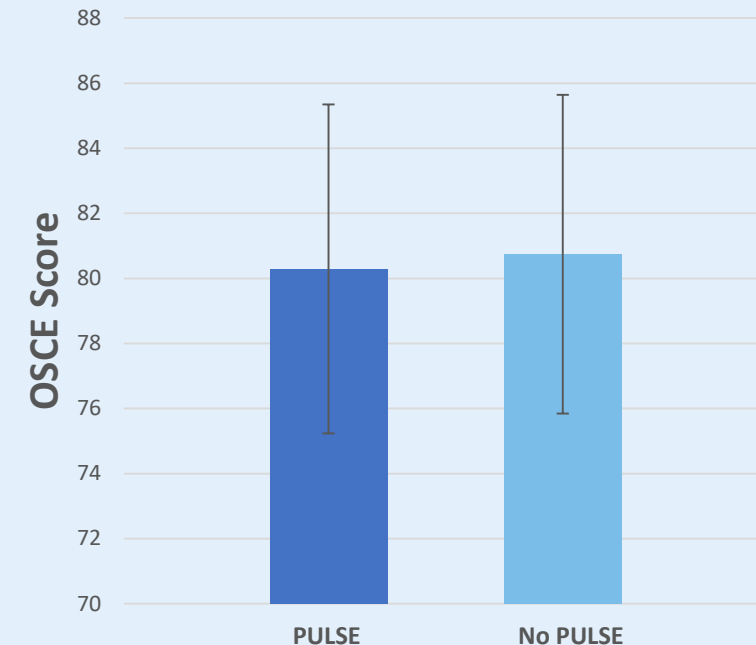
Quantitative Analysis:

- No statistical differences on the subjective questionnaires.
- No statistical difference on OSCE scores.

Future Plans:

- Collect data from subsequent years to increase statistical power.
- Stratify the analysis based on number of sessions attended.

OSCE Scores Vs. Pulse Attendance



Results

Qualitative Analysis:

- Students who participated in PULSE believed that it assisted them in achieving proficiency in the **Communicator, Collaborator and Leader** CanMEDS roles.
- First-years classified the learning environment as **supportive and encouraging**.
- One major theme derived from the analysis was the **anxiety reducing** nature of these sessions.

Conclusion

- Near-peer teaching is an established education tool that has been demonstrated to be beneficial for both learners and teachers.
- PULSE had tremendous turnout and feedback from 1st and 2nd year classes
- The quantitative analysis was hindered by the sample size, research is ongoing to collect data from subsequent first year classes.
- On the qualitative analysis, students believed that the program allowed them to learn in a supportive and encouraging environment.