

Evaluating the Quality of Teaching Delivered by Clinical Teaching Physician Associates (CTPAs) and the Overall Effect on Confidence Levels of Medical and Physician Associate (PA) Students

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INTRODUCTION:

- NHS has been chronically understaffed with increasing clinical pressures
- NHS Long Term Workforce Plan aims to expand medical school places by one third by 2028-2029, and a higher number of physician associates (PAs) by 2036/2037^[1]
- Undergraduate medical education teams in placement hospitals are now also experiencing strain due to increased student numbers
- PAs were introduced in the UK to relieve staffing shortages and reduce workload with the aim to unburden doctors clinically^[2]
- Clinical Teaching Fellows (CTFs) have existed for several years as medical educators in an undergraduate setting^[3]
- Clinical Teaching Physician Associates (CTPAs) are a recent addition to medical education, pioneered by New Cross Hospital in 2021 to work alongside CTFs and Advanced Nurse Practitioners (ANPs)
- This study aims to assess the effectiveness of CTPA teaching from the perspective of medical and PA students

METHODS:

- Data was analysed retrospectively from 254 standardised feedback forms completed by medical and PA students over a 6.5-month period
- These forms included 5 or 10-point Likert scales (with 1/5 or 1/10 being "poor" and 5/5 or 10/10 being "excellent")
- The study assessed teaching quality, delivery, and impact on student confidence
- Students also provided qualitative feedback

Obstetrics & Gynaecology	Surgery	Dermatology	Oncology/ Haematology	Urology
Rheumatology	Paediatrics	Respiratory	Cardiovascular	Gastrointestinal
Endocrine	Musculoskeletal	Hepatology	Renal	Acute Medicine

Figure 1: Range of speciality topics taught by CTPAs

Types of Sessions Delivered

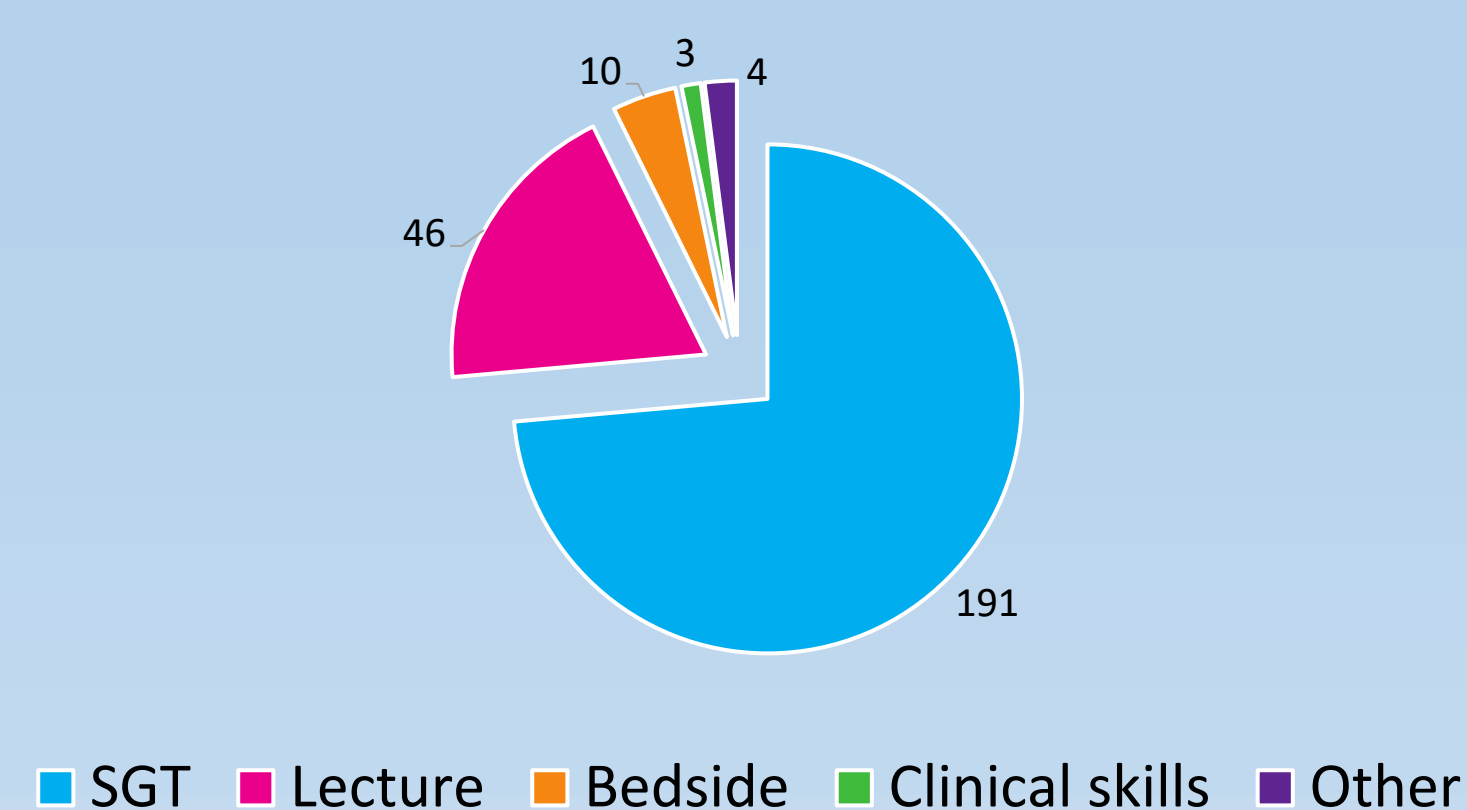


Figure 2: The variety of sessions delivered over the 6.5-month period to medical students and PA students.

RESULTS:

- 254 responses received, 61% were medical students and 39% were PA students
- Multiple specialties taught with a variety of different sessions being delivered (Figures 1 & 2 respectively)
- 84% of students thought the quality of teaching was 5/5 (Figure 3)
- 86% of students thought the delivery of teaching was 5/5 (Figure 4)
- Student confidence increased from 5/10 prior to teaching sessions to 8/10 post session, depicting an overall increase of 60% (Figure 5)

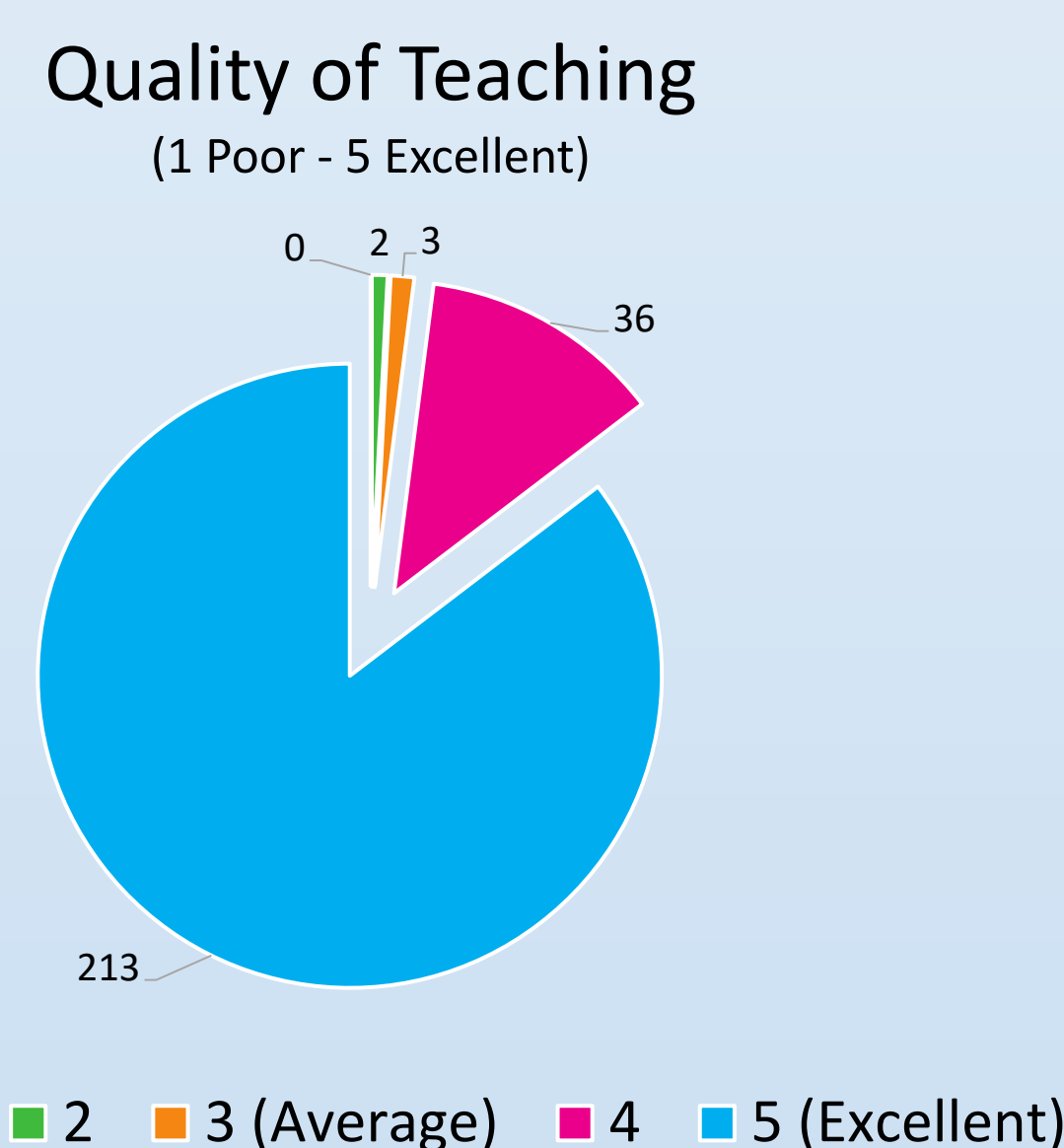


Figure 3: The quality of teaching has been rated from 1 (poor) to 5 (excellent). From this, 84% of students responded with 5, closely followed by 14% of students responding with 4

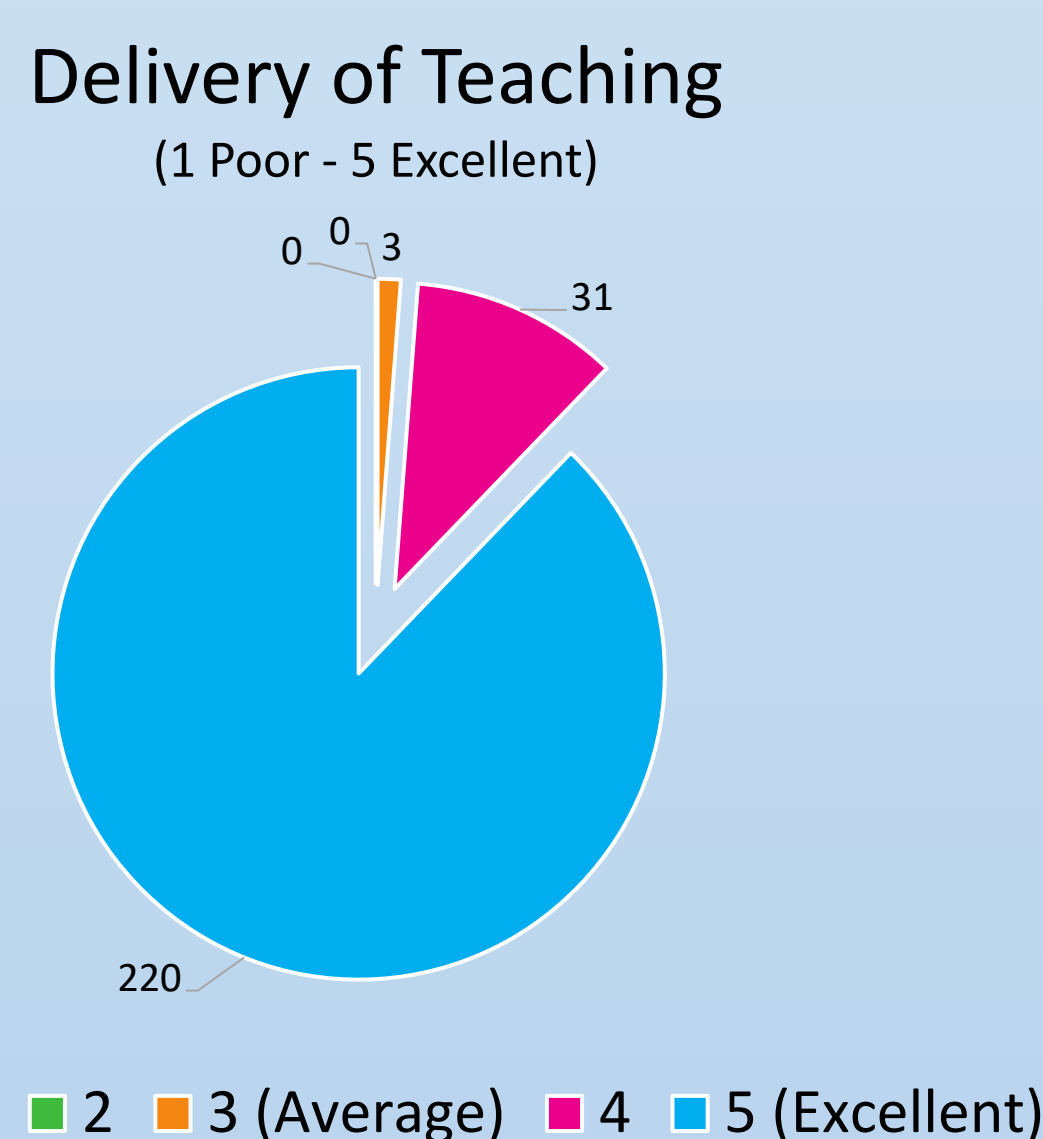


Figure 4: The delivery of teaching has been rated from 1 (poor) to 5 (excellent). From this, 86% of students responded with 5, closely followed by 12% of students responding with 4. 1.1% of students responded with 3 (average)

Change in confidence of students

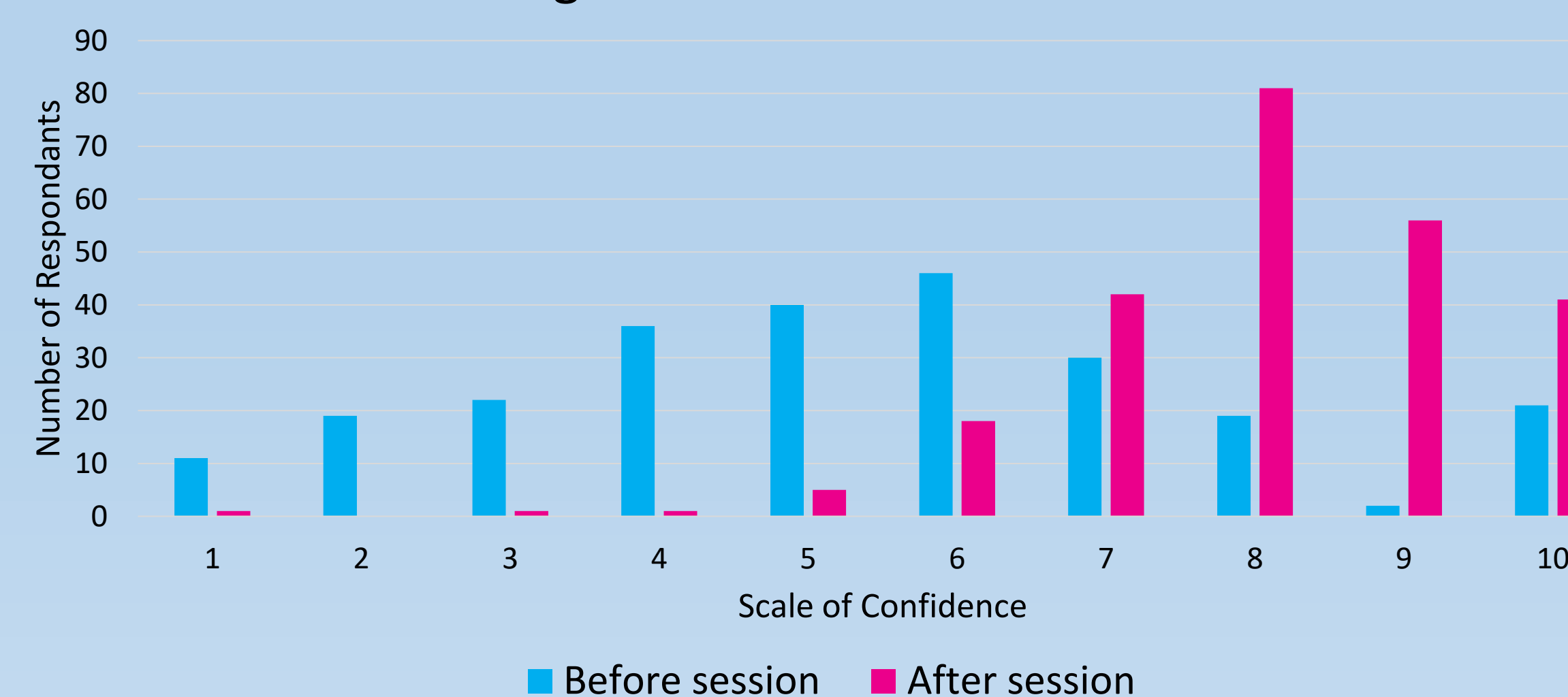


Figure 5: The confidence of students both before and after our delivered sessions. It is clear to see overall that CTPAs have a positive impact on their confidence

"Very useful, showed us the proper technique"

"I feel as though this session made Haem click in my head"

"It was very informative and relevant to the course content"

"The interactive aspect was very useful"

"Very engaging"

CONCLUSION:

- CTPAs deliver a wide range of teaching, which is predominantly perceived to be of high quality and delivered to an overall excellent standard by the medical and PA students alike
- Overall, there was a significant increase in the students' confidence after the sessions delivered by the CTPAs
- The CTPA role represents a promising direction for collaborative, multi-disciplinary education aligning with the evolving workforce

FUTURE DIRECTION:

- Feedback was not provided for every session delivered by the CTPAs, but this could be improved going forward to boost response rates which could further improve the validity of the data
- Simulation-based teaching, a core component of CTPA's educational delivery, was excluded from this study. This was because the standardised data collection forms were not used for simulation-based teaching, as they were for the other modalities. Going forward, the feedback forms could be standardised across all methods of teaching
- Given the positive educational impact, further exploration of role value and utility is warranted
- The scope of future research should extend to include CTPAs from various trusts

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DISCLOSURE:

Both authors are working as CTPAs.