

An Evaluation Of Paired Feedback From A Year-long Junior Doctor-Led Teaching Programme

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Introduction

Doctors play a pivotal role in medical education. However, **barriers to teaching** such as competing time commitments and **self-perceived lack of teaching ability or knowledge** still exist.

We surveyed foundation year 1 (FY1) doctors providing regular teaching and their students to assess the impact of teaching on the **teachers' confidence and abilities**.

Methods



27 FY1s were surveyed **before** taking part in regular bedside teaching and weekly lectures



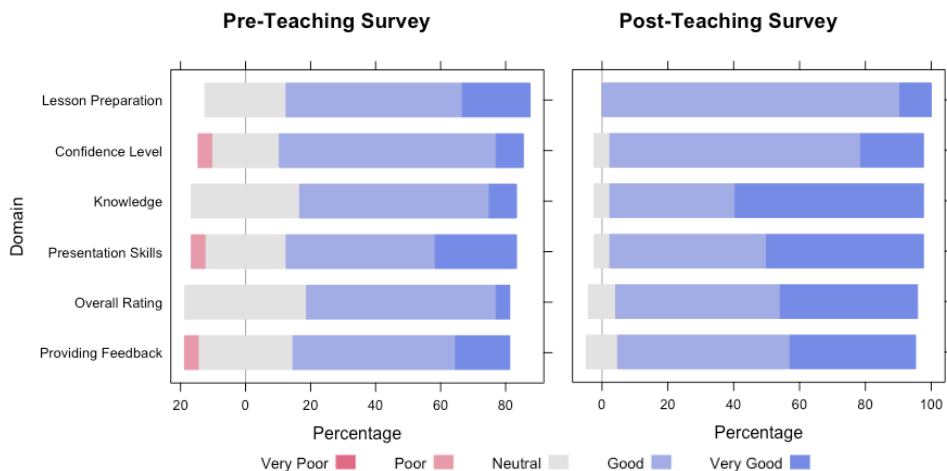
After the teaching programme, FY1s and their **students** (n=124) were surveyed



FY1s' pre and post-teaching results were **analysed** and **correlated** with students' feedback

Results

Paired Analysis



Correlation

Student	FY1	Rho	P-value (Spearman's)
Clarity	Presentation - Pre	-0.3103	0.0005
Clarity	Presentation - Post	0.0500	0.6265
Clarity	Overall - Pre	-0.2144	0.0173
Clarity	Overall - Post	0.1527	0.1353
Participation	Confidence - Pre	0.0974	0.3278
Participation	Confidence - Post	0.2281	0.0460

Discussion



Improvement in all domains after teaching reinforces the importance of **experience** in building confidence and abilities



Negative correlation between FY1's **pre-score** and student's feedback may suggest **mismatch** in expectation between one's skills and actual abilities



These correlations became insignificant with **post-score** indicating an improvement in **self-awareness**

Conclusion

Less confident doctors may provide **clearer** teaching, but all doctors can **improve** their confidence and teaching outcomes with practice.

We would encourage **all** doctors to actively participate in teaching regardless of their self-perceived lack of ability.