The double rainbow: Peer-led small groups facilitate effective HSS learning and foster inclusion
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Consortium projects

New Grant Cycle Projects:
- HSS introduced into M3 (clerkship) year
  - 5 sessions across the M3 year using small group discussion format (facilitated by M4s) and large group format (facilitated by faculty experts)
- Development of new and innovative assessment methods for HSS
  - Use of “takeaways” from small group discussion, self-reflection and application to future practice among other methods
- Integration of HSS into clinical skills curriculum
  - Use of Choosing Wisely® – “5 Questions to ask your doctor” included in simulated patient scenarios
- Comprehensive evaluation of grant activities
  - Curriculum mapping of HSS to clinical competencies, EPAs, etc.

Outcomes/ Gender and Ethnic Differences in Inclusion

Survey data demonstrated:
- Students preferred peer-led format over faculty led sessions and found them helpful for learning HSS topics.
- A strong majority of students found the facilitators guide and identification of roles helpful.
- Based on prior studies in the literature, gender and ethnicity were explored in response to this learning environment.

![Graph showing gender and ethnic differences in inclusion](image)

A higher degree of agreement of the non-white cohort that working in a team helped develop more respect for the opinions of others.

For the male cohort only, white students indicated a lower degree of comfort speaking during the student group discussion.

Conclusions

- There is concern among many schools that lack of faculty experts can be a barrier to implementing curricular activities around HSS topics.
- Our study demonstrated that with appropriate learner role assignments and well-designed facilitator guide, students are comfortable engaging with HSS content using a peer-led small group discussion model.

Focus group feedback from the M2 class suggested that students had a strong preference to learn HSS content in the context of virtual family clinical cases in a small group format. Specifically, students articulated increased likelihood of accountability to one another, the assignment and increased comfort level discussing topics in a small group format. Using this feedback, the format for the 2018-2019 academic year was adapted to provide opportunities for peer-led small group learning around these cases.

We proposed that the format in Figure 1 would provide opportunity for students to develop increased comfort with discussing HSS topics with their peers, as well as create an environment that fostered collaborative learning and inclusion.

![Figure 1:](image)

**Figure 1:**
- Independent learning
- Review and completion of Virtual Family (VF) clinical case using online interactive format 2 days prior to small group
- Introduction of new HSS content
- Peer-led discussion-based 1-hour session
- Facilitator guide provided to assigned student facilitator 2 days before the session
- Focus on VF patient/family
- 2 “takeaways” from group discussion submitted via google form

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