

T.I. Lemon¹

¹School of Medicine, Cardiff University, Cardiff, United Kingdom

Background: A sound working knowledge of the neurosciences is essential for a functional psychiatrist. It is, however, a subject renowned for being difficult for students to understand. This study investigated the benefits of peer to peer teaching in psychiatry, as either an adjunct or replacement to areas of the current curriculum.

Method: Medical students from throughout UK were invited to respond to an online poll provided through a free to use educational interface for medical students. Questions were designed to give both quantitative and qualitative results. Ethics approval granted by Me
ducation.

Results: Data collection took part over 2 days, during which time total visitors to the site were 624. Of these 378/624 clicked the link to the external questionnaire, and 192/624 (31%) filled out the questionnaire.

Quantitative data suggested students no benefit in direct peer to peer teaching 145/192 (76%), but felt exchanging of resources is of benefit 178/192 (93%). Further analysis demonstrates a lack of centrality for such resources.

Qualitative data goes on to prove Psychiatry is a subject considered by students to be 'hard gain'. This relates to students having to study longer to achieve a similar mark for a subject considered 'middle or low gain'.

Conclusion: It is important for students to feel supported in subject areas they feel less confident. This could UK wide student resource sharing. Student produced neurology teaching resources should be made available on a UK wide level on an open access website to support student development in the psychiatry.