

# **Students as Co-instructors**

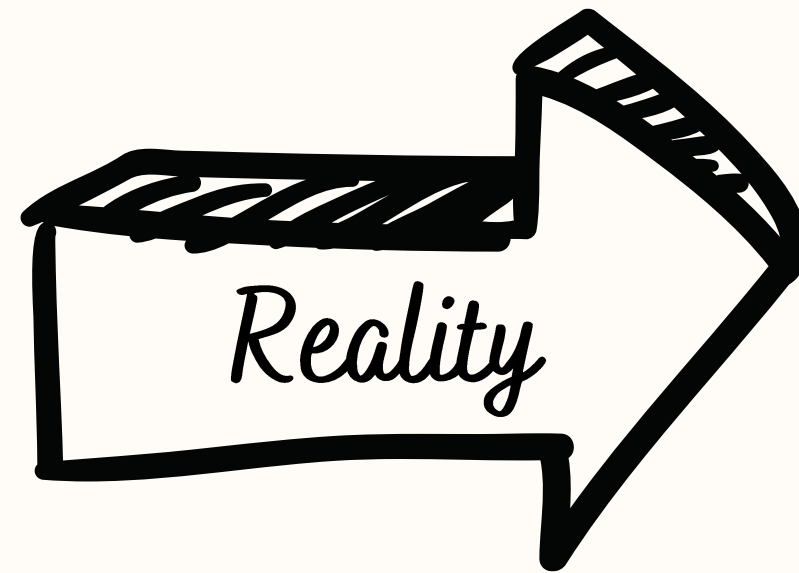
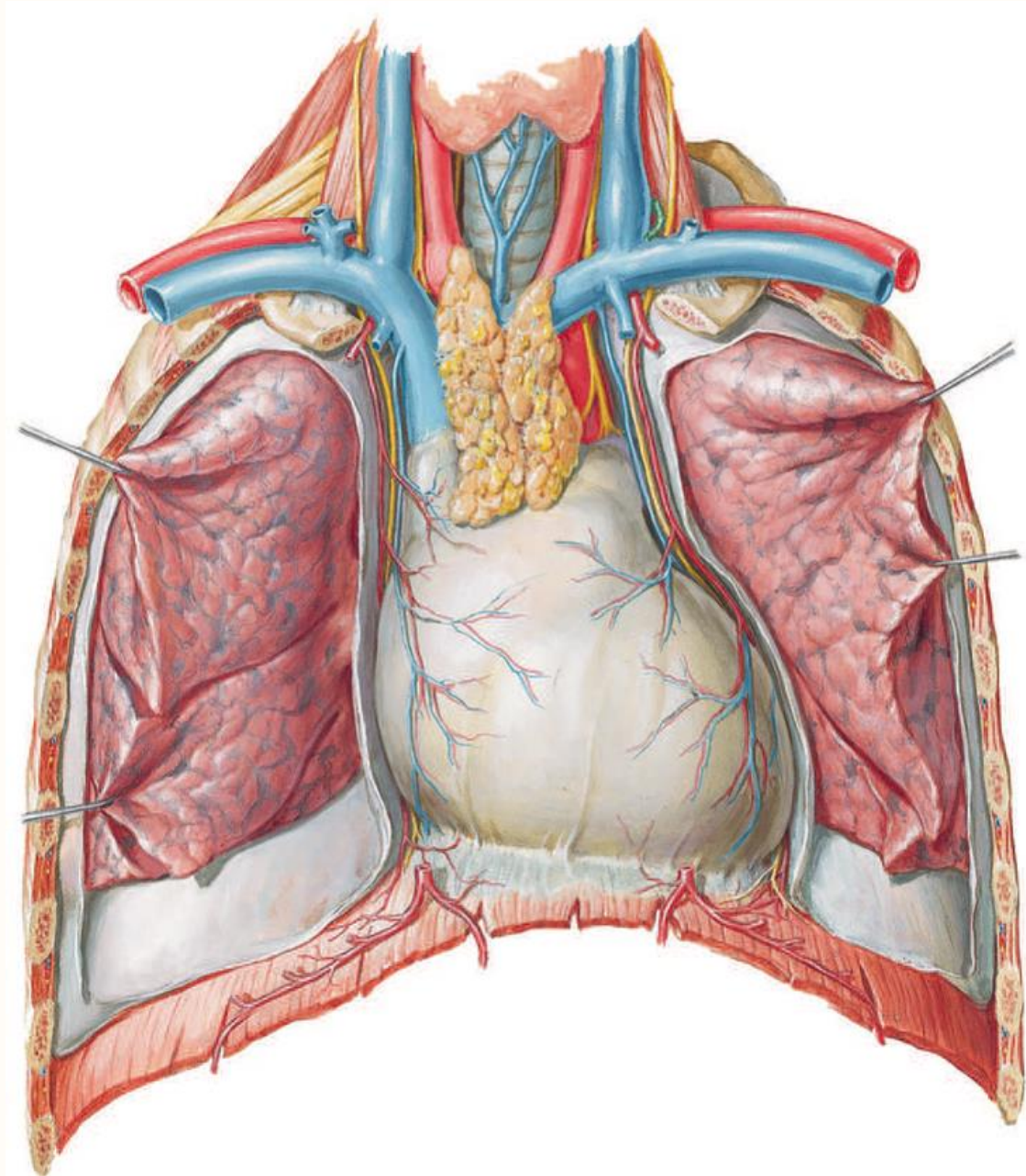
*fledging medical educators in dissection class*

Dr. Mandy Liu and Ms. Elizabeth Fang

LKS Faculty of Medicine

# Learn anatomy by dissection

**Textbook**



everything in  
different shades of  
**BROWN**

# Instructors' roles in dissection

- Provide clear instructions on **handling dissection tools**
- Demonstrate proper techniques for **dissecting cadavers**
- Provide guidance in **identifying structures**
- Emphasize the **important clinical significance** of anatomical relationships

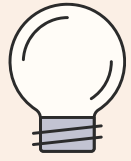
➔ **Create a positive and supportive learning environment**



**4 teachers : approx. 150 students**



# Near-peer anatomy teacher (N-PAT)



Late 2020

- Inspired by near-peer teaching program in Mexico
- Initiated by Dr Jian Yang and Dr Rocky Cheung



August 2021

- Officially launched N-PAT program
- Around 50 senior medical students joined as the first batch



April 2023

- Operated by Anatomy Teaching Team in LKS Faculty of Medicine
- Almost 100 registered N-PATs
- Involved in ALL dissection sessions

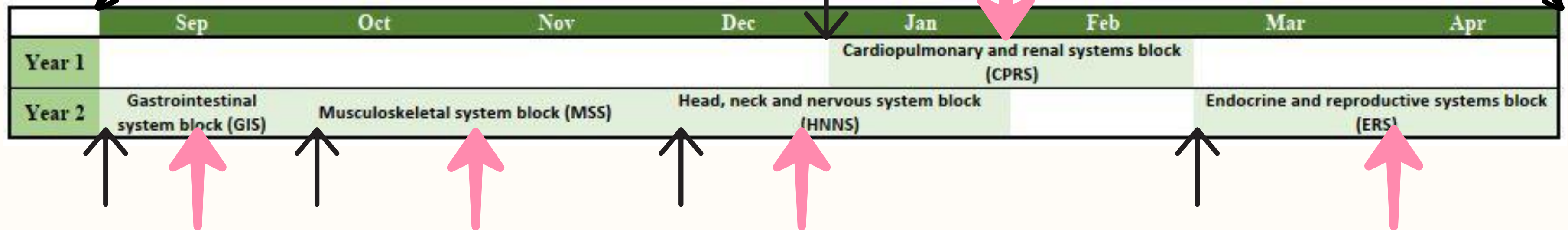
# Near-peer anatomy teacher (N-PAT)

## Early August

- one cadaver prepared for N-PAT training

## May

- end of dissection teaching
- cadaver undergoing cremation



## Two weeks before each block

- open online registration for N-PATs training and teaching sessions



## One week before each teaching sessions

- N-PATs receive pedagogical training and in-depth dissection training



# N-PATs training and teaching



## Pedagogy training

- 15-20min in the first training session
- One-Minute Preceptor (OMP) teaching method
- Expectations on N-PATs



## Dissection training

- 3-6 hours dissection training for each 2.5 hour teaching session
- 4-6 trainees per session
- Dissection techniques
- Important anatomical relationships

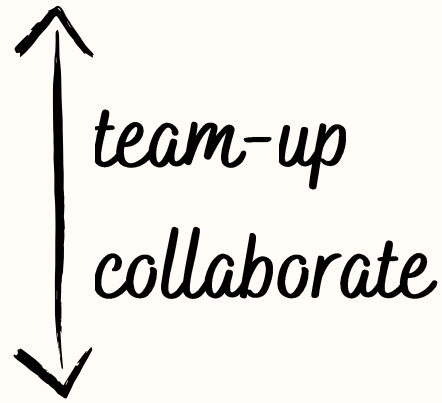


## Teaching

- 6-8 N-PATs per session
- Guide one station through entire dissection
- Assist an anatomy teacher in a specific zone (3-4 stations)

# Enhanced anatomy teaching

**4 anatomy teachers**



**6-8 near-peer anatomy teachers**



**approx. 150 students**

- more approachable and relatable instructors involved in each teaching session
- more guidance and support provided to junior students
- N-PATs achieved deeper learning by "learn one, do one, teach one"
- teachers and students experienced greater satisfaction

# An overview

of my journey at NPAT



## Applied to NPAT

- Recommended by my friends
- Learn/revise anatomy
- Help my peers

## Received training

- Up to 12 hours per block (5)
- Gained dissection skills, anatomy knowledge and teaching skills

## Started teaching

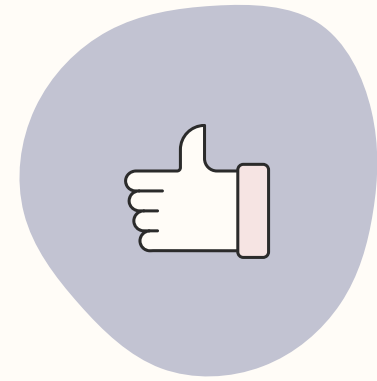
- Build learning capacity
- Give directions
- Rapport and support

## Post-teaching

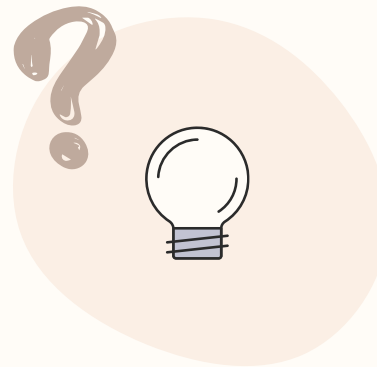
- Gained a lot: anatomy knowledge, communication and other soft skills
- Signed up for more, recommended to my friends



## Expectations before joining NPAT:



Recommended by my friends

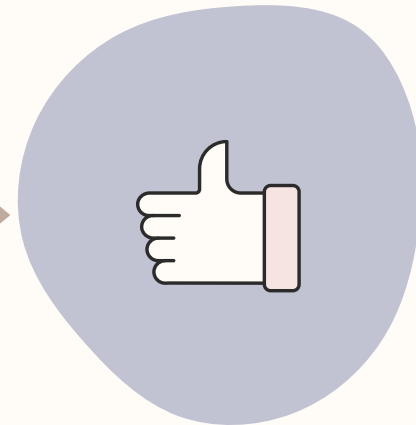


Learn anatomy  
Maybe I can learn it elsewhere?

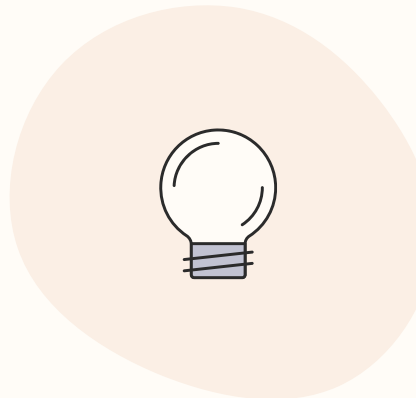


Help my peers  
What if I don't have the knowledge?

## What I learnt after joining NPAT:

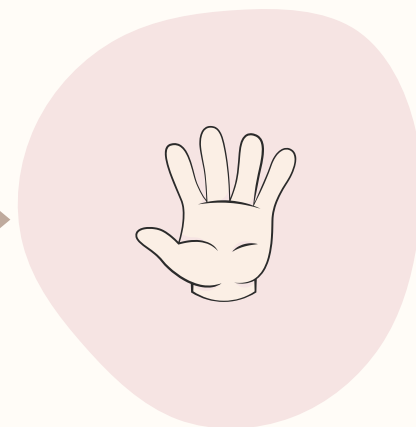


Recommend to my friends



Learnt a lot more than anatomy

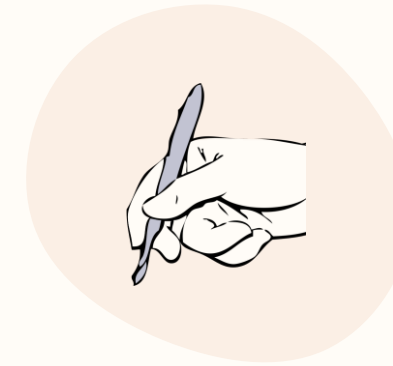
Consolidation, knowledge gaps, motivation, new approach



Able to help my peers



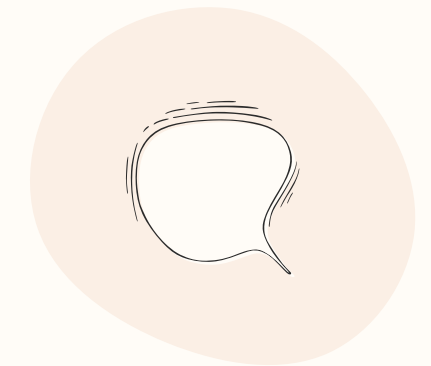
Gratitude



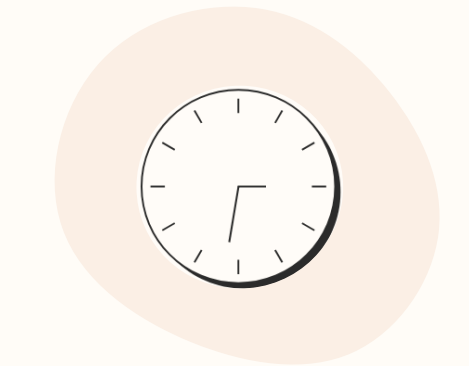
Dissection skills



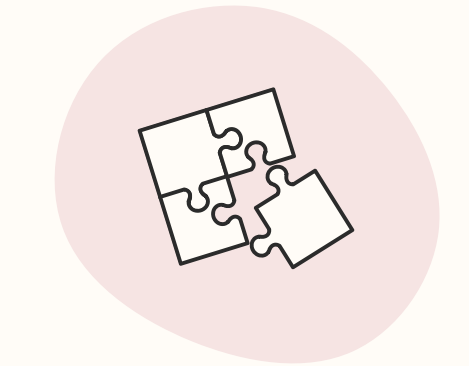
Recognising my capability



Communication



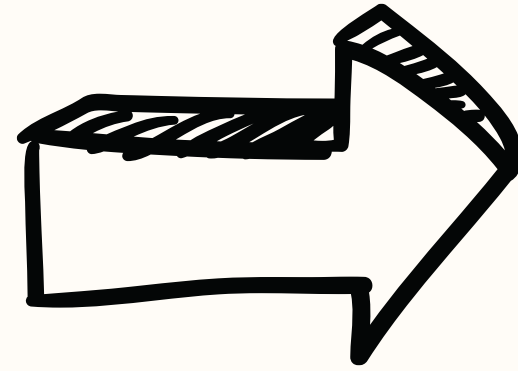
Time management



Connecting with peers

# Development of N-PAT program

**Strengthen anatomy  
teaching team**



**Nurture young  
educators**

## **Ongoing new projects**

- Systemic pedagogical training course tailor-made for all near-peer teachers in Faculty of Medicine (lead by BIMHSE)
- Enrichment Year Attachment (Functional anatomy and anatomy education)

# Thank you!

