

Title: “Students as Partners” approach for preparation of learning material – analysis from Case-based Peer Review and Interactive Medical Education (Case-PRIME) Project

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Introduction:

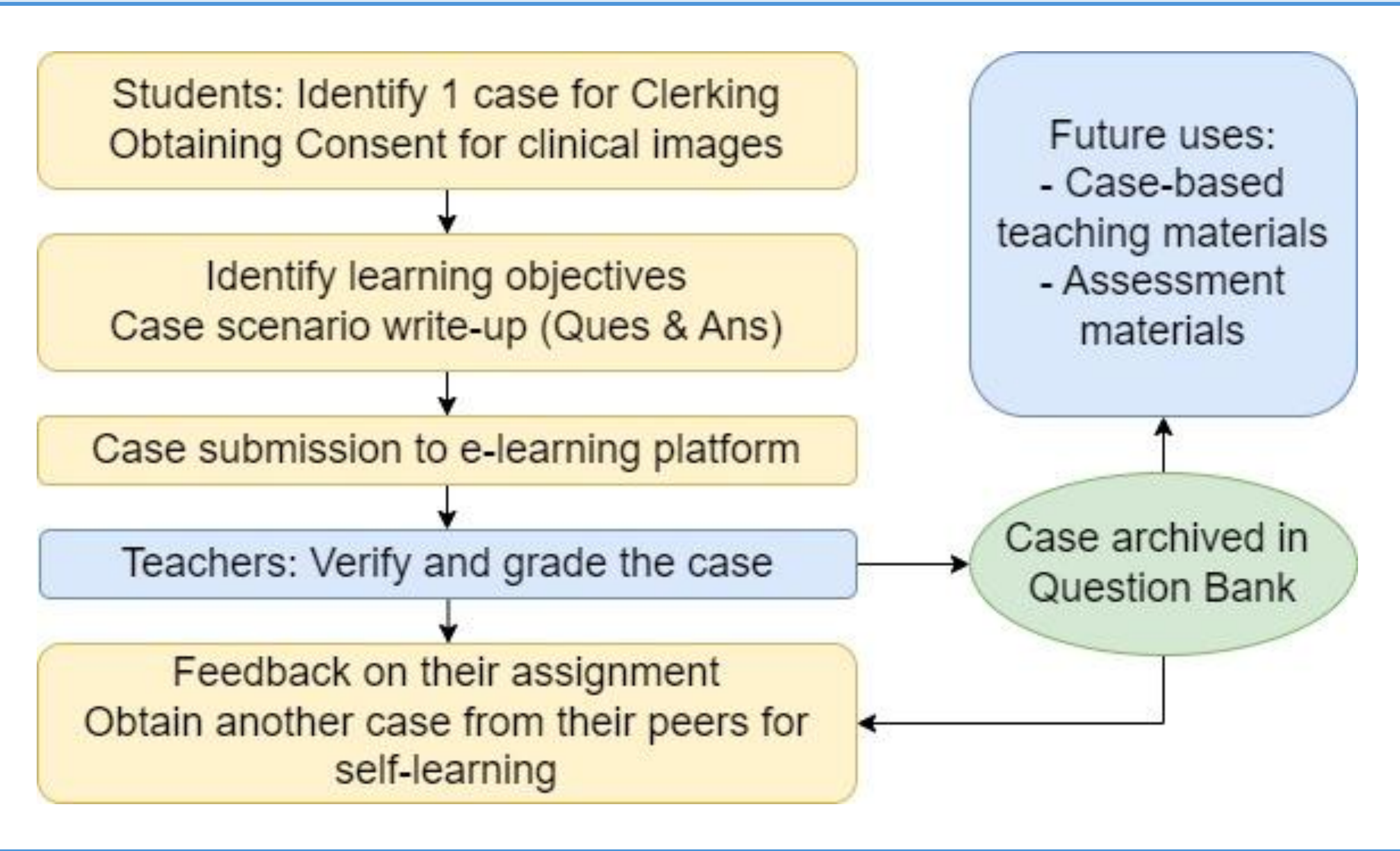
The Case-based Peer Review and Interactive Medical Education (Case-PRIME) project aimed to address the increasing student-to-teacher ratio in undergraduate medical education by leveraging the “Students as Partners” concept for preparation of learning materials.

The Case-PRIME project aims to explore the efficacy and limitations of the “Students as partners” concept in production of case-based teaching materials.

Methods:

All final year medical students rotating to rheumatology and clinical immunology unit during medical clerkship from March 2024 to February 2025 were enrolled.

Workflow of the Case-PRIME project:



The quality of the clinical questions drafted by medical students was compared to clinical questions drafted by teachers as a control in clinical relevance, clarity, and level of difficulty in a scale of 0 to 10 by 2 assessors who were blinded to the case writers by Mann-Whitney U test. The course satisfaction was assessed by the student evaluation of educational quality (SEEQ) questionnaire.

Conclusion:

Student-prepared clinical scenario demonstrated comparable quality to teacher-drafted scenario in terms of clinical relevance, clarity and difficulty. The “Students as Partners” approach can possibly be applied to preparation of learning materials.

Results:

204 students (41 student groups) were enrolled in the project.

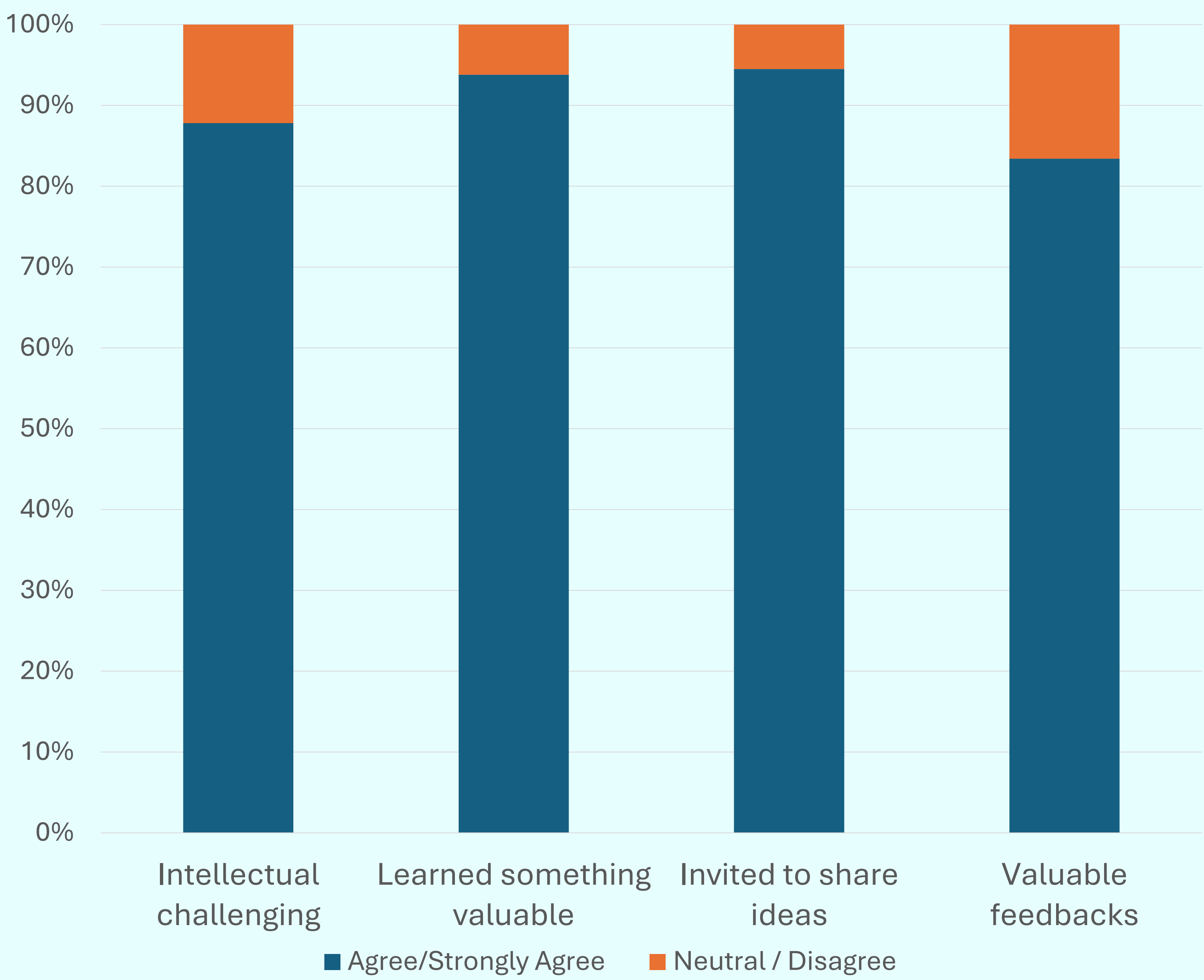
Quality assessment showed **comparable** clinical relevance, clarity and level of difficulty between student-submitted cases and cases drafted by the investigator as control.

Area assessed	Student cases (n=7)	Teacher cases (n=5)	p-value
Clinical relevance	8.5 (8-9)	8.5 (8-9)	0.264
Clarity	8.0 (8-10)	8.5 (8-9)	0.365
Difficulty level	8.0 (7-9)	7.5 (7-8)	0.243

Scores represented in median and range.

18 groups (44%) returned feedback questionnaire.

Vast majority of students provided positive feedback to the Case-PRIME project:



In addition, over two-third of students (68.86%) indicated that their interest in the subject has increased as a consequence of the project.

Majority (77.8%) of students rated the project workload relative to other courses as average while 11.1% expressed heavy workload relative to other courses.

The clinical images have been used in revising teaching materials. Most teachers in the division found the clinical images helpful in preparation of teaching materials.



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