

# Neer-Peer Wellbeing Session

## Introduction

A recent training survey found 63% of Resident Doctors feel "at a high or moderate risk" of burnout.<sup>2</sup> Despite this, medical students 'couldn't feel less prepared' for Foundation Year 1 (FY1) and feel that undergraduate wellbeing provision is a 'tick box exercise'.<sup>1</sup>

Improving final year medical students' preparedness to deal with stress and burnout ahead of FY1 could help combat future burnout.

## Aim

This project aims to evaluate the effectiveness of a near-peer led wellbeing session to better equip final year students to deal with stress and burnout ahead of starting FY1.

## Methods

101 final year medical students participated in small group sessions of approximately 4 to 12 students. Each session was facilitated by near-peer teaching fellows who had all been recent FY1s. Following an ice breaker, students were encouraged to discuss and reflect how they could deal with burnout in two scenarios of a struggling FY1. Support networks were signposted to and a presentation then delivered on top tips for thriving in FY1. A final Q+A concluded the session, guided by anonymous questions from students and answered by a panel of clinical fellows. Participants completed pre and post-session questionnaires.

## Equipping Final Year Medical Students to Deal with Stress and Burnout

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## Results

Only 38% of our 101 students agreed or strongly agreed they had had enough education on wellbeing in their medical school curriculum, 33% disagreed, see Figure 1.

Pre-session only 27.8% (n=101) of students felt equipped to deal with stress and burnout in final year and F1 and only 13.9% of students knew what help was available to support them as an FY1. After the session, 93% (n=100) reported feeling equipped to deal with stress and burnout and 98% were now aware what support was available. See Figure 2.

95% of students agreed it was beneficial to talk to both peers and clinical fellows about wellbeing in this format and 95% rated the session as 'Excellent' or 'Good', see Figure 3.

Figure 1. I feel I've had enough education on wellbeing in the medical school curriculum

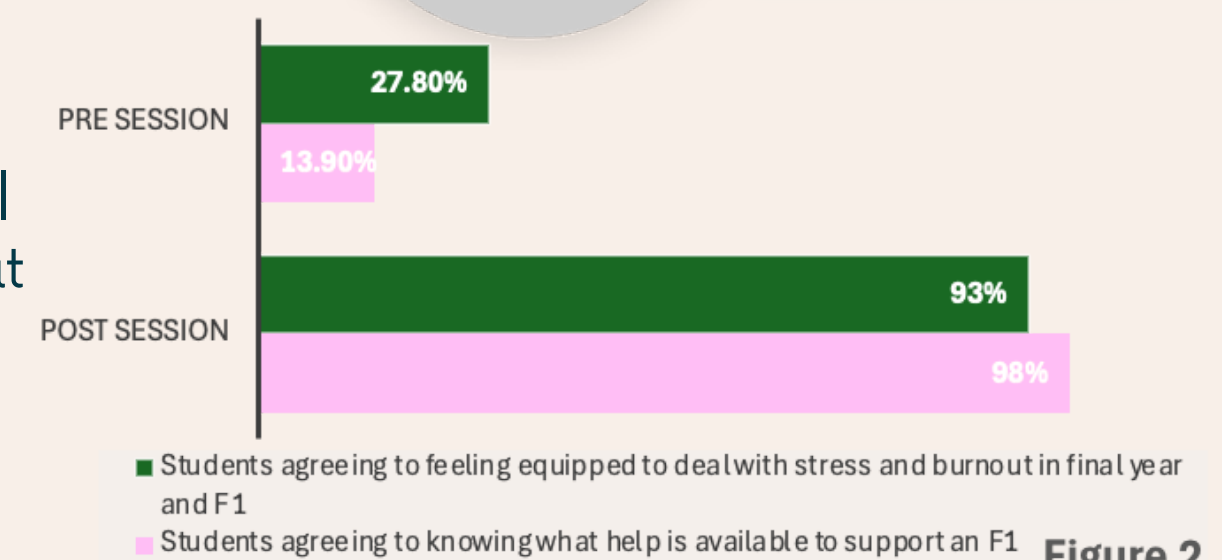
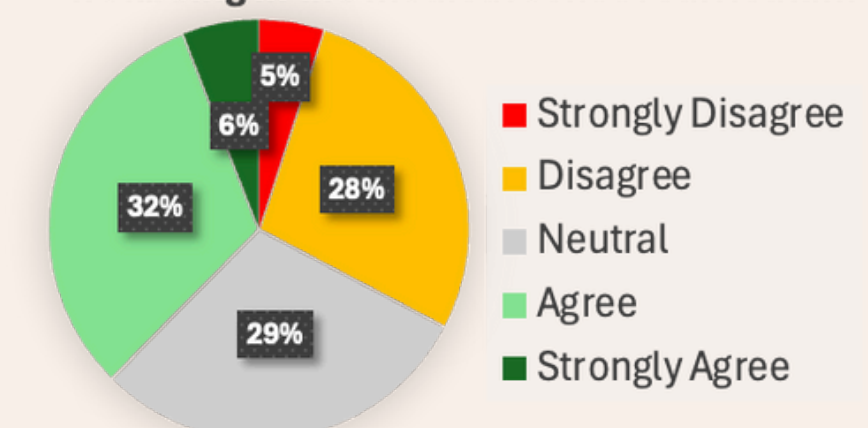


Figure 2



Figure 3

## Conclusion

This style of wellbeing session has been well received by students and the peer-peer and near-peer aspect highly rated. Students particularly liked having "a space to discuss concerns openly with trusted educators" and "being able to ask questions catered to our concerns". This project has the potential to reduce stress and burnout ahead of FY1.

## References

1. Bansal R. Performative not practiced: a qualitative cross-sectional survey study on UK medical schools' welfare provisions. BMA. Accessed online at <https://www.bma.org.uk/media/34bdyvl3/bma-msc-medical-student-checklist-report-aug-2024.pdf> on 12/01/25.
2. General Medical Council, 2024. National Training Survey 2024 Results. Accessed online at <https://www.gmc-uk.org/-/media/documents/national-training-survey-summary-report-2024.pdf-107834344.pdf> on 12/01/2025