

Peer Review

Review of: "Medical Education Gone Viral During the COVID-19 Pandemic"

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An interesting paper that highlights the importance of adaptation and resilience, as well as the possibility of finding new resources, during one of the most important historical periods of the last hundred years. Even regarding students with mild to moderate psychiatric issues, finding tools such as telematics classes may have affected their mental well-being, making them feel welcomed and heard. The fact of increased shared stress worldwide may, therefore, have implemented or even created new measures in the sense of mutual or curricular aid (see use of new technologies or telemedicine). Telematics classes have enabled direct confrontation between faculty and students, allowing for less sense of loneliness and a better sense of efficacy on the part of the student.

In fact, adapting curricula and teaching methods for online instruction, providing support services, including mental health resources and academic advising, to help students navigate the challenges posed by the pandemic could have a strong impact on their academic path.

The current recommendations are to maintain a blended mode in such a way that even the most fragile groups (both professionals and patients) can receive education and care even at a distance, not forcing the person to have to attend every live event all the time, perhaps graduating live exposure to particular subjects (see severe paranoid or social anxiety disorders).

One might consider implementing the study by enrolling more of the 63 students and going to more than three universities, perhaps observing whether in some cases certain bands of the population also had an improvement in quality of life during the pandemic.

This could be implemented by:

A variety of data covering quantitative and qualitative aspects. Here are some useful categories:

Student Demographic Data

- Age, gender, course year
- Geographic origin
- Socioeconomic status (e.g., access to devices and connection)
- Academic Achievement
- Comparison of grades before, during, and after the COVID period
- Attendance and performance on online vs. in-person exams
- Percentage of dropouts or delays in completing exams or internships.

Impact on Learning

- Self-assessment of learning (Likert scales: very effective - not very effective)
- Difficulties encountered (concentration, motivation, interaction)
- Theoretical knowledge vs. practical skills (e.g., lab, internship)

Qualitative Feedback

- Interviews or focus groups with students and faculty
- Open-ended questions in questionnaires
- Perception of the effectiveness of distance learning.

Psychological Wellbeing

- Use of additional scales for levels of stress, anxiety, burnout (e.g., GAD-7 scale, PHQ-9)
- Comparisons with the pre-COVID period.
- Perception of post-COVID clinical preparedness.

International Comparison

- Comparisons with other countries or universities (if possible)
- Experiences reported in the literature (other reviews, meta-analysis)

ANVUR database for academic evaluations.

WHO database for the global impact of the pandemic on medical education

Publications on PubMed/Scopus to compare results.

Declarations

Potential competing interests: No potential competing interests to declare.