

## Introduction

- Limited studies exist regarding peer-teaching of clinical skills in the pre-clinical setting of undergraduate medical education<sup>1</sup>
- Peer-assisted learning (PAL) encompasses strategies in which students help other students through teaching<sup>2</sup>
- Oakland University William Beaumont School of Medicine (OUWB) implements a formal PAL program in which trained and certified second-year medical students (peer-educators) assist second- and first-year students (tutees)
- We reviewed surveys completed by tutees after PAL sessions to identify areas in which tutees requested support and describe tutees' perceived experiences

## Aims and Objectives

- Describe the areas tutees requested support during PAL sessions
- Assess effectiveness of peer-educators during PAL sessions

## Methods

- Surveys completed by tutees after each PAL session were collected from one academic year
- An open-ended response on surveys was used to identify clinical skill components (CSCs) for which tutees requested specific support
- A Likert scale questionnaire was included to assess tutee perception of peer educator effectiveness
- Analysis included descriptive statistics and two sample z-tests of proportion

## Results

- 228 surveys were completed, with 82 (35.96%) in the fall semester and 146 (64.04%) in the winter semester
- There were no significant differences in Likert Scale responses when stratified by semester, academic year, or number of requests for support

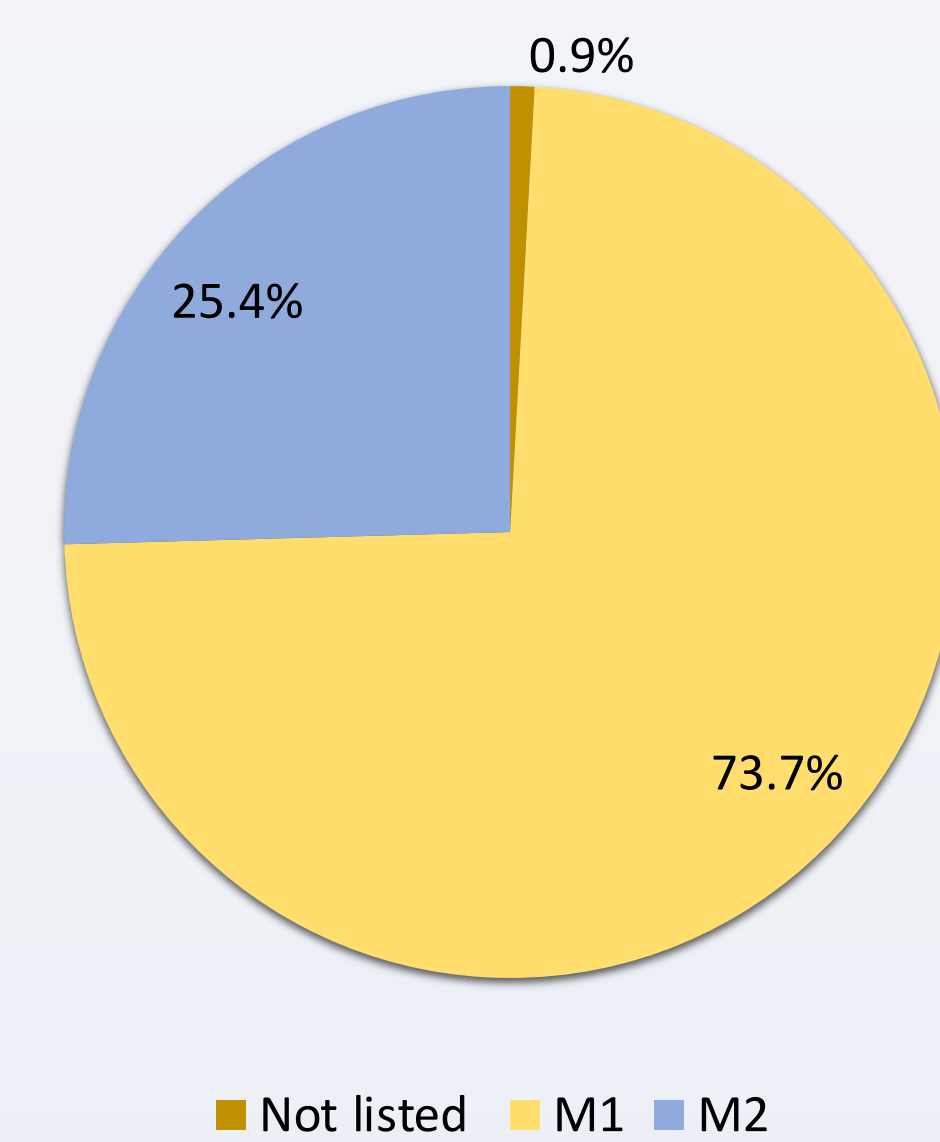


Figure 1. Surveys completed by academic year

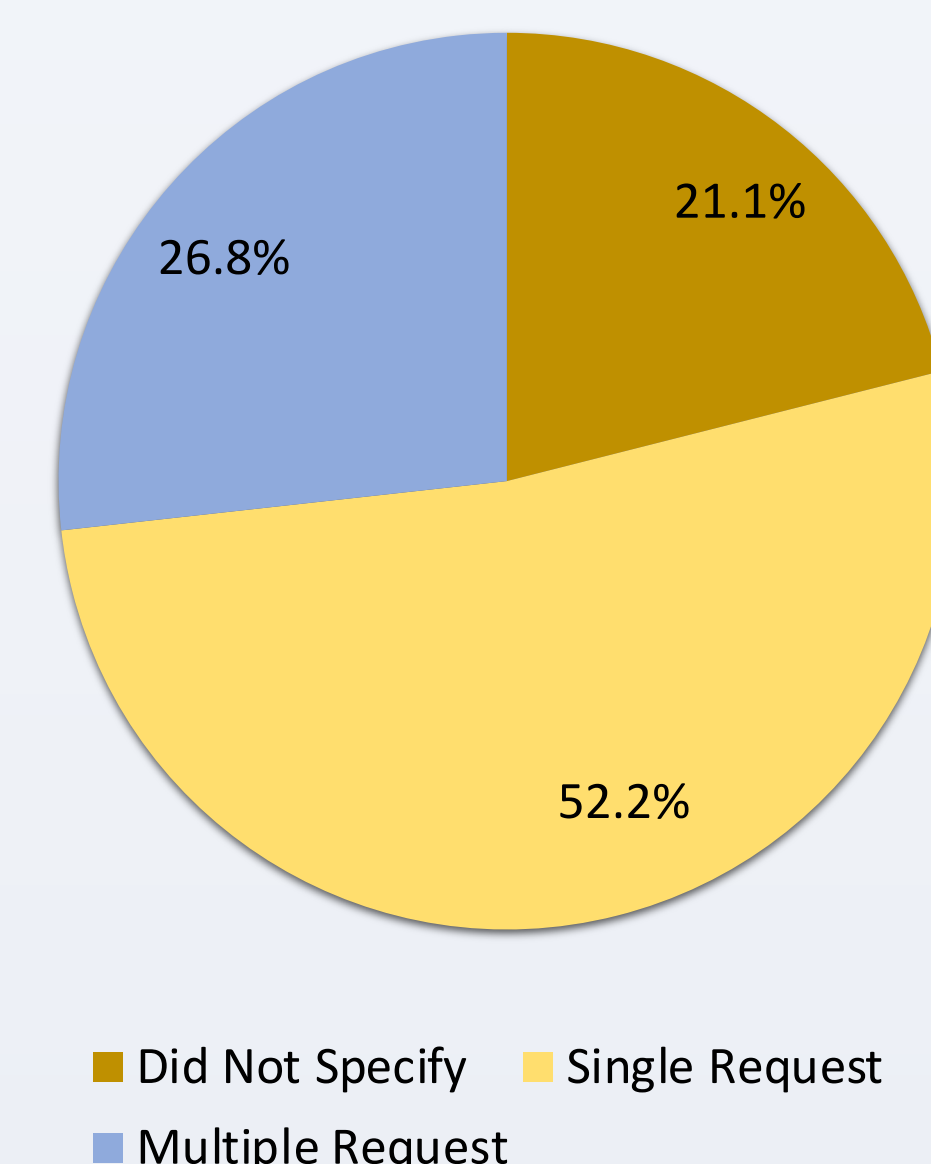


Figure 2. Number of requests for specific support by each tutee at PAL sessions

Table 1. Specific support requested stratified by semester

	First Semester (n = 82)	Second Semester (n = 146)
HEENT	2 (2.44%)	81 (55.48%)
Neuro	1 (1.22%)	46 (31.51%)
Pulmonary	2 (2.44%)	3 (2.05%)
Cardiovascular	2 (2.44%)	11 (7.53%)
Abdominal	29 (23.17%)	0 (0.00%)
GU/Pelvic	24 (29.27%)	4 (2.74%)
MSK	0 (0.00%)	6 (4.11%)
Vitals	15 (18.29%)	2 (1.37%)
History Taking	24 (29.27%)	1 (0.68%)
Oral Presentation	1 (1.22%)	1 (0.68%)
Other	2 (2.44%)	1 (0.68%)

Table 2. Specific support requested stratified by academic year

	M1 (n = 168)	M2 (n = 58)
HEENT	77 (45.83%)	5 (8.62%)
Neuro	44 (26.19%)	3 (5.17%)
Pulmonary	3 (1.79%)	2 (3.45%)
Cardiovascular	10 (5.95%)	2 (3.45%)
Abdominal	1 (0.60%)	18 (31.03%)
GU/Pelvic	0 (0.00%)	28 (48.28%)
MSK	2 (1.19%)	4 (6.90%)
Vitals	14 (8.33%)	3 (5.17%)
History Taking	23 (13.69%)	2 (3.45%)
Oral Presentation	1 (0.60%)	1 (1.72%)
Other	2 (1.19%)	1 (1.72%)

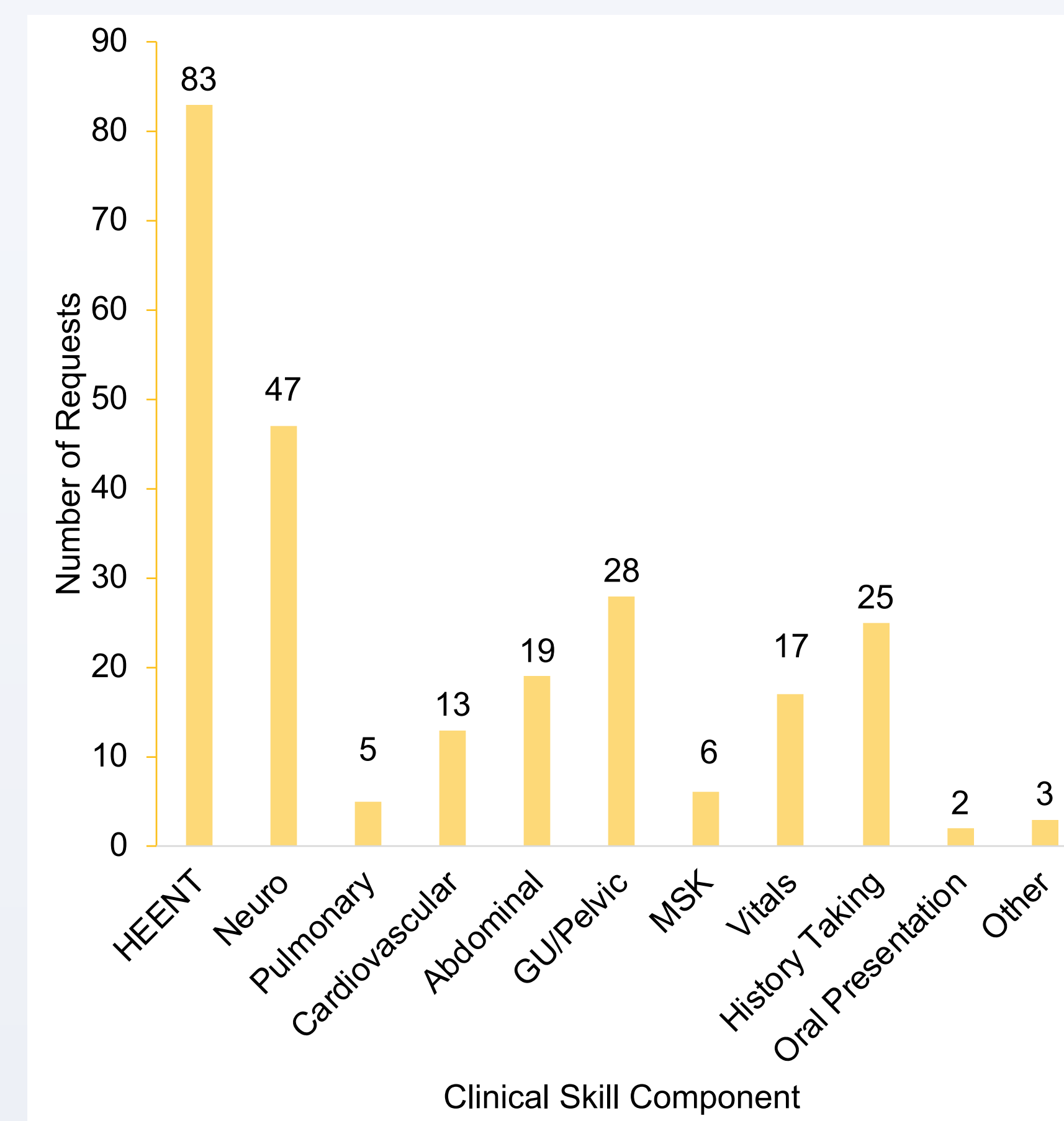


Figure 3. Number of requests for each clinical skill component

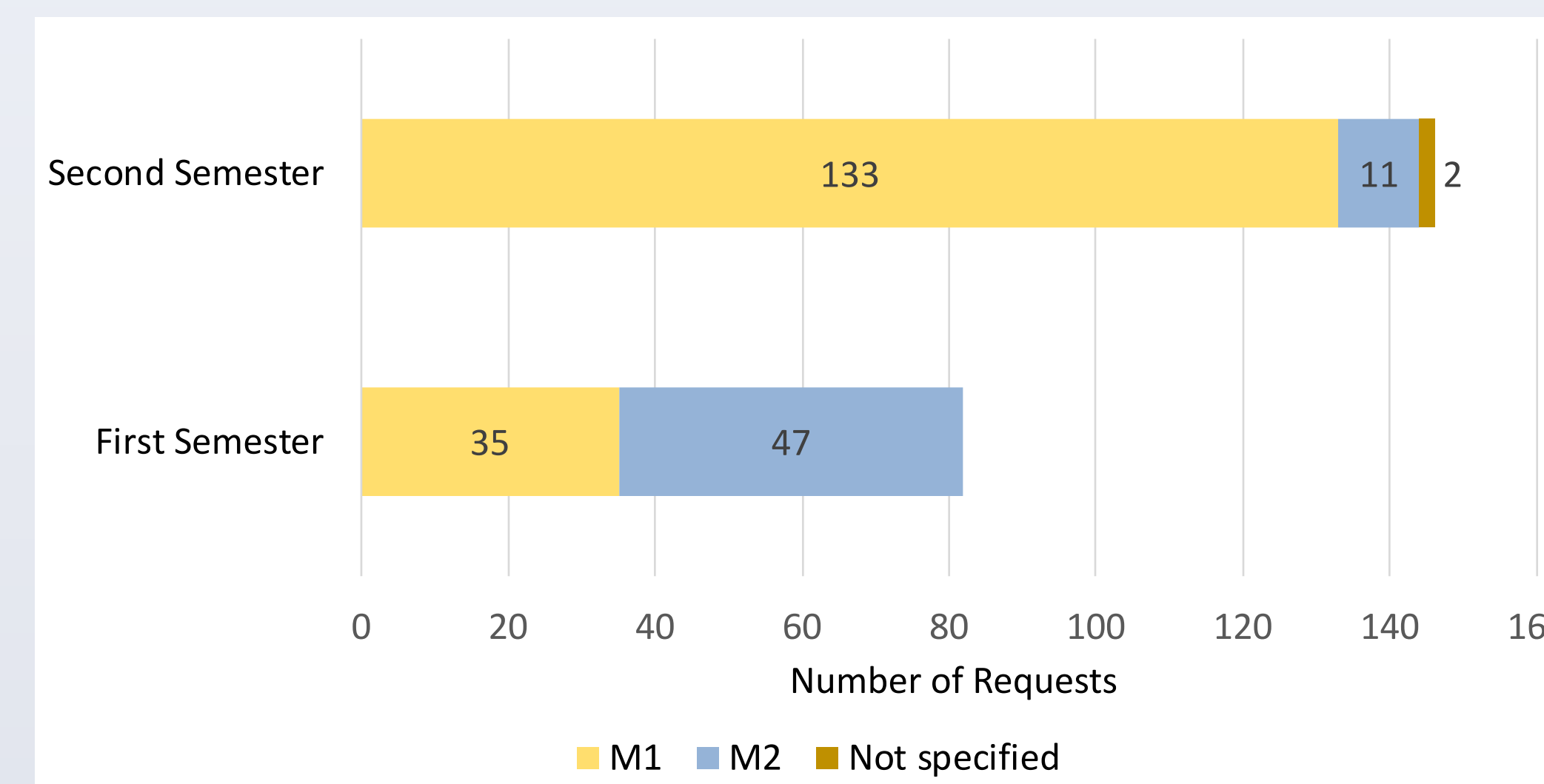


Figure 4. Distribution of surveys completed per class each semester

Table 3. Descriptive statistics of Likert scale responses

Likert Survey Prompt	Number Selecting Agree/Strongly Agree
My peer educator provided me with useful feedback to improve my physical exam techniques (n = 210)	208 (99.05%)
My peer educator provided information to improve my knowledge of physical exam findings (n = 202)	199 (98.51%)
I felt confident that my peer educator provided accurate information regarding exam technique and findings (n = 212)	209 (98.58%)
My peer educator provided me with useful information to improve my oral presentation skills (n = 186)	183 (98.39%)
My peer educator provided me with useful feedback to improve my communication/history taking techniques (n = 172)	170 (98.84%)
My peer educator provided me with useful information to improve my patient note write up (n = 124)	123 (99.19%)
I feel this session was time well spent (n = 222)	221 (99.55%)

## Discussion

- Tutees predominantly attended sessions to develop skills in a single CSC, which suggests tutees had a focused objective when attending a PAL session
- Tutoring requests for CSCs align with the time period during which they are introduced during the two-year pre-clinical curriculum
- Regardless of academic year, semester, or number of requests, tutees overwhelmingly reported a positive experience with the peer educators

## Conclusion

- Pre-clinical PAL for clinical skills is feasible and effective in undergraduate medical education
- Future studies are needed to evaluate the peer educator perspective and how they benefit from a formal PAL program

## References

- Ross, M.T., Cameron, H.S. (2007). Peer assisted learning: A planning and implementation framework: AMEE Guide no. 30. *Medical Teacher* 29(6), 527-545.
- Topping, K.J., Ehly, S.W. (2001). Peer assisted learning: A framework for consultation. *Journal of Educational Psychology Consultation* 2(2), 113-132.

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