The impact of peer-assisted remediation on at-risk preclinical student performance

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INTRODUCTION

- Medical students who serve as peer tutors are highly valued for supporting learning in medical education and are commonly used in U.S. medical schools.

- Peer tutors are found throughout the undergraduate medical education supporting many aspects of curriculum. Peer tutors are also recognized as building camaraderie[2].

- However, peer tutors are rarely used as part of the direct support for students who are high risk of course failure or dismissal.

- The aim of this study is to describe the efficacy of a peer assisted academic support program for students at WSUSOM who were at heightened risk of course failure.

METHODS

- This research involves surveying students who participated in the Advanced Learning Coach program, an innovative approach used to include peers in the support of students at risk for course failure.

- After a literature review, a team of faculty and counselors developed a survey for students assigned to peer learning coaches and students who serve as peer learning coaches.

- The survey will capture students' perspectives of their experience in this peer-assisted academic support program. It will also ask questions about the learning environment. No identifiers will be collected.

- We will evaluate de-identified exam scores prior to and after at-risk students received support from peer learning coaches.

- The study is submitted to the IRB.

- Analyzing participant feedback and outcomes will lead to recommendations for improvement in future iterations of the program.

TAKE HOME MESSAGE

Peer tutors are **highly valued** for their efforts supporting learning in medical education & commonly used in U.S. medical schools[1].

Peer tutors **rarely** participate in programs that provide remediation of students at risk for failing courses.

This study addresses that gap, exploring the **experience** of both **tutors** & **tutees** as well as the efficacy of a peer-coach led program and impact on learning environment perceptions.

SURVEY QUESTION THEMES

- Meeting Frequency
- Meeting Format
- Tutoring Content
- Helpful Resources
- Tutoring Impacts
- Learning Environment
- Program Improvements

RESULTS

- Core research team members will use qualitative and quantitative analysis of collected survey data and will quantitatively analyze exam outcomes data.

- We will also describe de-identified academic records prior to and after at-risk students received support from peer learning coaches.

CONCLUSIONS

- Based on analysis, we will explore the impact of a peer-assisted academic support program on at-risk student exam outcomes and experiences of both tutors and tutees.

- Analysis will address areas for improvement in future iterations of the program and lessons learned.

- This program may have impact not only on the at-risk students, but also on the Advanced Learning Coach peers.

- Programs that effectively support student academic success and foster connection among peers may result in changes to the learning environment and to student wellness, and are areas of future study.

- This innovative program is one example of the collaboration between the Offices of Learning and Teaching and Student Affairs with the goal to support our students

- The feasibility of application of this program to other institutions will be explored.

REFERENCES

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