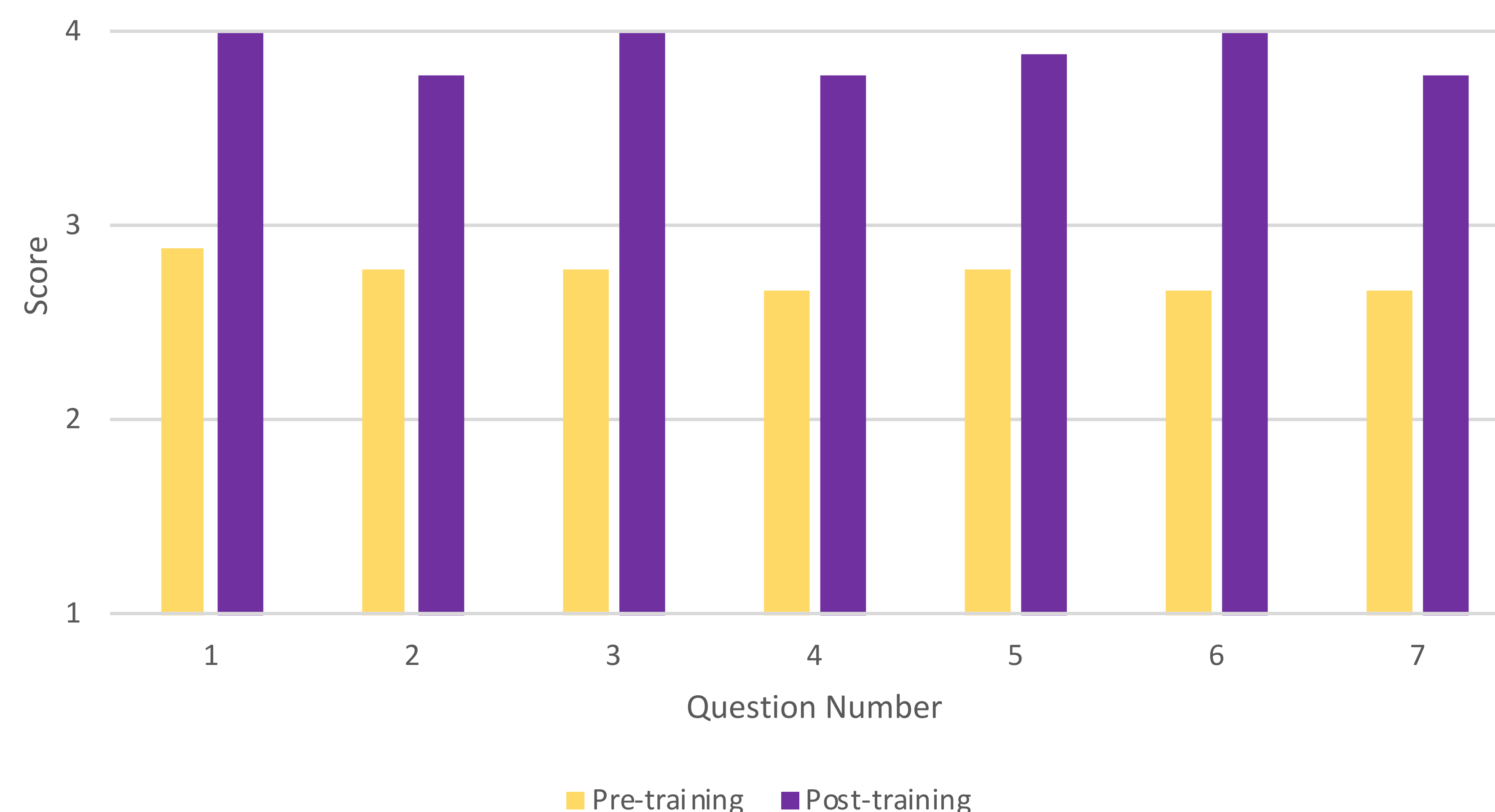


## INTRODUCTION

Peer Assisted Study Sessions (P.A.S.S.) are first-year student-facilitated small groups that aim to improve students' performance during the first year of medical school. In order for peer teaching to be more effective, there is a need for training of peer teachers. We developed a facilitator training workshop to meet this need. Our study's purpose is to determine if implementation of a facilitator training workshop helps to improve medical students' confidence in serving as P.A.S.S. facilitators.

## RESULTS



**Figure 1:** Mean scores from nine student responses to survey questions [Four-point Likert-type scale (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree)] before and after the training session. For all comparisons,  $p \leq .02$ .

Questions:

1. I feel confident in my ability to plan an organized P.A.S.S. session.
2. I feel confident in my ability to facilitate an effective P.A.S.S. session.
3. I feel confident in my ability to facilitate an interactive P.A.S.S. session.
4. I feel confident in my ability to facilitate a P.A.S.S. session that promotes active learning
5. I feel confident that I can create good questions to facilitate interactive discussion.
6. I feel confident that I can create appropriate objectives for a P.A.S.S. session.
7. I feel confident that I can handle any challenging situations that may arise during a P.A.S.S. session.

**Table 1:** Standardized Classroom Evaluations (N = 8)

Question	Strongly Agree (%)	Somewhat Agree (%)	Somewhat Disagree (%)	Strongly Disagree (%)
The scenario was relevant to me as a P.A.S.S. facilitator.	87.5	0	12.5	0
The scenario will help me to improve my teaching skills.	87.5	12.5	0	0
The scenario helped me to identify areas in which I could use improvement.	75.0	25.0	0	0
The use of standardized patients was beneficial.	87.5	12.5	0	0
The scenario debrief was helpful to my learning.	50.0	50.0	0	0
I would participate in similar activities in the future.	62.5	37.5	0	0

## DISCUSSION

We found that implementing a formalized P.A.S.S. facilitator training workshop helped to improve students' confidence in facilitating an organized, effective, and interactive P.A.S.S. session. Students' positive feedback on the OSTE helps to confirm that OSTE can be useful tools to help peer teachers practice and improve upon their teaching strategies.

**Limitations:** One of the limitations of this study was the small sample size due to the limited number of students who are PASS facilitators and the difficulty in finding a time for the training session that worked with everyone's schedules. Another limitation was that the training session had to be rescheduled twice due to severe weather. The session may have been more useful if it had been held early in the semester.

**Future Directions:** In order to ensure that our training curriculum is generalizable to other forms of peer teaching, it would be helpful to implement the training for students involved in different forms of peer teaching including one-on-one peer tutors and large-group teaching.

## MATERIALS & METHODS

- Participants included first-year medical students who signed up to become P.A.S.S. facilitators.
- We recruited facilitators to attend a training workshop and created a training manual to for them to use during the training session and to use as a resource after the session.
- We recruited 5 standardized patients to participate in an objective standardized teaching exercise (OSTE) as part of the training session.
- We asked facilitators to complete surveys before and after the workshop to indicate their level of confidence in facilitating a P.A.S.S. session and provide us with general feedback.

## ACKNOWLEDGEMENTS

Thank you to the Office of Medical Education, the Office of Clinical Skills, and the Office of Student Development and Academic Counseling for providing logistical support and infrastructure for this project.