



# Enhancing Resource Utilization: A Peer-Led Intervention for Second-Year Medical Students

Aarti Patel, Matthew Brennan  
Wayne State University School of Medicine, Detroit, MI

## Introduction

- The successful integration of external resources, particularly UWorld, plays a pivotal role in the preparation of medical students for the USMLE Step 1 examination<sup>1</sup>.
- Many students struggle with effectively using these resources, which can hinder their academic success and preparation for this important licensing examination.
- Peer-led interventions have gained recognition as effective educational tools, allowing students to learn from their peers who have navigated the same academic challenges successfully<sup>2,3</sup>.
- This study aims to determine whether the "UWorld and External Resources 101" informative panel, led by third-year medical students, positively influences second-year medical students' confidence in using UWorld and external resources, as well as their likelihood of incorporating these resources into their study routines.

## Methods

- A well-structured approach was implemented. Seven third-year medical students, who had successfully completed the second-year curriculum and were experienced in utilizing UWorld and external resources effectively, conducted a comprehensive 1.5-hour-long presentation. This informative session covered various aspects of resource integration, including the features of UWorld, strategies for navigating external resources, and tips for efficient study planning.
- The presentation was followed by an interactive question and answer (Q&A) session, where second-year medical students could seek clarification, discuss challenges, and gain valuable insights from their peers.
- Data collection was conducted through a pre-session and post-session survey. These surveys were thoughtfully designed to assess the participants' self-reported confidence in utilizing UWorld and external resources, as well as their expressed likelihood of incorporating these resources into their future study practices.

## Results

- Pre-session survey (n=65): Low confidence levels in UWorld and external resources
  - UWorld mean confidence score: 1.95 out of 5
  - External resources mean confidence score: 2.20 out of 5
- Post-session survey (n=37): Significant increase in confidence levels
  - UWorld mean confidence score: 4 out of 5
  - External resources mean confidence score: 3.95 out of 5
- Increased likelihood of utilizing UWorld and external resources after the presentation
- 62% reported significant improvement in understanding UWorld

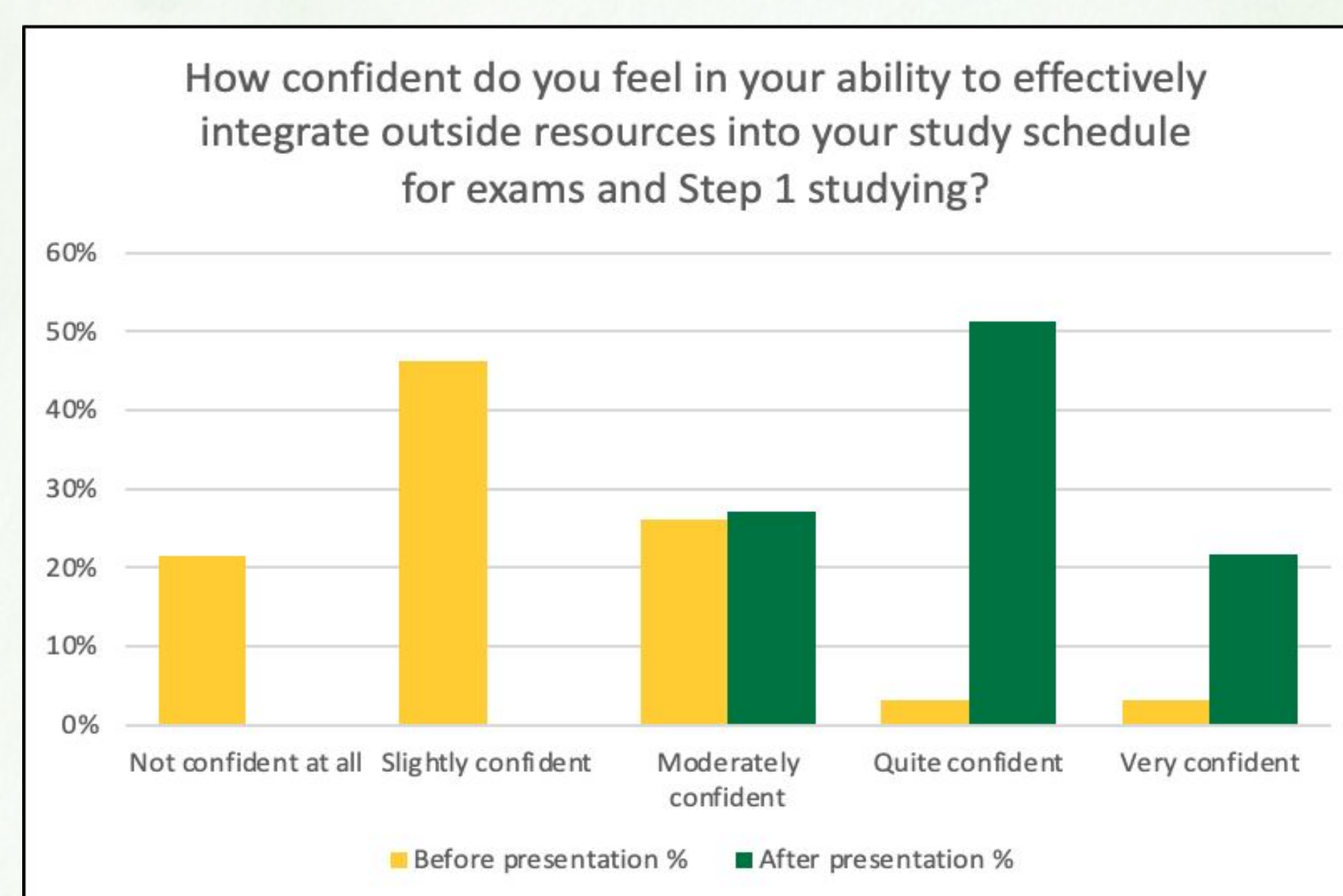


Figure 1. Confidence in Integrating External Resources into Study Schedule for Exams and Step 1 Studying

This figure illustrates the changes in participants' confidence levels regarding their ability to effectively integrate outside resources into their study schedules for exams and Step 1 preparation before and after the presentation. There was a significant shift in participants' confidence levels, indicating that the presentation had a substantial impact on their belief in integrating external resources into their study schedules.

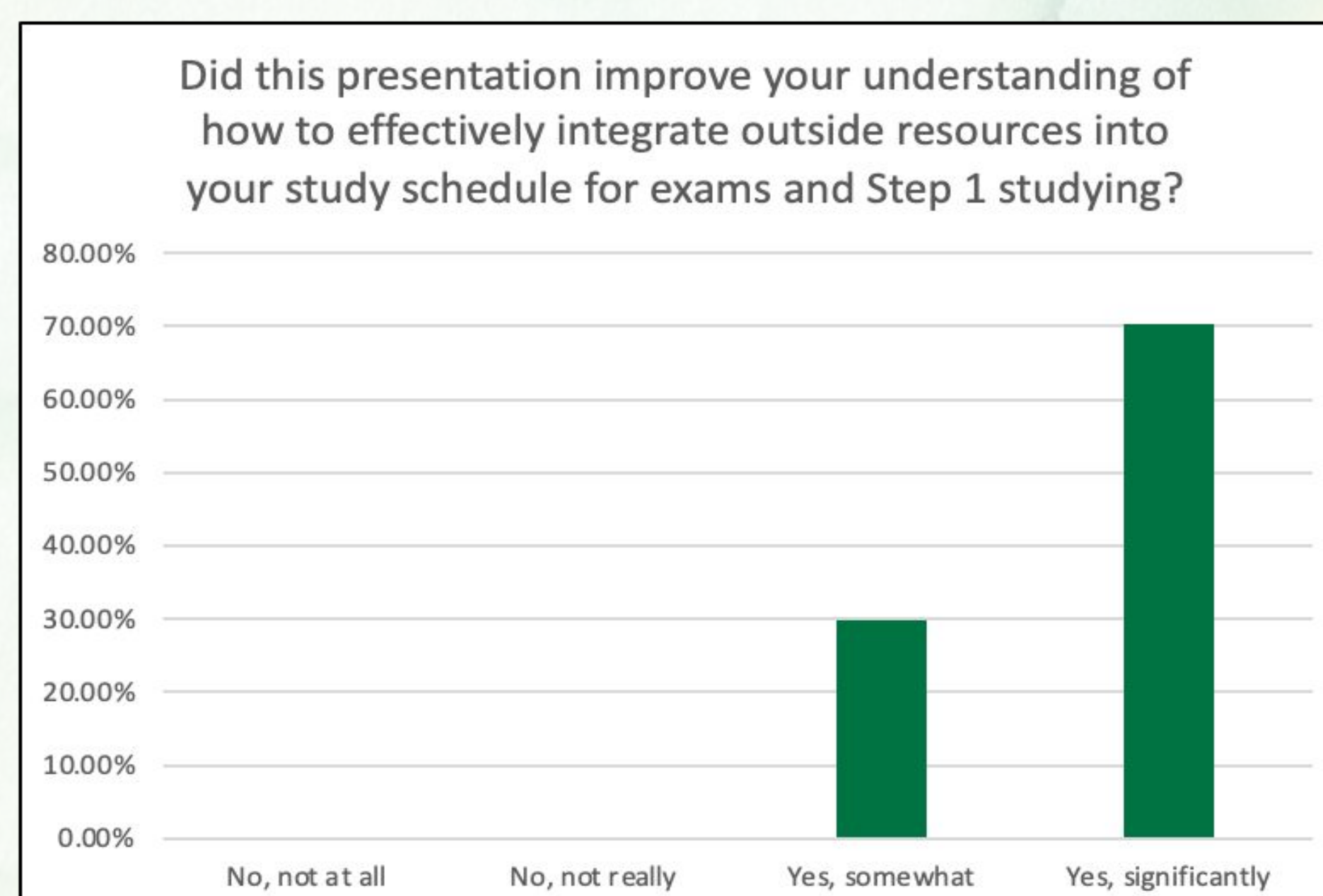


Figure 2. Impact of Presentation on Integration of Outside Resources

This figure highlights that a substantial majority of participants found the presentation to have a significant positive impact on their understanding of integrating external resources into their study schedules, with 70.27% responding "Yes, significantly."

## Conclusion

- The "UWorld and External Resources 101" informative panel, led by experienced third-year medical students, has proven to be a highly effective intervention for second-year medical students.
- This peer-led initiative has not only positively influenced their confidence in utilizing UWorld and external resources but has also significantly increased their likelihood to use these resources in their future study strategies.
- This peer-led approach provides a practical and successful model for supporting medical students in optimizing their approach to resource utilization.
- By fostering a positive attitude towards these resources, the intervention can enhance study strategies for the challenging USMLE Step 1 examination.
- This study highlights the potential for peer-led educational initiatives to be a valuable asset in the field of medical education.
- Future research may delve into the long-term impact of this informative session on academic performance and student success in the USMLE Step 1 examination, further solidifying its potential as a guiding model for students seeking to maximize their resource utilization.

## References

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