



Growing Pains: Insights and Lessons Learned from Scaling up a Medical Students as Teachers (mSAT) Course

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Introduction

Fourth-year medical students at Wayne State School of Medicine are required to participate in a Students-as-Teachers (SaT) course. This offers students the opportunity to teach their peers while simultaneously developing their clinical reasoning and teaching skills.

The importance of medical students engaging in peer teaching, also known as the Students-as-Teachers (SaT) approach, has gained increasing recognition in medical education literature. This approach has been shown to provide numerous benefits for both tutors and tutees, including improved communication skills, increased confidence, and a deeper understanding of clinical concepts.¹²³

A growing body of literature supports the implementation of mSAT programs in medical education. Key studies in this area have investigated the impact of these programs on medical students' teaching skills, knowledge, and professional development. Furthermore, the literature has explored factors that contribute to the success of mSAT programs, as well as challenges faced in their implementation.

We aim to identify the key strengths and weaknesses of existing mSAT programs, as well as the specific needs and preferences of medical students who participate in these programs. This knowledge will enable us to design more effective and scalable mSAT programs, tailored to the unique needs of different medical education settings.

Methods

Data were amassed through two main avenues: an online survey and qualitative focus group interviews.

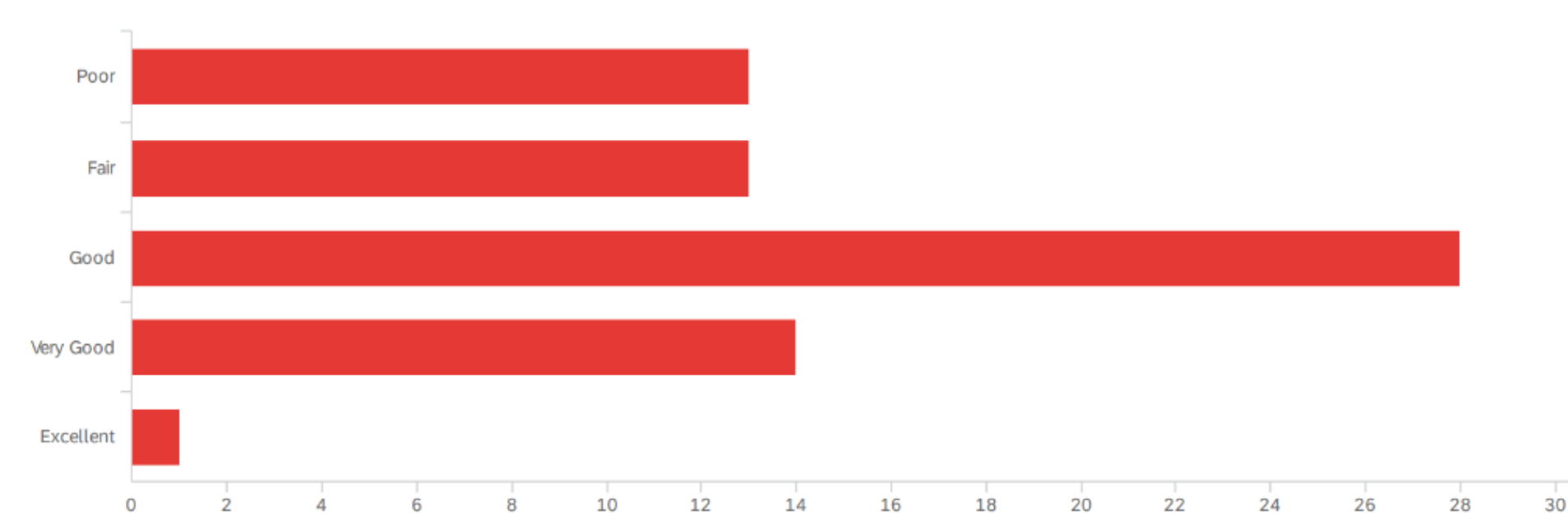
Survey: An online survey was disseminated among M4 students who had participated in the SaT program during the last academic year. The survey yielded 69 responses.
Focus Groups: Six participants from the SaT program volunteered for focus group interviews, lasting approximately one hour each and facilitated by a trained moderator.

Both the survey and focus groups aimed to investigate the same set of research questions, categorized according to Kirkpatrick's Model of Program Evaluation. This model assesses training programs at four levels: reaction, learning, behavior, and results.

Results

Total of 69 respondents to the 14 question survey and 6 participants for the focus group interview. Preliminary findings based on class wide survey include:

Q5 - Overall, how would you rate this course?



Mixed Reaction to Course Overall: Of the 69 respondents, 62% rated that the course was good. (Kirkpatrick Level 1: Reaction).
Satisfaction with Reflection Opportunities: About ~61% of respondents agreed that the program provided them opportunities to reflect on their practice and learning process.
Confidence in Providing Feedback to Others: ~73% of expressed that they were either very or extremely confident in providing feedback to junior students in a clinical setting, with that number dropping to ~66% in a classroom setting. (Kirkpatrick Level 2: Learning)
Lack of Robust Feedback through Course: Only ~27% of respondents felt that they were provided feedback through the course and ~24% of total respondents expressed that the feedback that they did receive on their work was helpful.

Conclusion

Currently some revisions must be made to the codebook prior to drawing conclusions from the group interview. It is anticipated that the results of this research will offer a holistic view of the SaT program's efficacy and impact, blending findings from the survey and focus groups. Based on the collected data, recommendations for refining the program will be proposed.

References

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