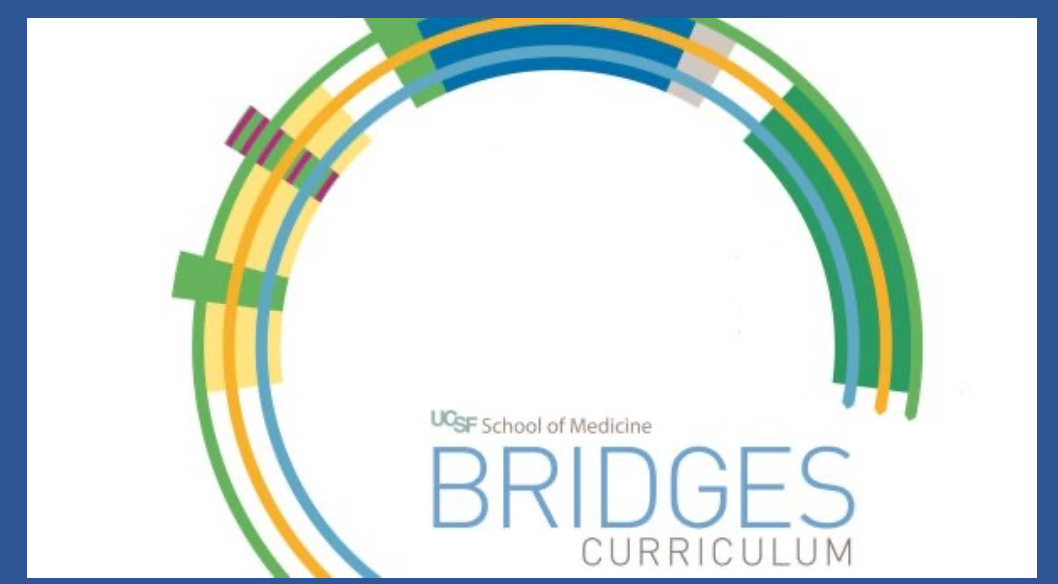


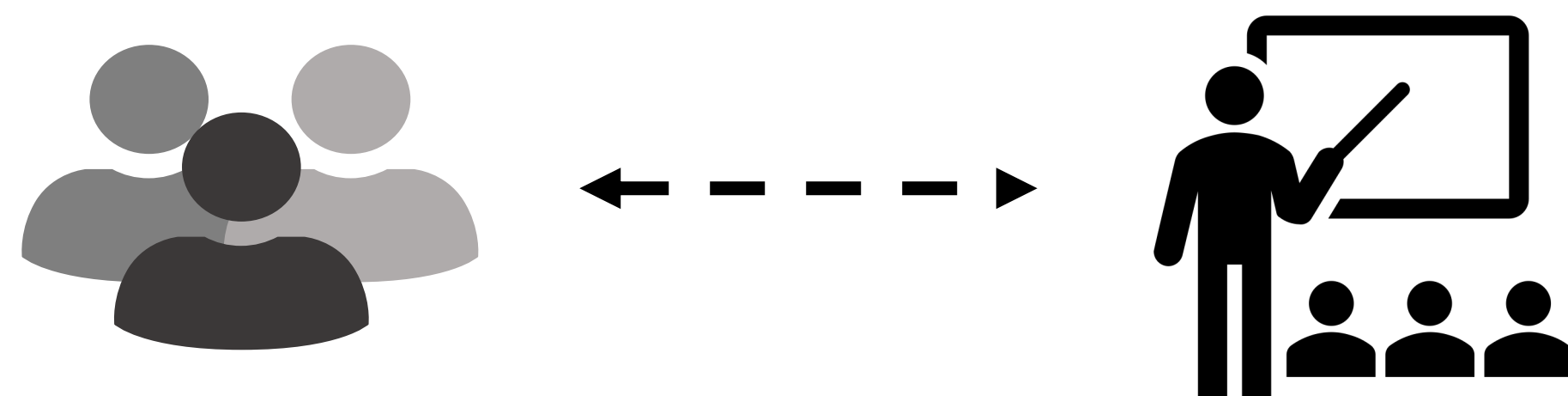
Teaching Each Other with Stories: Peer-Assisted Learning in Early Medical School

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BACKGROUND

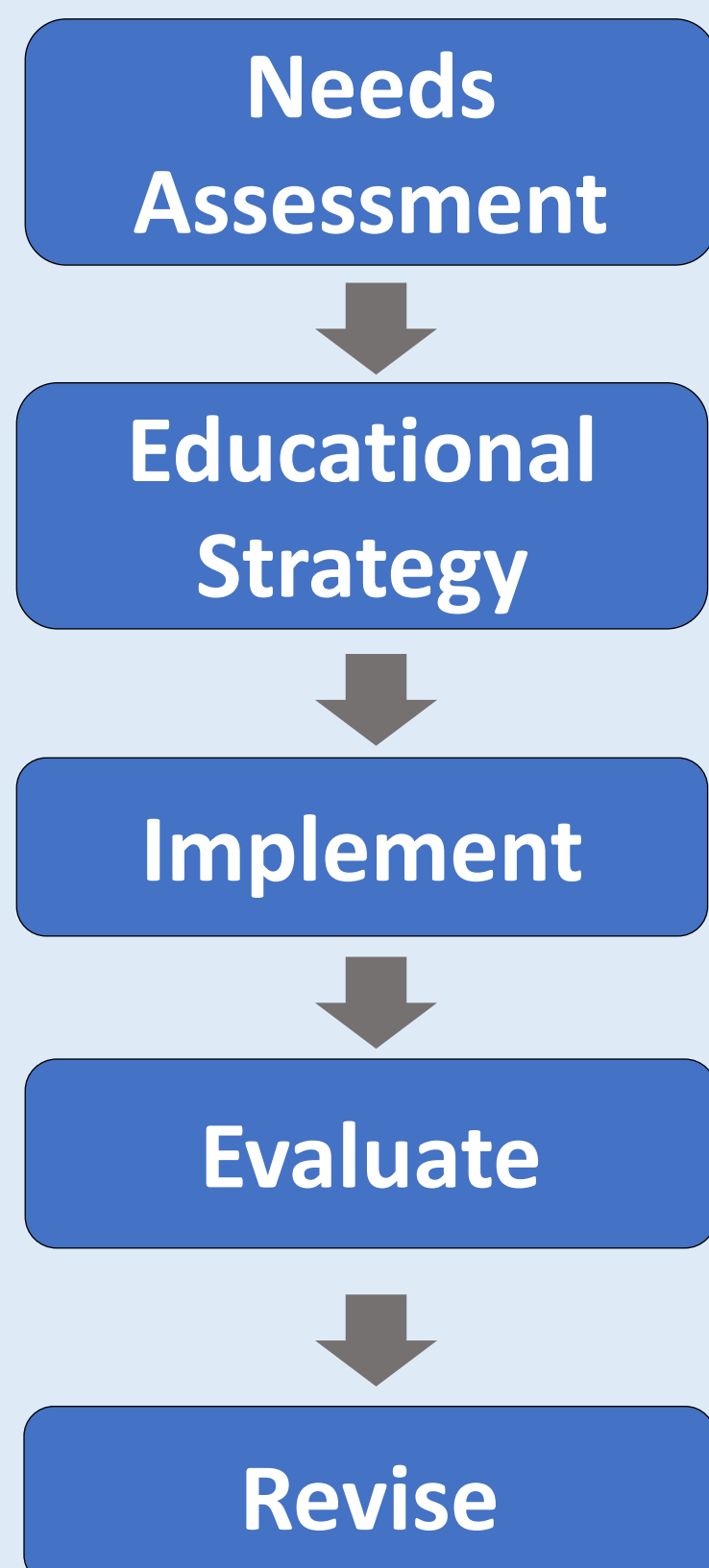
Early clinical experiences enable learning from patient encounters but are infrequent for preclinical students. **Peer-assisted learning (PAL)** creates opportunities for preclinical students to learn from their peers' experiences and enhance peer-teacher content mastery and teaching skills.



METHODS

Designed three-hour small group centered around preparing and teaching a **clinical vignette** using **intra-class PAL** related to early clinical preceptorships.

Curriculum Development:

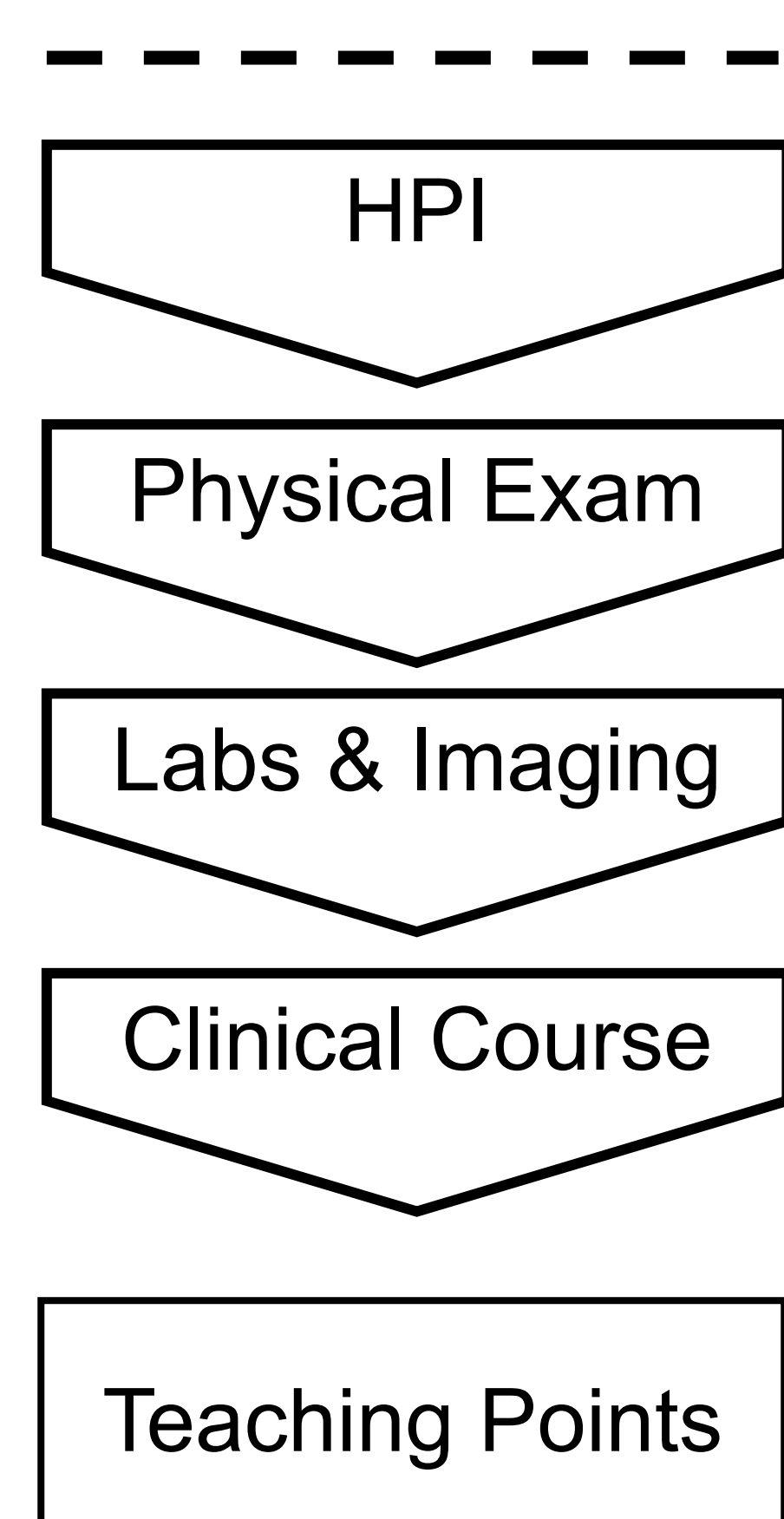


- **Needs assessment:** students requesting more clinical learning.
- **Educational strategy:** small group PAL
- **Evaluation:** Student/faculty surveys to assess student comfort with peer teaching, knowledge about clinical vignette format, and faculty perception of session utility.

**Preclinical medical students
may benefit from early
exposure to peer-assisted
learning (PAL) through clinical
vignette preparation.**

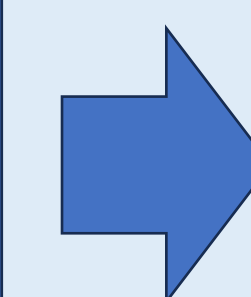
Clinical Vignette Components:

Clinical Encounter

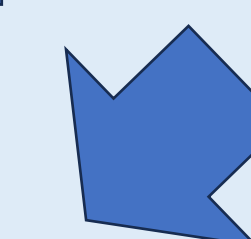


Small Group (5-6 students, faculty coach):

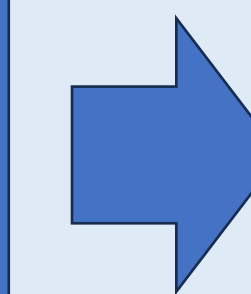
Pework 1:
Pre-survey,
student selects
case and clinical
question



Pework 2:
Literature
search, guided
clinical vignette
preparation



In-Class 1:
Review clinical
vignette format
and PAL utility in
clinical medicine



In-Class 2:
Clinical vignette
presentations
and post-survey
completion

RESULTS

- **Response rate:** student pre-survey 20/160 (13%), student post-survey 7/160 (4%), faculty post-survey 7/30 (23%).
- **Comfort:** 4/20 (20%) students somewhat/very uncomfortable teaching peers before session, 1/7 (14%) after.
- **Knowledge of clinical vignette format:** Pre: 59/74 (80%), Post: 20/28 (71%).
- **Utility:** 5/7 (71%) faculty agreed or strongly agreed that session was useful.
- **Student/faculty comments:**
 - Beneficial presentation skills practice.
 - Content overlap with inquiry topics.
 - Length and timing were challenging.

DISCUSSION

- Pilot small group provided preliminary data to guide next iteration.
- Session overall enjoyable and useful.
- Limitation: Low response rates.
- **Revisions for next iteration:**
 - *Shorten and move earlier in year.*
 - *De-emphasize inquiry/literature review.*
 - *Add assessment for learning: Tie assessments to clinical learning rather than vignette framework; add student-generated multiple-choice questions.*