



# "It stays between Us": Active Near-Peer Biochemistry Tutoring at a new International Medical School

Zachary D. Osmond<sup>1</sup>, Elisabeth F.M. Schlegel<sup>1</sup>

<sup>1</sup>Western Atlantic University School of Medicine, Freeport, The Bahamas. Contact: Zachary.Osmond@mywausm.education

## Setting and Background

WAUSM offers clinical-driven active learning flipped classroom sessions. Driven by the cognitive congruency theory, student teachers of the Peer-Learning-Partner PLP program adopted this model and expanded for a holistic and comprehensive successful application.

## Problem

- **Disconnect**
  - between foundational biochemistry topics and clinical patient presentation approach
- **Time Constraints**
  - to consolidate and integrate material between complex sessions
- **Difficulty**
  - applying a sound biochemistry foundation to NBME style questions

## PLP Approach

Needs Assessment and Problem Identification through WhatsApp Group Polling



PLP Session Preparation: Consolidation of previously provided Material into high yield Information



In PLP Session: Integration and Contextualization with clinical Pathophysiology



In PLP Session: Application with PLP-Teacher authored NBME -Style Questions

## Benefits of Near-Peer Tutoring

- **Anecdotal reports:**
  - Improved confidence
  - Improved test performance
  - Heightened willingness to participate in PLP sessions
  - Increased depth of understanding
- **Student needs are prioritized** and drive discussions
- **Expansion of ideas** through multiple learning modalities (e.g. drawing, note taking)
- **Transferability** of approach to other subjects

## Lessons Learned

- The WAUSM PLP: A **great complement** to the active flipped classroom setting
- **Desire to expand** to other subjects
- **Safe learning Environment**