

Max Rady College of Medicine Undergraduate Medical Education Policy

Policy Name:	Peer to Peer Tutoring
Application/ Scope:	Students undergoing Remediation
Approved (Date):	March 2018
Review Date:	March 2023
Revised (Date):	January 2018
Approved By:	Progress Committee [January 2018] Dean's Council [February 2018] College Executive Council [February 2018]

1. **PURPOSE**

Peer to Peer Tutoring is intended to provide an additional level of academic support to students wishing to receive help in remediating exams outside of the classroom environment. It represents a supplement to academic support services provided by the Course Leader, Faculty and the Office of Student Affairs. The UGME Peer to Peer Tutoring program serves the dual purpose of providing an opportunity for medical students to reinforce their knowledge and critical thinking skills while simultaneously helping their peers achieve the same goal and progression within the UGME program.

2. **DEFINITIONS**

- 2.1 **Remediation** - The provision to students on Probationary Status by the Undergraduate Medical Education Faculty of reasonable academic supports, educational resources and protected time for studying and review including Supplemental Examination and additional clinical exposures as may be deemed appropriate following a Remediation Assessment.
- 2.2 **Probationary Status** - Failure on any one (1) Course, OSCE-type examination, two (2) NBME examinations, failure of a FITER, or when a student receives a total of three (3) or more borderline passes on FITER evaluation, whether on consecutive clinical rotations or not. A student on Probationary Status is required to participate in Remediation.
- 2.3 **Remediation Assessment** – Completed by the Director, Remediation in conjunction with the student, and taking into account input from such other Undergraduate Medical Education faculty and staff as may be available or requested. The Remediation Assessment may include a review of:
- FITERs or failed examinations resulting in the current Probationary Status;
 - Other relevant prior Undergraduate Medical education results;
 - Prior or ongoing Remediation efforts;
 - Prior or ongoing professionalism issues;
 - Prior or ongoing accommodation or access issues including the completion of a meeting with the Dean of Students.

- 2.4 **Tutor (Peer Tutor)** – Tutors, also known as Peer Tutors, are students who can help students by sharing their own study strategies and techniques. They are familiar with the course materials and have excelled in summative assessment of the course content. Tutors are not teaching assistants and will not lecture nor re-teach course materials; their job is to help students think about their learning and to provide them with opportunities to review in an organized setting. Peer tutors will be approached by the Director, Remediation based on their academic performance, specific skill set or experience, or the recommendation of Faculty.
- 2.5 **Tutee** – A student, who in accordance with the Promotion and Failure Policy, has failed any one (1) Course, Module, or NBME Examination, and is required to participate in Remediation.
- 2.6 **Module**– A module is a course of study or educational unit, which covers a series of interrelated topics and is studied for a given period of time which taken together with other such completed modules or courses counts towards completion of the M.D degree.
- 2.7 **Mid-term Examination** - A summative multiple-choice and/or short answer examination normally conducted at the midpoint of a course. No rounding of scores will take place.
- 2.8 **Final Examination** – A multiple choice and/or short answer examination at the end of a unit of work (Course) at the Pre-Clerkship level of the UGME program commencing with the Class of 2018. No rounding of scores will take place.
- 2.9 **National Board of Medical Examiners (NBME)** – A multiple choice examination developed by the NBME that is administered at the end of the Surgery, Internal medicine, Obstetrics/Gynecology, Pediatrics, Family Medicine, and Psychiatry rotations at the Clerkship level of the UGME program. Attaining a mark at the 11th percentile or higher is considered a pass.

3. **POLICY STATEMENTS**

- 3.1 A student must be on Probationary Status, have sought specific tutoring assistance or has been recommended by the Director Evaluations, Director Remediation or Associate Dean Student Affairs UGME in order to be eligible for tutoring support within this program.
- 3.2 Peer Tutors will be identified by the Max Rady College of Medicine based on proven academic performance. Potential Peer Tutors will have demonstrated general high academic standing across multiple subject areas, or excellent academic standing in the subject area assigned. In certain circumstances, the Director, Remediation will identify a student or resident physician with specific experiences or skill sets that make him or her a suitable Peer Tutor.
- 3.3 Probationary Students wishing to participate as Tutees in this program will be matched with a Peer Tutor for one-to-one-tutoring for an approved number of hours. There will be no charge to Tutees.
- 3.4 In order to provide the best possible experience for both Tutors and Tutees, prospective Tutors shall complete a University affiliated peer tutoring course unless specifically waived by the Director, Remediation. The objective of this course is to formally develop an approach to peer tutoring and to develop specific peer teaching skills. Tutees should expect Tutors to strongly encourage them to conceptualize their understanding on whiteboards, and practice integration and application of their knowledge utilizing test questions.
- 3.5 Tutors will serve as a facilitator of the learning process, filling content gaps as needed, assessing/modifying the tutee's reasoning and problem solving skills.
- 3.6 Peer Tutors agree to keep all information regarding student sessions, including the

Tutee's Probationary Status entirely confidential. Tutors are encouraged to contact the Office of Student Affairs directly if they have concerns about a Tutee's personal and/or professional success.

- 3.7 This Peer to Peer Tutoring program endeavors to assist students in remediating and improving academic performance but does not guarantee that a Tutee will ultimately succeed. Students seeking assistance may experience different levels of success based on factors including, but not limited to current academic progress, relative effectiveness of study skills, and timeliness in seeking academic support services. Participation in the tutoring program does not imply nor guarantee success in remediation. As such, participating students are expected to proactively seek assistance from the Director Remediation, Course Leader, Student Affairs or Associate Dean as required.
- 3.8 This policy will be reviewed every five years following the approval date.

4. **PROCEDURES**

- 4.1 This program matches remediation students on Probationary status with a trained peer tutor for one-to one-tutoring on a weekly basis for an approved number of hours.
- 4.2 Student participation in this program is entirely voluntary. Both the Tutor and Tutee may decline further participation in this program with appropriate notice to the office of the UGME. The Tutee may indicate in advance of the matching process if there are students within the faculty that they are unable to work with.
- 4.3 Tutoring sessions are intended to last a maximum of two (2) hours. These sessions may offer students an opportunity to:
- Discuss an approach to the course
 - Discuss course content
 - Work through specific course questions
 - Solve practice problems
 - Develop study and examination strategies
- 4.4 Tutors will use their best efforts to provide explanations, suggestions, and clarification. Tutors will be expected to share their experiences and to offer strategies that may be useful for other learners. Tutors will not be expected to redeliver the original course material or to be a definitive content expert.
- 4.5 Tutors will be paid for the hours they work with students up to a maximum of eight (8) hours per student.

RESPONSIBILITIES OF THE TUTOR

- 4.6 In order to ensure timely and effective execution of this program, tutors are responsible for the following:
- a. Completing Tutor training. Students interested in tutoring must attend training as outlined at paragraph 5.1.
 - b. Read, comprehend, and sign the Max Rady College of Medicine Tutor Code of Ethics as outlined at Annex A.
 - c. Provide reasonable availability for scheduling, subject to previously booked and mandatory UGME commitments. Be on time for all sessions. Cancellations should be made no later than two (2) days prior to scheduled meeting dates.
 - d. Plan and review material prior to tutoring sessions
Use best efforts to support the Tutee to the extent reasonably possible.

- e. Complete the Tutor Session Evaluation at the end of each session in order to receive payment.

RESPONSIBILITIES OF THE TUTEE

- 4.7 In order to ensure timely and effective execution of this program, the Tutee is responsible for the following:
 - a. Meet with the Director of Remediation. Confirm interest of participation in the Peer to Peer Tutoring Program.
 - b. Establish a schedule with the identified Tutor that is mutually workable.
 - c. Be on time for all sessions. Cancellations should be made no later than two (2) days prior to scheduled meeting dates.
 - d. Interact with the Tutor in a respectful and professional manner.
 - e. Be prepared for all tutoring sessions, including identifying in advance of the first meeting knowledge deficits or areas where additional clarity can be explored with the Peer Tutor.
 - f. Study independently and review the original material
 - g. Tutees shall continue to seek assistance from course instructors and course coordinators where suitable, or for definitive statements on course content.
 - h. Complete the Tutee Session Evaluation at the end of each session as part of their Remediation Contract.

5. **REFERENCES**

- 5.1 Academic Learning Center – Tutor Training
- 5.2 Max Rady College of Medicine – Tutor Code of Ethics

6. **POLICY CONTACT**

Director, Remediation

Annex A – Max Rady College of Medicine Tutor Code of Ethics

Please read the following carefully and sign in pen below.

1. I will maintain the confidentiality of information pertaining to the tutee, both during and after my tutoring sessions.
2. I understand my role is not to complete or do portions of the tutee's assignments, papers, or research.
3. My ultimate tutoring goal is the tutee's independence, building his/her academic self-confidence, and enabling the tutee to transfer learning from one situation to another.
4. My top priority in my task as tutor is to relay subject matter proficiency and knowledge.
5. I must be able to admit my own limitations and will refer the tutee to another tutor or another source of assistance if necessary.
6. The tutee deserves and will receive my total attention.
7. Respect for the tutee's personal dignity means I accept that individual without judgment.
8. I will be open to learning from the tutee content knowledge and process knowledge (how to better tutor).
9. I will not impose my personal value system or lifestyle on the tutee.
10. I will strive for a mutual relationship of openness and honesty as I tutor.
11. I will demonstrate professional standards in deportment, appearance, and communication while performing my tutoring responsibilities.
12. I will respect professors and refrain from criticism of an assignment, mark, or other condition of the course.
13. I will do my best to be punctual and keep appointments, not only out of courtesy but as an example for the tutee to follow.
14. The Max Rady College of Medicine has no further obligation, implied or otherwise, for any issues that may arise as a result of tutor/tutee interaction.
15. The Max Rady College of Medicine, at their own discretion, reserve the right to bar tutors and those requesting tutors.

I have read the above Tutor Code of Ethics and agree to abide by the items listed.

Date: _____

Signature: _____

Print name: _____

Portions of this application have been adapted from:

The UM Writing Tutor Program Commitment to Ethical Conduct (2006). Learning Assistance Centre, University of Manitoba.

Tutor Code of Ethics (2006). Brown University's Tutoring Program Tutor Manual. Retrieved November 30, 2006