Interprofessional Peer Assisted Learning (IPAL)
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Peer-Assisted Learning, also known as...

Interprofessional Peer-Assisted Learning


**Learning Objectives**

1. List the educational benefits of ‘peer-assisted learning’ in uni-professional education

2. Describe how the concept of ‘peer-assisted learning’ can be applied to interprofessional education
IPAL 1.0 at George Brown College

1. 3rd year Nursing students teach 1st year Dental Hygiene students how to take manual blood pressure

2. 2nd year Dental Hygiene students teach 1st year Nursing students how to do oral care at the bedside

Grant et al 2011 Canadian Journal of Dental Hygiene (in press)
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3. 2\textsuperscript{nd} year Hearing Instrument Specialist students teach Speech-Language Pathology students about handling and troubleshooting hearing aids

4. 2\textsuperscript{nd} year Hearing Instrument Specialist students teach 2\textsuperscript{nd} year Denturism students about handling hearing aids in elderly clients
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Reflections on IPAL 1.0

• Students enjoy peer-assisted learning (=learning *from*)
• Not sure it really facilitates learning *about* and *with*.
• Does the learning stick?
• What are the educational benefits to peer teachers?
• What can we learn from the literature on peer-assisted learning?
Benefits of Peer-Assisted Learning

• benefits both peer teachers and learners
• increases confidence
• improves learning in the psychomotor and cognitive domains

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Benefits of Peer-Assisted Learning

• increases collaboration among peers
• plays an important role in teaching professionalism
• fosters skills such as communication, oral presentation, teamwork, decision-making, leadership, confidence and respect for peers

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Reasons for Using Peer-Assisted Learning

- Offer education to students on their own cognitive level
- Create a comfortable and safe educational environment
- Socialize students and provide role models
- Offer students an alternative motivation as well as another method of studying
- Enhance intrinsic motivation in students

Reasons for Using Peer-Assisted Learning (cont’d)

- Prepare clinicians for their future role as educators
- Practice peer feedback as part of multi-source feedback
- Train leadership skills and confidence
- Modify the academic culture toward embracing education as a core task of health care,
- Alleviate teaching pressure for faculty, and
- Sustain health care training programs in severely resource-constrained settings

Some Theories Underlying Peer-Assisted Learning

- Cognitive Congruence
- Social Congruence
- Role Congruence
- Goal Oriented Information Processing
- Verbal Elaboration Theory
- Role Theory (linked to Maslow’s hierarchy)
- Theory of Self-Determination

Examples of *Interprofessional* Peer-Assisted Learning from the Literature

- 2\textsuperscript{nd} year health care students taught basic life support course to 1\textsuperscript{st} year medical, dental, nursing and physiotherapy students (Perkins et al, 2002)
- Final year medical students were peer tutors for senior student nurses in Nurse Practitioner course (Gill et al, 2006)
- dental students deployed as OSCE examiners for medical students in oral assessment (Ogden et al, 2000)
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Supporting the CIHC Interprofessional Competencies

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IPAL 2.0 at George Brown College

Four generic IPAL objectives:

1. To provide a supportive environment for peer learning of a required psychomotor skill or for acquiring and understanding new concepts

2. To provide a supportive environment for the development of peer teaching capabilities related to demonstrating psychomotor skills or explaining new concepts

3. To promote interprofessional dialogue about the mutual or shared roles and responsibilities related to a common domain

4. To promote interaction with and learning about another health profession
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Four Key Questions for Faculty Planning Future IPALs

1. What does each program have to offer the other? (what expertise can be shared? how would this support current learning within the learners’ core curriculum? why bring these programs together?)

2. What are the desired learning outcomes and benefits for both the peer learners and peer teachers?
IPAL 2.0 at George Brown College

Four Key Questions for Planning Future IPALs (cont’d)

3. How can this facilitate students’ learning about each others’ professions?

4. How can this help to engage students in a significant dialogue on shared issues, even when the workshop is non-reciprocal?
Pilot Workshop for Peer Teachers Planning an IPAL

• Understanding the four generic objectives for IPALs
• Involving peer learners in a preliminary needs assessment
• Setting the expectations and specific learning objectives for their workshop
• Preparing an effective and interesting workshop
• Encouraging and utilizing peer feedback
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IPAL 2.0 Next Steps

• Consistent planning model across all IPALs to enable a standardized approach to evaluation
• Build on the four generic IPAL learning objectives
• Specify the intended learning outcomes for peer teachers and learners
• Support peer teachers in planning their workshops
• Demonstrate effectiveness and impact through more rigorous assessment of learning for peer teachers, peer learners and of interprofessional learning
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References


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References (cont’d)


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Your Questions?