

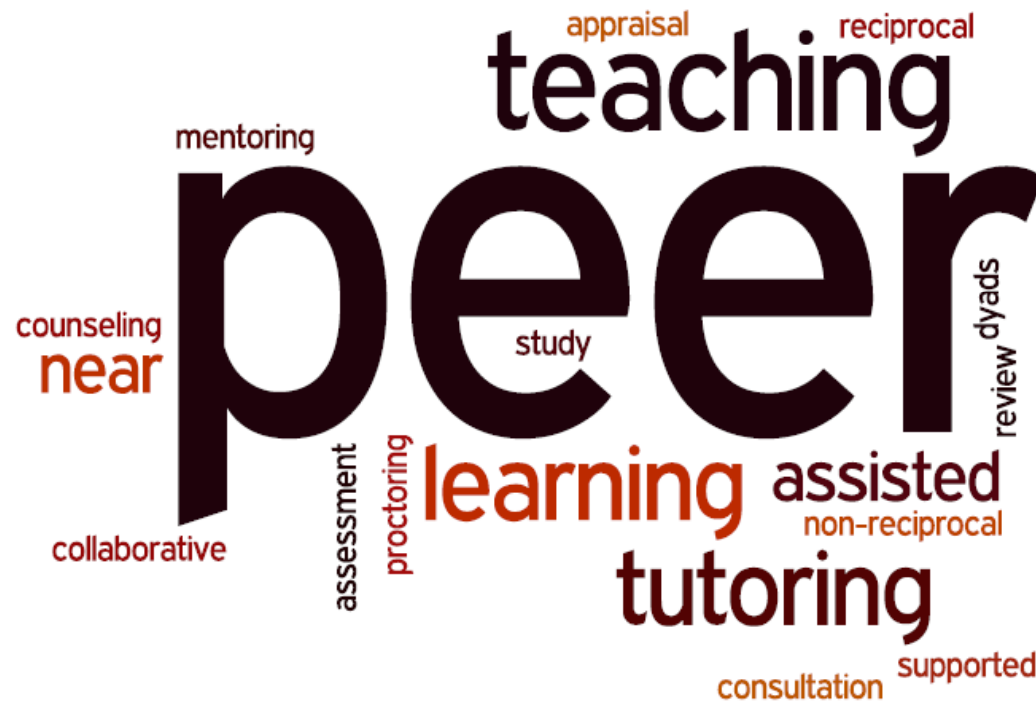
Interprofessional Peer Assisted Learning (IPAL) IPE Ontario 2011

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Interprofessional Peer-Assisted Learning

Peer-Assisted Learning, also known as...



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



IPAL 1.0 at George Brown College

3. 2nd year **Hearing Instrument Specialist** students teach **Speech-Language Pathology** students about handling and troubleshooting hearing aids
4. 2nd year **Hearing Instrument Specialist** students teach 2nd year **Denturism** students about handling hearing aids in elderly clients



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



Sources: Secomb, J. (2008) A systematic review of peer teaching and learning in clinical education. *Journal of Clinical Nursing*. 17: 703-716

Krych, A., March, C., Bryan, R., Peake, B., Pawlina, W., Carmichael, S. (2005) Reciprocal Peer Teaching: Students Teaching Students in the Gross Anatomy Laboratory. *Clinical Anatomy*. 18:296-301

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



Sources: Secomb, J. (2008) A systematic review of peer teaching and learning in clinical education. *Journal of Clinical Nursing*. 17: 703-716

Krych, A., March, C., Bryan, R., Peake, B., Pawlina, W., Carmichael, S. (2005) Reciprocal Peer Teaching: Students Teaching Students in the Gross Anatomy Laboratory. *Clinical Anatomy*. 18:296-301

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



Source: Ten Cate, O., Durning, S. (2007) Peer teaching in medical education: twelve reasons to move from theory to practice. *Medical Teacher*. 29(6):591-555

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



Source: Ten Cate, O., Durning, S. (2007) Peer teaching in medical education: twelve reasons to move from theory to practice. *Medical Teacher*. 29(6):591-555

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



Sources: Ten Cate, O., Durning, S. (2007) Dimensions and psychology of peer teaching in medical education. *Medical Teacher*. 29(6):546-552

Bulte, C., Betts, A., Garner, K., Durning, S. (2007) Students' views of near peer teaching. *Medical Teacher* 29(6):583-590

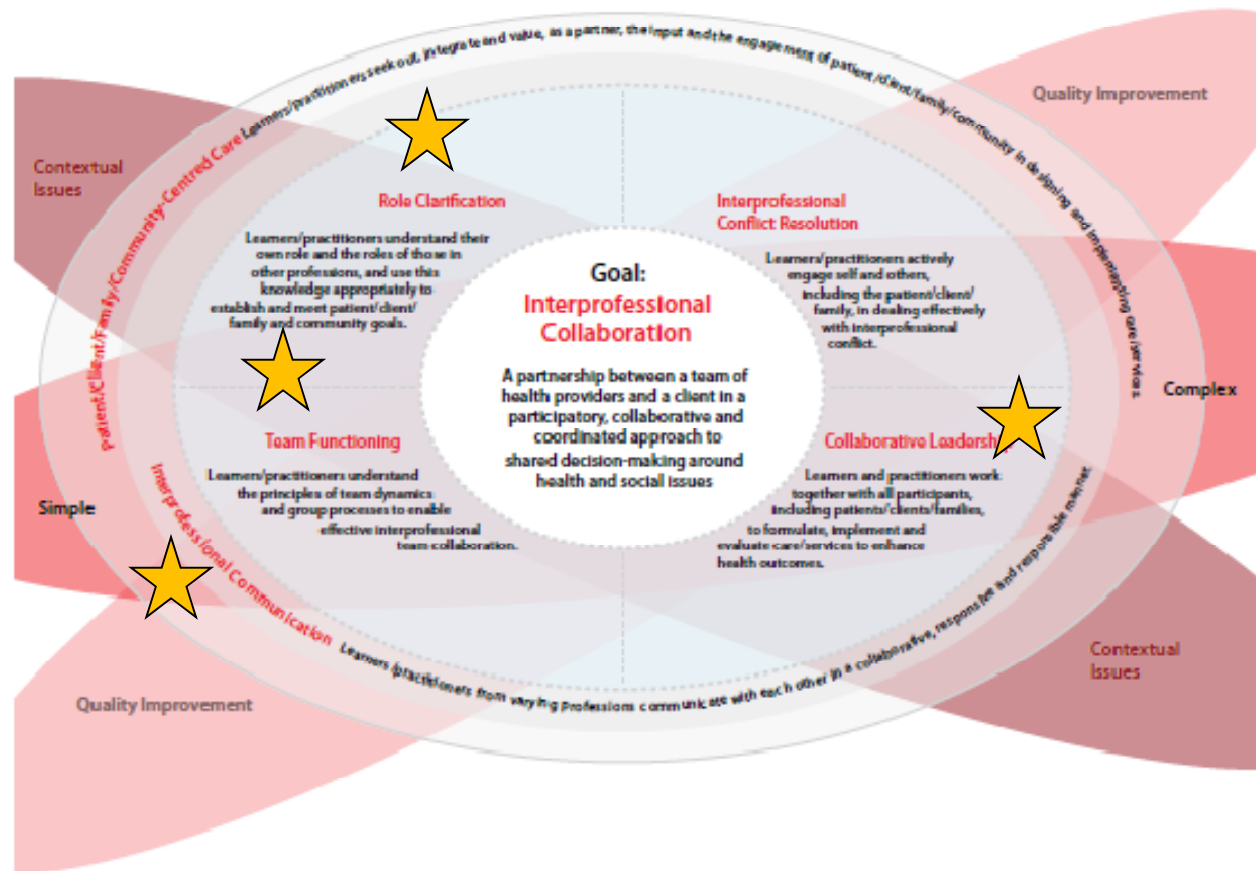
Examples of *Interprofessional Peer-Assisted Learning* from the Literature

- 2nd year **health care** students taught basic life support course to 1st 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)



Supporting the CIHC Interprofessional Competencies

Figure 1: The National Competency Framework



Source: Canadian Interprofessional Health Collaborative (2010) A National Interprofessional Competency Framework

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



IPAL 2.0 at George Brown College

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



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



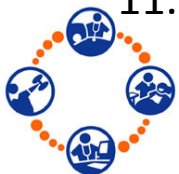
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Interprofessional Peer-Assisted Learning

Your Questions?

