Interprofessional Peer Assisted Learning
Manual Blood Pressure Clinics
Introduction

George Brown College Health Promotion Hub Team:

- Veronica Reyes, 3rd Year Ryerson University Nursing Student
- Laura Zahreddine, 3rd Year Ryerson University Nursing Student
- Howard Ma, 2nd Year George Brown Dental Hygiene Student
- Vanessa Fillipelli, 2nd Year George Brown Dental Hygiene Student
Purpose of this Presentation

- Show the importance of interprofessional peer-assisted learning initiatives.
- To discuss an initiative where second year dental hygiene students worked with third year nursing students to teach collaboratively.
- Display our data from the blood pressure clinics to indicate the success of this initiative.
How did this develop?

- First Year Dental Hygiene students are required to learn how to take blood pressure manually in a clinical setting.
- We provided an opportunity for these students to collaborate with second year dental hygiene students and third year nursing students in a teaching environment.
What we did

- Gave an introduction of who we are and of our professional background.
- Asked participants about their current knowledge of blood pressure prior to starting the clinic.
- Verbal review of blood pressure terms and clinical significance.
- Showed a video to familiarize with the Korotkoff sounds.
- Demonstrated a step by step overview of the procedure.
- Concluded with a debriefing discussion.
Teaching Methods

• Verbal:
  ◦ through lecture and discussion
  ◦ with the aid of a website showing distinction between the systolic and diastolic sound.

• Visual: demonstration of taking blood pressure.

• Kinesthetic: physical one-on-one practice between first year students and their peer teachers.
Data Collection

- Pre and post surveys.
- Verbal feedback
- After examination feedback.
Results

- The following slides are a collection of our data from the pre and post surveys.
- Each slide shows the comparison between before and after participating in the blood pressure clinic.
- Likert Scale was utilized for data collection.
Before Clinic

Very Competent: 0
Competent: 23
Minimally Competent: 44
I have no prior clinical experience in BP technique: 13

After Clinic

Very Competent: 28
Competent: 47
Minimally Competent: 3
I have no prior clinical experience in BP technique: 0

I have no prior clinical experience in BP technique
I am confident with my knowledge on blood pressure

Before Clinic

I am confident with my knowledge on blood pressure

After Clinic

I am confident with my knowledge on blood pressure
I am confident in my knowledge on how to take a person’s blood pressure.

Before Clinic

After Clinic

I am confident in my knowledge on how to take a person’s blood pressure.
I understand the procedure of taking blood pressure.

Before Clinic

After Clinic
Before Clinic

I feel comfortable taking a person's blood pressure.

After Clinic

I feel comfortable taking a person's blood pressure.
I enjoy working with students in another profession.

Before Clinic

After Clinic
What does this mean?

- Overall, our blood pressure clinic was successful in effectively teaching first year dental hygiene students.
After Examination Feedback

- Students were examined by their professors on their skills in taking blood pressure.
- The feedback indicated:
  - 98% of students felt competent or very competent.
  - 100% of students found the clinic useful or very useful.
  - 89% of students agreed or strongly agreed to feeling comfortable.
Self Reflections

- Felt a level of accomplishment.
- Obtained leadership skills.
- Enhanced our communicational and interpersonal skills.
- Learned to work collaboratively to achieve a common goal.
- Provided an opportunity to engage with and learn about each other’s professions.
- Discovered those areas in which our professional scopes overlap.
Improvements for the future

- Students felt they would benefit from a longer session compared to the 30 minutes they were allotted to.
Teaching method

- Peer teaching is different than regular teaching because:
  - Peer teaching was probably more receptive because it was in an informal environment
  - More receptive and comfortable to ask questions
  - Since the teachers are students too, they are able to share similarities with each other
  - Material may be easier for students to grasp

(Klein & Sondag, 1994; Green, 2001)
How does this prepare you for the work place?

- Development of
  - Communication skills
  - Public speaking skills
  - Teaching skills
  - Program planning and evaluating skills
  - Interpersonal skills

- Empowering

- Role model

(Klein & Sondag, 1994; Green, 2001)
Advice to other peer teaching initiatives

- Be confident with the teaching material
- Be comfortable and willing to engage
- Have a desire to teach in order for it to be effective

(Klein & Sondag, 1994)
That concludes our presentation....

- Questions?
- Comments?
References
