Peer Assisted Learning in Interprofessional Education

Doreen Herinek

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Structure

- Peer Assisted Learning
- interTUT – an interprofessional PAL project
- Conclusion and future perspectives

https://www.lsu.co.uk/onyourside/voice/peersupport/pal/
Peer Assisted Learning (PAL) – Definition

PAL is ‘the use of teaching and learning strategies in which students learn with and from each other without the immediate intervention of a teacher’.

(Boud et al., 1999: 413)

- The key element of PAL is the absence of a „professional“ teacher
- The term PAL encompasses a range of learning activities involving peers
- We can distinguish a number of different types of PAL
Peer Assisted Learning (PAL) – Theoretical basis

- PAL as a subtype of cooperative learning
- Main focus:
  - shared task
  - shared goal
- which leads to cooperation, communication, interaction

Vygotsky

Piaget

learning together is more effective than learning alone

Zone of proximal development

Cognitive conflict
Peer Assisted Learning (PAL) – What do we know?

Positive findings

- Improves
  - teamwork (Cate/Durning 2007),
  - cognitive & psychomotor skills (Secomb 2008),
  - test performances (Field et al. 2007; Sevenhuysen et al. 2014)
- Advantages for Tutors
  - increased self-confidence (Williams/Reddy 2016),
  - improved communication and presenting skills (Secomb 2008)
- Deepening of knowledge (Secomb 2008)
- Reliable learning atmosphere (Cate/Durning 2007; Olaussen et al. 2016)

Negative findings

- Acceptance of tutors in comparison to professional teachers (Tai et al. 2014; Glynn et al. 2006)

Still to be examined

- Assessment from a teacher or peer?
- Virtually no difference between PAL and teacher-led lessons (McLelland et al. 2012; Sevenhuysen et al. 2014)

Little evidence for PAL in IPE, but tendency is positive (Tice 2014; Gill et al. 2006)
Peer Assisted Learning (PAL) – What do we know?

- Used chiefly in Medical Education (Topping 2005; Alvarez/Schultz 2017), but also
- increasingly in Health Professions (Ross/Stenfors-Hayes 2017)
- Used to impart both knowledge and practical/clinical skills
- A relief tool for teachers and clinicians (McKenna/French 2011), saves resources

- Usually tutorials with a voluntary tutor as a leader (near-to-peer approach) (Burgess et al. 2014)
- Tutors may or may not have received training
- They are fairly free in their decisions regarding lesson structure (the content is provided beforehand)
- PAL is performed in classrooms, skills labs, clinics, ...

No “gold standard” for using PAL
interTUT – an interprofessional PAL project (2013 – 2016)

- interTUT: interprofessional Tutorials
- Development of a low-threshold teaching and training programme
- PAL as a central didactic approach
- Learners develop extracurricular interprofessional tutorials independently for:
  - Medical students, physiotherapy students, occupational therapy students, nursing students and nursing trainees.
interTUT – objectives

▪ Development, testing and evaluation of student-led interprofessional tutorials

▪ Experiment with PAL in the context of IPE in health professions (near-peer approach)

▪ Tutors become “experts” in IPE and are able to answer questions as well as acting as contact persons

▪ Development of practical and easy-to-use materials that can be implemented conveniently in any institution (open access)

▪ Analysis of success factors and obstacles as a basis for the tutorials’ transfer to a curricular learning context (consolidation) and curricular interlinking
interTUT – realisation

Development of 4 interTUTs

- Students from different professions were selected to assume responsibility for the tutorials’ content and didactic and methodological conception
  - Tutor training & specific training
  - Learn from experienced tutors

- Limited advice and coordination from the project team

- Development of content over the course of two workshops
  - collection of relevant topics
  - cluster building
  - ascertainment

- team teaching approach
The 7 interTUTs

TUT I
Learning with, from & about each other. Recognising differences/consolidating similarities.

TUT II
Conflict detected, conflict banned! All communication is an intellectual challenge!

TUT III
Being strong together. One for all and all for one!

TUT IV
Open Skills Lab. Show what you can do.

TUT V
You are what you eat! Nutrition in an interprofessional context.

TUT VI
Conflict situations at the end of life - a challenge for the interprofessional team.

TUT VII
Intercultural competence.
interTUT – results/evaluation

- Development, piloting and regular implementation of 6 tutorials (phase 1: 35 TUTs with 294 participants)
- Qualification of 11 tutors
- Curricular recognition
- Established working materials and publications

- High satisfaction and acceptance
- A change of perception and attitude towards other professions
- Increasing knowledge
- Appreciating time for exchange with other professions
- Positive/warm atmosphere
Conclusion and future perspectives

Interprofessional interaction
To promote shared and self-directed learning with, from and about each other (with a potential impact on hierarchies)

PAL in monoprofessional education
Learn from PAL in Medical Education and implement adapted PAL in the training of other Health Professions

Attention!
IPAL and heterogeneity

Last but not least: research!
- Theoretical reflections on the different PAL formats and their specific advantages and disadvantages
- Empirical research to prove effectiveness of PAL, acceptance and other influences of PAL
- Comparisons between PAL and teacher-led lessons
- Biographical details from tutors (motivational aspects, ...)

Attention!
Contact information

Doreen Herinek, MSc Health Professions Education

Charité - Universitätsmedizin Berlin
Institute of Health and Nursing Science
CVK – Augustenburger Platz 1
13353 Berlin / Deutschland
Tel. +49 (0)30 450 529 199
Fax +49 (0)30 450 529 900

Doreen.herinek@charite.de

http://igpw.charite.de/

@dherinek
References

References