

## Peer Assisted Learning in Interprofessional Education

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# Structure

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



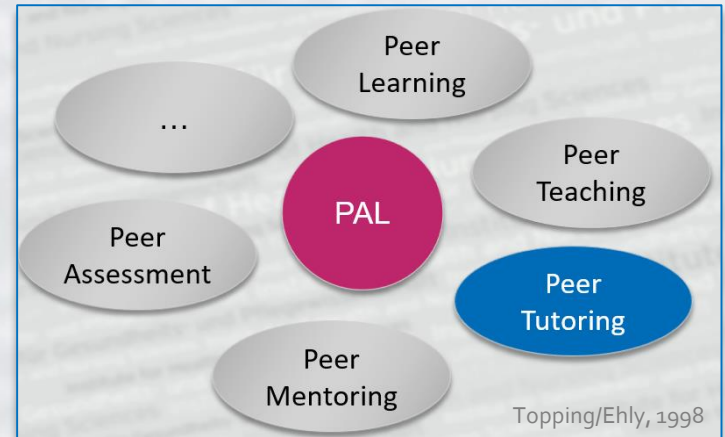
<https://www.lsu.co.uk/onyourside/voice/peersupport/pal/>

## 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)

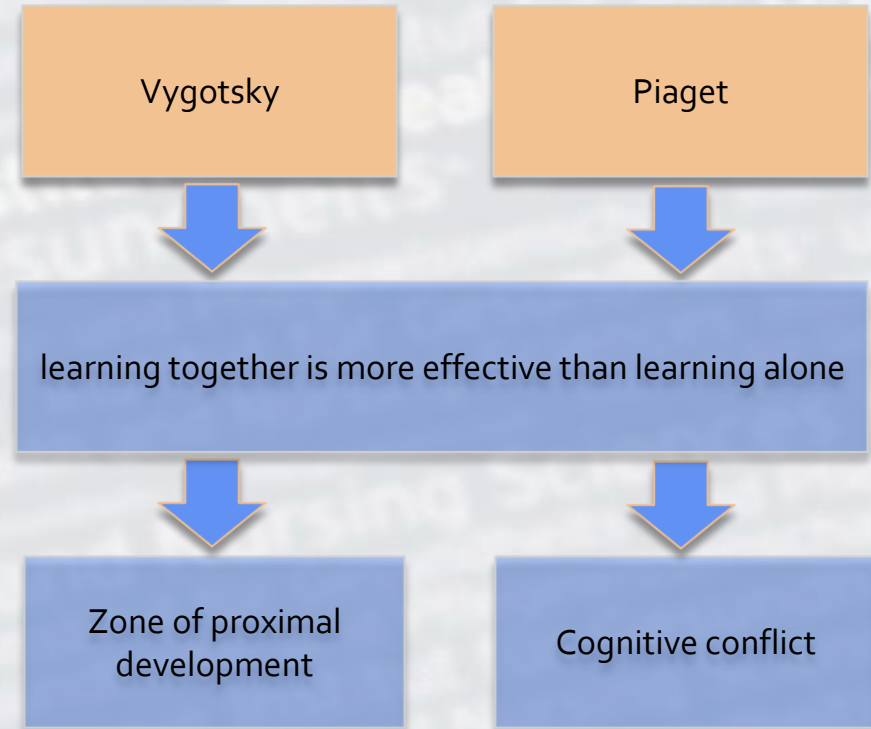
- The key element of PAL is the absence of a „professional“ teacher
- **The term PAL encompasses a range of learning activities involving peers**
- We can distinguish a number of different types of PAL



# 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**



# 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; Olausson 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: **inter**professional **T**utorials
- 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**



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# 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!



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## TUT VII

Intercultural  
competence.

## 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.

## 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

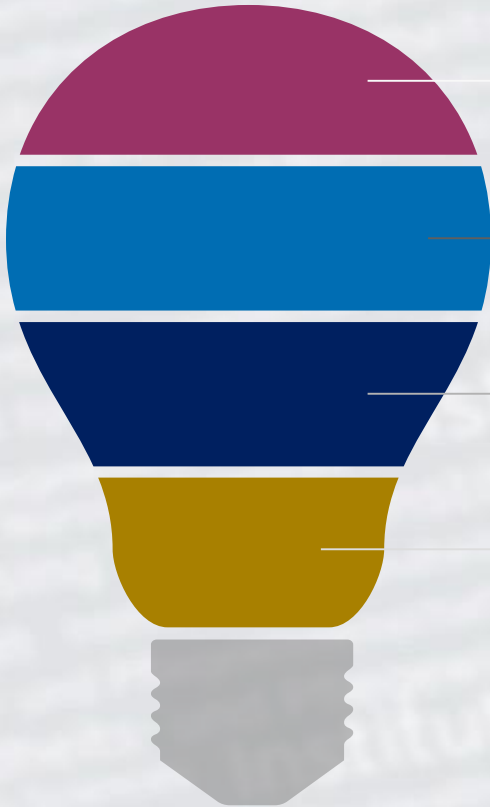
Positive/warm  
atmosphere

A change of  
perception and  
attitude towards  
other professions

Increasing  
knowledge

Appreciating time for  
exchange with other  
professions

# Conclusion and future perspectives



I

Interprofessional interaction

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

P

PAL in monoprofessional education

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

A

Attention!

IPAL and heterogeneity

L

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, ...)

## Contact information

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