

“To teach is to learn”

A single-centre study of Peer to Peer teaching in Obstetrics Emergencies

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INTRODUCTION

- ❖ Peer-peer teaching (PPT) is a well-established tradition, but one seldom applied to everyday teaching of medical students.
- ❖ Some studies have demonstrated its benefits both to tutors and those being taught (1,2,3)
- ❖ PPT increases student confidence in clinical practice, while augmenting learning in the psychomotor and cognitive domains (4). The same studies note, however, that students can suffer due to less individualised time being spent with a more senior clinical instructor (4).
- ❖ The aim of this study was to investigate impact of PPT on tutors and tutees in the context of learning about Obstetric Emergencies.

AIMS

- ❖ Establish the degree of training required by tutors to effectively teach.
- ❖ Discover the reasons behind tutor participation in such events.
- ❖ Identify the qualities tutors viewed as necessary in order to effectively teach.
- ❖ Assess the advantages and disadvantages of PPT as per students and tutors.
- ❖ Assess student views regarding use of PPT as a means of teaching the management of emergencies

METHODOLOGY

- ❖ A before and after cohort study coordinated by students of University College Dublin (UCD), Ireland, in association with the National Maternity Hospital (NMH), Holles Street, and the Emergency Medicine Student Society of Ireland (EMSSI).
- ❖ The EMSSI/NMH run an evening study session consisted of seven stations dealing with a different obstetric emergency.
- ❖ Final year UCD medical students who had completed, or were in the process of completing their OBGYN rotation, were offered the opportunity to be tutors.
- ❖ Clinical stage students (years 4, 5 and 6 of UCD's 6-year degree) were then offered to take part in the evening on a first-come first-serve basis.
- ❖ Tutors were obliged to attend the NMH for a faculty-led preparation evening two weeks in advance of the event.
- ❖ We surveyed tutors upon arrival to the preparation evening (before any formal tuition had taken place), and again on completion of the event night. Students were surveyed following the event night
- ❖ In keeping with the theme of PPT this was a study led study with faculty support.

RESULTS

- ❖ Fifteen tutors attended the training night and emergency skills evening, with a 100% response rate on both the 'before' and 'after' questionnaires provided. A 100% response rate was again seen with students (n=14).
- ❖ In advance of the training session, 11/15 (73.3%) tutors felt they were lacking the knowledge and skills necessary to facilitate the session. However, following consultant-led tuition and the completion of the event night, 15/15 (100%) felt well-equipped to manage their assigned station, and rated themselves highly on their teaching abilities (Figure 1).

Self-ratings by tutors

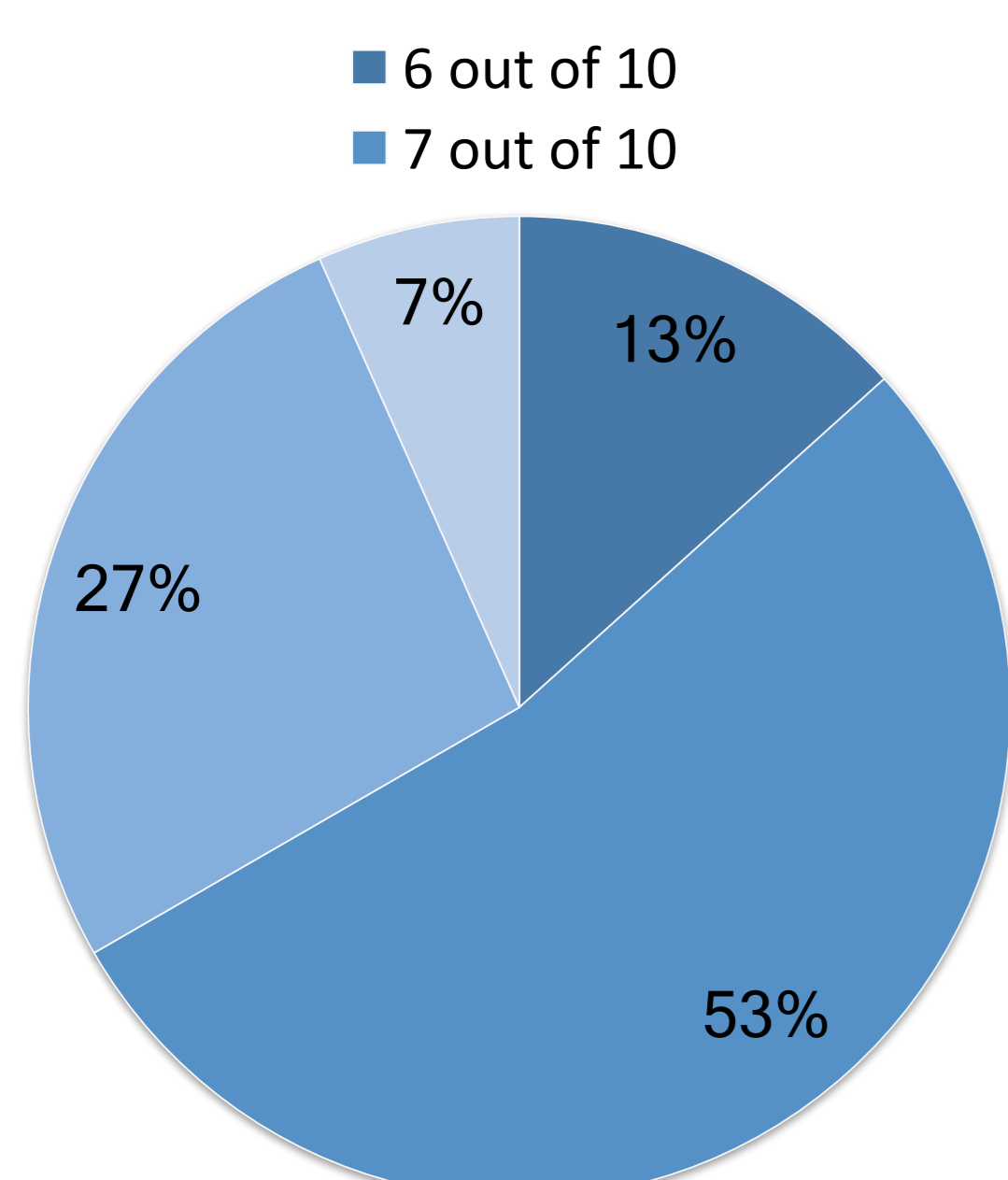
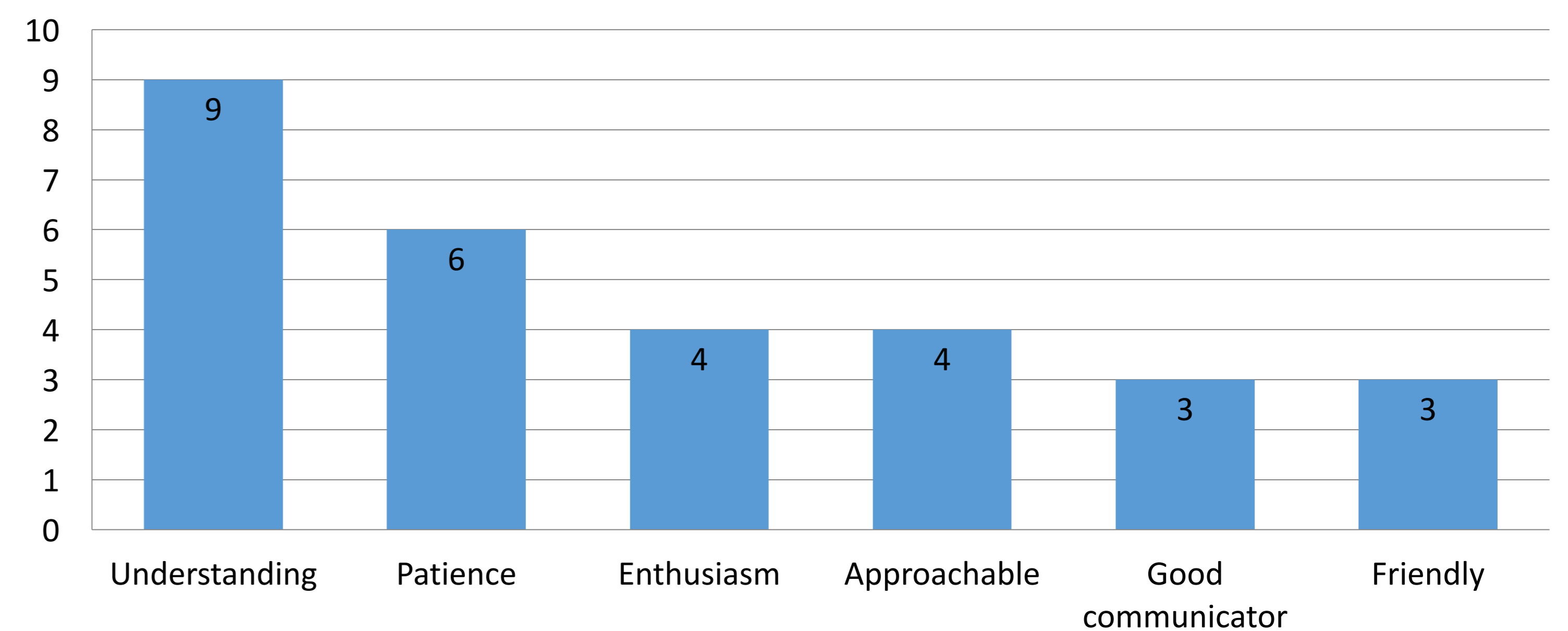


Figure 1: Self rating of tutors on teaching abilities after peer to peer teaching in Obstetric Emergencies

- ❖ Common answers regarding reasons for participation included an interest in obstetrics, an aid to the tutor's own learning, and an interest in teaching.
- ❖ Following the event, 100% of tutors felt they had a better grasp of the content which they had taught, and 14/15 (93.3%) felt it would benefit their careers.
- ❖ Qualities viewed as important by tutors to allow effective teaching included understanding and knowledge of the topic, patience, enthusiasm and an approachable nature (see bar chart below)

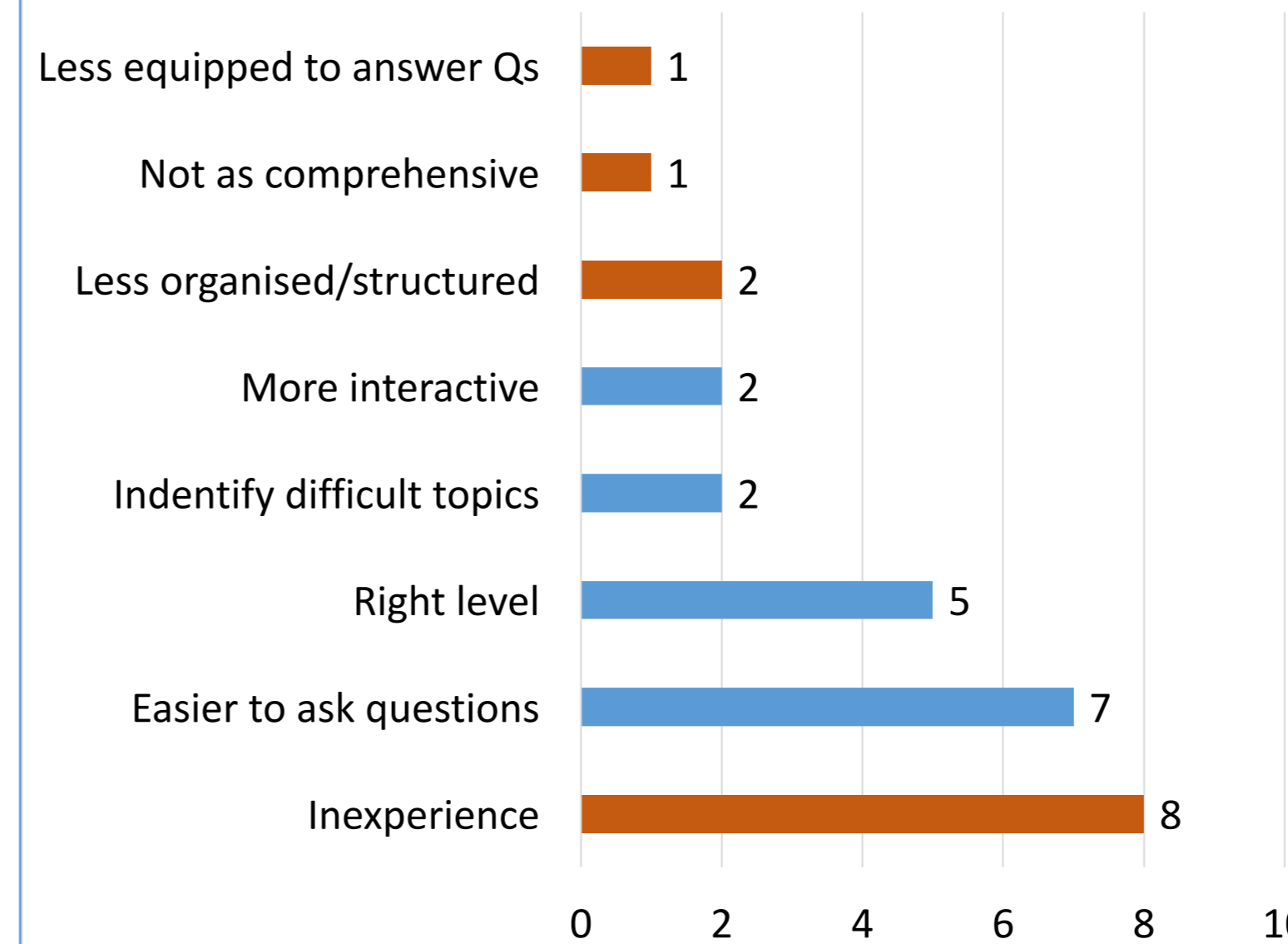
Necessary qualities for tutor to possess



- ❖ Advantages of PPT included an ease with which to approach tutors (vs consultants), cognitive consonance, and a student perspective approach, while commonly cited disadvantages included lower levels of knowledge and experience, as well as a lack of structure (refer chart below, comparing students views vs tutor views on the advantages and disadvantages of PPT).

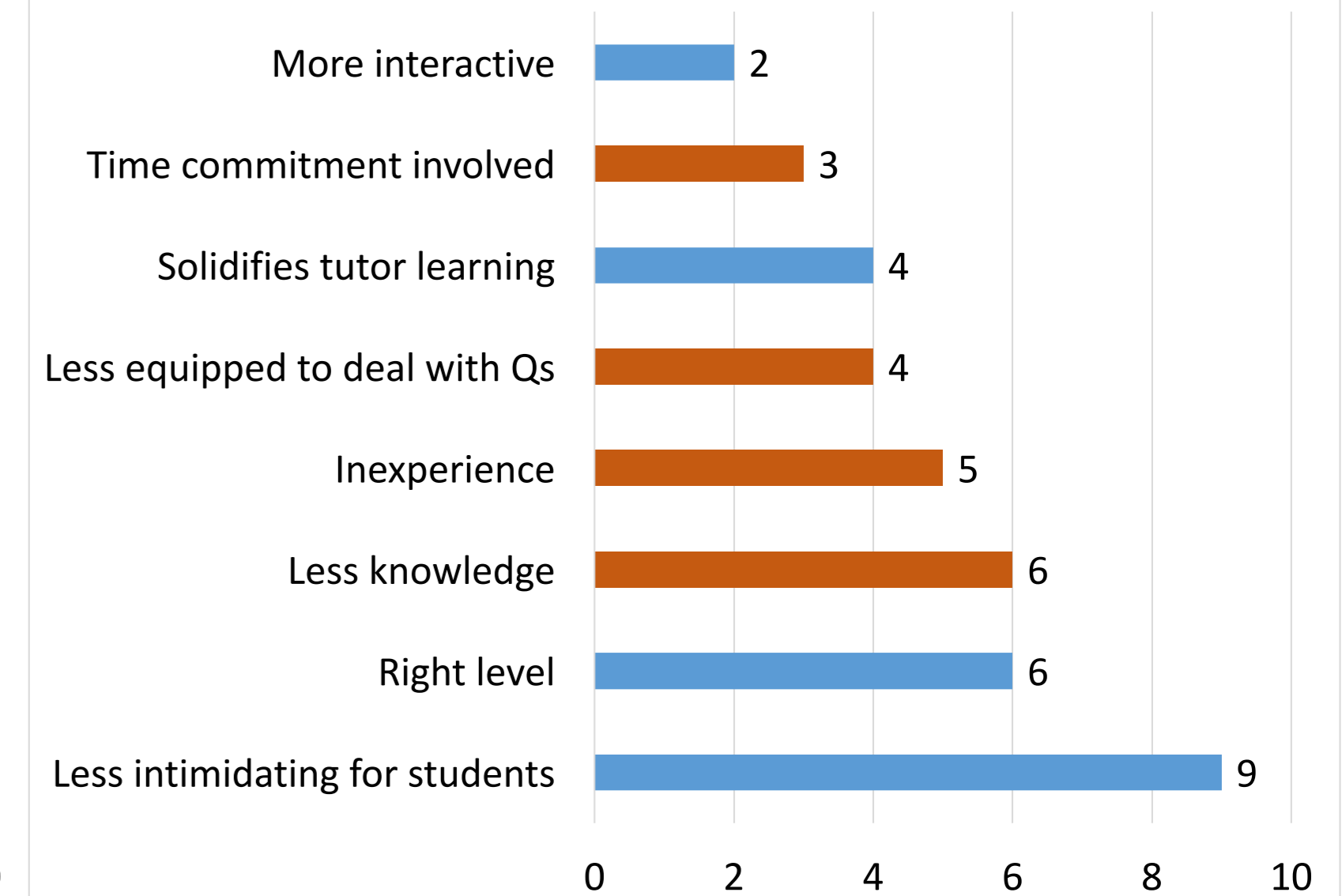
Advantages & disadvantages of PTP as per students

(Advantages in blue, disadvantages in red)



Advantages & Disadvantages of PTP as per tutors

(Advantages in blue, disadvantages in red)



- ❖ While many students had previously expressed positive views regarding peer-peer teaching, a further 8/14 (57.1%) students noted an improved view of this pedagogical practice following the event.
- ❖ Tutors were rated very highly by students, with 11/14 (78.6%) students giving them a score of 10/10.
- ❖ Furthermore, 10/14 (71.4%) students stated being content with this method of tuition over faculty-led teaching.
- ❖ On closing the evening, 14/14 (100%) students expressed a desire to be peer tutors in the future.

LIMITATIONS

- ❖ A limiting factor was the cohort size.
- ❖ Students and tutors did not undergo any form of objective testing

CONCLUSION

- ❖ The experience was highly beneficial for tutors and students alike and, based on our findings, peer-peer teaching is a practice which warrants further utilisation in the future.

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