Peer Teaching in an Undergraduate Health Assessment Course to Promote Skills Retention

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Disclosures

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Learning Objectives

• Describe peer teaching in the laboratory setting.
• Describe benefits accrued by peer teachers.
• Describe challenges related to peer teaching.
Background

- Assessment of Normal Human Form and Function
  - Combined Health Assessment and A&P Course
- Concern for loss of skills between end of course and beginning of clinicals
- Previous research in peer teaching programs:
  - Increased confidence and proficiency in skills
  - Enhanced interpersonal skills
  - Developed leadership abilities
Purpose

STARS: Students Teaching Assessment to Retain Skills

• Implementation of a program to promote retention of health assessment skills
Methods

• 2 cohorts (9 & 10 students)
• Paired with Lab Instructor to lead group
• Monthly debriefing/educational sessions
• Post-experience focus groups and surveys
• Participated in health screenings with Back on my Feet – Atlanta
• End of semester physical exam checkoff
Findings

Themes from focus groups/ surveys:

• Positive experience for students
• Retention and enhancement of knowledge
• Increased confidence in skills
• Enhanced clinical experience
• Leadership development
• Need for education in teaching strategies
• Need for clarity in tasks/ responsibilities from lab faculty
Discussion

• Well received by students
• Feasible to incorporate
• Supports prior research findings related to peer teaching
Next Steps

- Quantitative skills assessment for retention
- Evaluation of peer teachers by faculty and students
- Development of elective to expand to other courses
References


