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

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Disclosures

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- Employers:
 - 1. Emory University, Nell Hodgson Woodruff School of Nursing
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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.



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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



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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



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Discussion

- Well received by students
- Feasible to incorporate
- Supports prior research findings related to peer teaching



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Next Steps

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



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