Evaluating the impact of inter-professional peer tutored workshops

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BACKGROUND/TIMELINE

- Invitation from Adult Nursing to Physiotherapy students
  - Locomotor workshop established KSpa
- Invitation returned to Adult Nursing
  - Multi-professional clinical skills workshop established
- Reciprocal Peer Tutoring established
  - Evaluation
- Reciprocal Peer Tutoring Continued

All student tutors are volunteers, no selection process & no teacher training
Informal Evaluation

Nursing student tutees (y1)

- explained
- helpful
- enjoyable
- knowledge
- understanding

Physiotherapy student Tutors (Y2)

- experience
- confidence
- professional
- communication
- teamwork

- learning
- fun
- CPD
- collaboration
Aim: To evaluate the impact of two inter-professional peer tutored workshops designed to enhance clinical skills and inter-professional understanding among nursing and physio students

Methods: Mixed methods approach (RA appointed)

Quantitative
Evaluate influence on students’ attitudes towards IPL:
- Pre – Post workshop questionnaire
- Readiness for Interprofessional Learning Scale (RIPLS)
- n=84

Qualitative
Explore student experience
- Focus group (x5)
- Individual telephone interviews (x2)
- Individual interview (x1)
- n=27

Ethical approval from the Faculty of Health and Human Science Ethics committee.
RESULTS
5 themes

- Cross professional peer tutoring
- Interprofessional Teamwork
- Quality of Care
- Influences on delivery
- Personal & Professional development

- Inspirational / Aspirational
- Reducing Barriers
- Personal development
Peer tutees: Inspirational/aspirational experience

“It’s a real confidence booster to think that’s where we will be in a couple of years’ time”

FG Tutees

“To see what you are going to be like as well, your knowledge base.. you can see that people are really, they're really trained in that now, you know, that's kind of gonna be what we are going to be like when we get to that level.”

FG Tutees

“... they were there because they wanted to be, they were not there under duress and they [were] kind of offering an olive branch ... and, at some point you will remember that”

TI Tutees
“That was really inspirational ....I remember sitting back in this room talking to them, they were second years ....thinking ‘o my goodness I hope I am that knowledgeable when I am a second year I can’t imagine knowing that much’

I don’t know if we came across like that at all but that was actually, that was the point when it made me want to do it.” Tutor

I don’t like talking in front of people so I was really putting myself out there doing it.. I know I need to become better at talking in front of people and having the confidence to say things.. you know about my profession.” Tutor

“Teaching them was in fact the need to realise that we are a whole team our roles interlink and what we do affects them, era, we are not just separate teams we all work together.” #Tutor
Reducing barriers

“I think it has got to be something that continues to remove those barriers and to get proper team working..., because it is still I think very much everyone in their little silo and it is improving there is no doubt but it needs to improve more.” (tutee)

“it is only by getting to us at this stage, as students, and by merging the disciplines at student level that you become used to working with the other disciplines and have a broader understanding of what they are doing and take that on for your practice and for it to become second nature” (tutor)
## Positive Professional Identity

<table>
<thead>
<tr>
<th>Statement</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning clinical skills with other health care students will help me to communicate better with other professionals.</td>
<td>80 (95.24)</td>
<td>81 (96.43)</td>
<td>4 (4.76)</td>
<td>3 (3.57)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I would welcome the opportunity to learn clinical skills with other health care professionals.</td>
<td>81 (96.43)</td>
<td>82 (97.62)</td>
<td>2 (2.38)</td>
<td>2 (2.38)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shared learning helps to clarify the nature of patient problems.</td>
<td>75 (89.29)</td>
<td>81 (96.43)</td>
<td>7 (8.33)</td>
<td>3 (3.57)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shared learning before qualification would help healthcare students become better team workers.</td>
<td>83 (98.81)</td>
<td>82 (97.62)</td>
<td>1 (1.19)</td>
<td>1 (1.19)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

## Negative Professional Identity

<table>
<thead>
<tr>
<th>Statement</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
<th>n (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t want to waste my time learning clinical skills with other health care students</td>
<td>1 (1.19)</td>
<td>2 (2.38)</td>
<td>2 (2.38)</td>
<td>1 (1.19)</td>
<td>81 (96.43)</td>
<td>81 (96.43)</td>
</tr>
<tr>
<td>Clinical problem-solving skills should only be learned with professionals from my own discipline.</td>
<td>1 (1.19)</td>
<td>4 (4.76)</td>
<td>2 (2.38)</td>
<td>2 (2.38)</td>
<td>81 (96.43)</td>
<td>78 (92.86)</td>
</tr>
<tr>
<td>It is not necessary for undergraduate health care students to learn together</td>
<td>5 (5.95)</td>
<td>3 (3.57)</td>
<td>11 (13.09)</td>
<td>4 (4.76)</td>
<td>68 (80.95)</td>
<td>77 (91.67)</td>
</tr>
</tbody>
</table>
## Teamwork and Collaboration

<table>
<thead>
<tr>
<th></th>
<th>n (%) SA &amp; Agree Pre Tutoring</th>
<th>n (%) SA &amp; Agree Post Tutoring</th>
<th>n (%) Neutral Pre Tutoring</th>
<th>n (%) Neutral Post Tutoring</th>
<th>n (%) Disagree &amp; SD Pre Tutoring</th>
<th>n (%) Disagree &amp; SD Post Tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning with other health care students will help me be a more effective member of a health care team</td>
<td>81 (96.43)</td>
<td>83 (98.81)</td>
<td>3 (3.57)</td>
<td>1 (1.19)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>For clinical skills learning to work, health care students need to trust and respect each other</td>
<td>82 (97.62)</td>
<td>83 (98.81)</td>
<td>1 (1.19)</td>
<td>1 (1.19)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Team-working skills are essential for all health care students to learn</td>
<td>84 (100)</td>
<td>84 (100)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I would feel uncomfortable if another health care professional knew more about a topic than I did.</td>
<td>8 (9.522)</td>
<td>11 (13.09)</td>
<td>14 (16.7)</td>
<td>17 (20.24)</td>
<td>44 (52.38)</td>
<td>56 (66.67)</td>
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</tbody>
</table>

## Patients will ultimately benefit if health care students learn clinical skills together

<table>
<thead>
<tr>
<th></th>
<th>43 (51.19)</th>
<th>82 (97.62)</th>
<th>7 (8.33)</th>
<th>2 (2.38)</th>
<th>34 (40.5)</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared learning with other health care professionals will increase my ability to understand clinical problems</td>
<td>81 (96.43)</td>
<td>80 (95.24)</td>
<td>2 (2.38)</td>
<td>3 (3.57)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learning clinical skills with healthcare students from other disciplines before qualification will improve working relationships after qualification.</td>
<td>80 (95.24)</td>
<td>80 (95.24)</td>
<td>3 (3.57)</td>
<td>3 (3.57)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communication skills should be learned with other health care students</td>
<td>76 (90.48)</td>
<td>77 (91.67)</td>
<td>6 (7.14)</td>
<td>7 (8.33)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Shared learning will help me to think positively about other health care professionals.</td>
<td>75 (89.29)</td>
<td>81 (96.43)</td>
<td>8 (9.52)</td>
<td>3 (3.57)</td>
<td>0</td>
<td>0</td>
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CROSS PROFESSIONAL PEER TUTORING

This model:

- Has all of the benefits of peer tutoring +
- Appear to have an inspiration / aspirational element
- Can be embedded in existing curricula
- Offers personal & professional development opportunities
- Promotes Interprofessional collaboration
- Positive impact on patient care
- Has the potential to be transferable across faculties and within clinical practice