Near Peer Teaching: Set up for Success?

Dr Kelly Doherty, Dr Jenny Johnston, Dr Davina Carr, Queen's University Belfast

GP∆RTS
The General Practice Academic
Research Training Scheme

Introduction:

- Near Peer Teaching (NPT): one to seven years between learner and tutor[1]
- NPT has benefits for both teacher and learner- could also present as an effective strategy to teaching capacity deficiencies within general practice
- Existing literature lacks information on formal implementation of NPT within the workplace
- To optimize conditions for learning: important to understand in detail the processes involved when implementing NPT within the workplace

Methods:

- Realist synthesis is a theory-driven summary of the literature and can help us understand why educational interventions work
- We will review existing programme theories of NPT/implementation theories as well as workplace learning theories in order to identify key areas to focus on/relevant literature to consider
- Review will translate the findings of empirical studies into context, mechanism and outcome configurations and identify those causal relationships that allow for effective NPT implementation in GP

Provide a deeper understanding of implementation of NPT within the real-world setting

What are the mechanisms by which implementation of NPT results in its intended outcomes?
What are the important contexts which determine whether the different mechanisms produce their intended outcomes?

Key Areas of Focus:

- Consultation with stakeholders
- Fit of Programme
- Pupil's interest/belief in programme
- Policy and resources that may impact on programme
- Aims/priorities/outcomes of programme
- Current situation of practice and ability to run programme

Preparation & Planning

- Process and institutional anchoring
- Stakeholder support
- Support mechanisms
- Engaging leaders in general practice
- Provision of training for those involved
- Mode of delivery
- Networks and communication
- Learning culture
- Relative priority/reception

Incorporation

Sustainment

- Reconciliation of stakeholder goals
- Resources and funding
- Ownership of program
- Feedback mechanism
- Scope for adaptation within the intervention

What impact will this have?

- Overall aim to produce guidelines and recommendations for the design of high quality clinical learning environments for NPT
- Will be useful to policymakers and practitioners in NPT
- They will be able to apply the findings within their own contexts and thus design a clinical learning environment that is more effective for learning

Results

Aim to develop and refine a theory of how best to implement NPT in the workplace

1. Ten Cate, O. and S. Durning, Peer teaching in medical education: twelve reasons to move from theory to practice. Medical Teacher, 2007. 29(6): p. 591-599