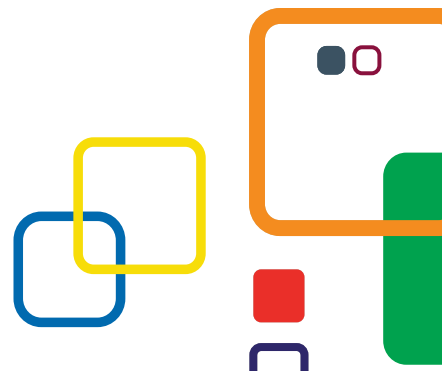


HULL EASI MODEL

Implementation of the Evaluator-
Appraiser-Student-Integration Model

Part 1 - Supporting peer learning

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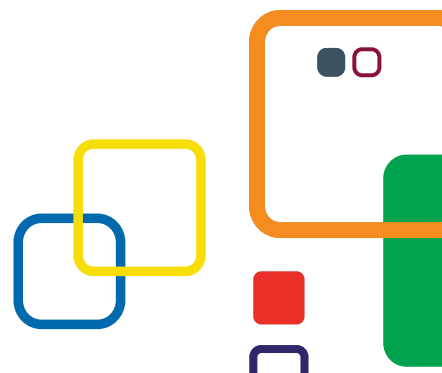


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Why use Peer learning?

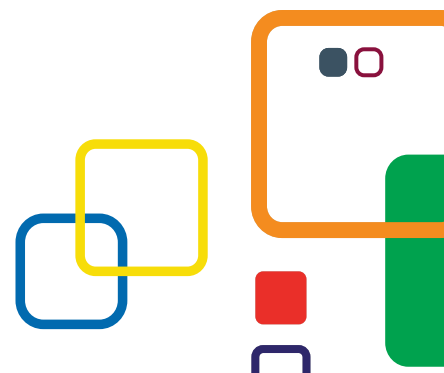
Peer learning starts in childhood. For adults, it fosters inclusivity, appreciation and respect for peers. In comparison to tutoring, or independent learning, it has been proven to aid adults learn faster, reach a higher level of understanding, and retain information for longer. By placing emphasis on peer learning the EASI model seeks to support a cultural shift from dependence on a 1:1 tutoring style of learning, to one of seeing the value in peer learning and all the benefits it can provide.

Supporting peer learning can require the mentor and educator to step back, allowing the students to think things through together, and allow them to direct their own learning. When learning a new task we often aim to emulate our teacher. Working alongside an expert can misdirect the focus of learning for a student because the gap between novice to expert is too big.

Being in an environment where students are unable to replicate the proficiency of skill they see demonstrated, can leave them with unreasonable expectations and feelings of inadequacy. Neither of these foster an effective learning environment. Trying to bridge the gap between novice and expert can lead to students mimicking behaviours in order to show the educator they can perform just like them.

To model appropriate expected behaviours from students they need to spend quality time with each other, and with less senior members of the team, to consolidate their foundation skills.

As the learning gaps that need to be bridged are small and achievable, peer learning can foster realistic expectations, develop, and consolidate, confidence faster. It means that a student develops themselves, rather than fitting a mould, and can fall back on their soundly learnt principles and skills as and when required. It leads to a culture of inclusion and respect, where our future workforce can place value on their peers' attributes, skills and knowledge base. It reinforces an ownership and an independence of learning.



What is required for Peer learning?

Peers.

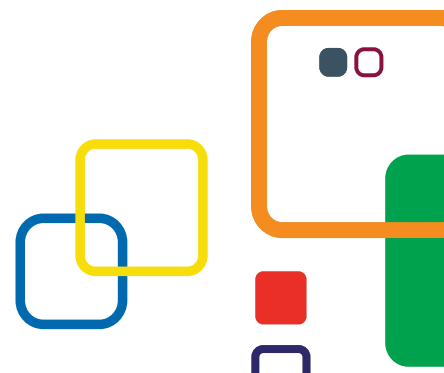
A peer is someone at the same point of learning as you, i.e. two or more students from the same cohort.

But what if they don't get along? What if one dominates the other? Both students need to be willing to work with their peer, including respecting them, listening to, communicating effectively, and collaborating with them. The EASI model provides a weekly evaluation tool for students to aid, the sometimes sensitive, development of these skills.

However, we know when we compare ourselves to our peers, some of our skills and knowledge will be at the same level, or just ahead (near peer), or even beyond theirs depending on our previous experiences.

An educator may prefer to approach a University to pair students with equal experiences for a peer learning placement in order to negate these variables. However, this isn't a pre-requisite for the EASI model to work. Adults learn more comprehensively when they can talk about their new knowledge with someone else who is at the same stage of learning, or has the same level of experience. The EASI model provides tools to structure those conversations.

Learning involves getting things wrong, and therefore can lead to feeling vulnerable. Adults can only learn new knowledge effectively when they feel safe. Working closely with a peer during a placement can overcome this. An environment that supports peer learning can be a virtual or an actual one. An inability for students to work directly together in the same physical space prevents some of the tools being completed. This doesn't prevent the EASI model from being implemented, as long as the students are connecting frequently for peer learning sessions, and the remaining two EASI concepts are being employed.



How do you do it

The EASI model uses a variety of tools to facilitate peer conversations, and give structure to peer learning. These tools can be adopted and shared in practise.

Wont clinical practise be like the blind leading the blind?

Peer learning is a part of the EASI model. The initial focus at the start of a placement is peer working and learning, to overcome initial nerves, build rapport, and understand each students learning needs.

How can two students treat one patient?

The EASI model encourages initial joint working to instil peer learning in practise. This may happen 2-3 times in the first week and, depending on the confidence levels of either student, this approach may continue into the second week.

In joint sessions, one student leads and interacts with the patient. The second student uses a scripting sheet where they can collate what is said, as well as ticking off key observations (e.g. consent gained, eye contact with patient etc.). After the subjective, or objective aspect is completed, the students leave the patient area together to discuss and plan the next steps collaboratively. The observing student often has gathered more information than the leading student, and can share insights into the session the leading student may not have noted. If the students are unable to plan the next stage they then discuss it with their mentor. Students swap roles to ensure both have equal opportunities.

