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MELBOURNE

# Implementing Near-Peer Learning into Your Curriculum?

## Learnings from the Melbourne Dental School

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# Workshop outline



## Introduction and Context

- Reflection activity

## Project Overview

- Looking at your curriculum activity
- Learning objectives for junior peer activity
- Learning objectives for senior peer activity

## Barriers and Enablers

- Potential barriers activity
- Proposed solutions activity

## Impact

- What the students had to say

## Summary

- Contact and collaboration

# Project team



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With thanks to A/Prof Samantha Bryne and  
the DDS2 Periodontics Clinical Educators Team

# Casting your mind back



On that other side of the corridor, your first ever patient is waiting.

How are you feeling at that moment?

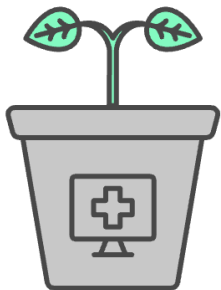
# What our students were saying...



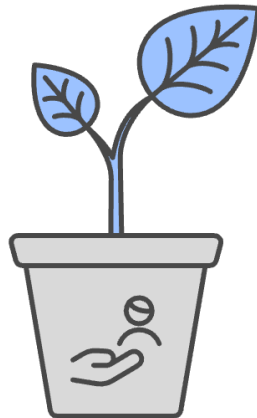
*“Felt like we were thrown in the deep end with our first few patients”*

*"I also wish that we were given more exposure to [the clinic] in first year. I entered second year not knowing where to retrieve necessary materials ... I do not feel like first year prepared me at all for entering clinic in second year "*

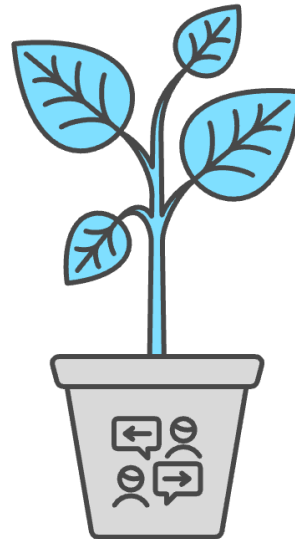
# Why near peer?



Safe Start



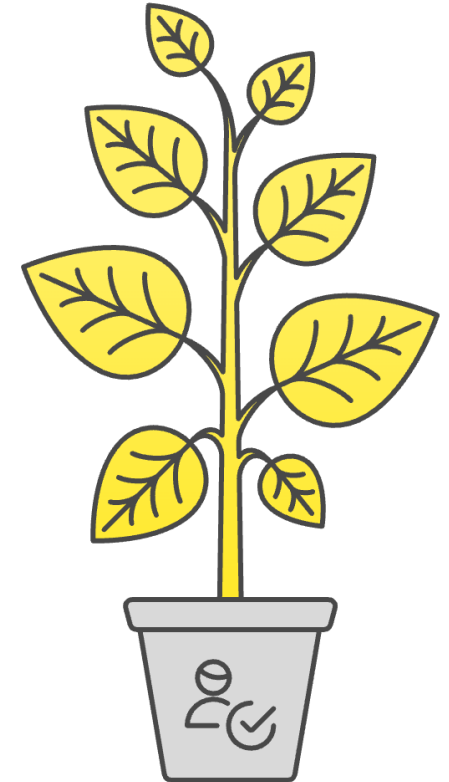
Improved Confidence



Low-Pressure Space



Leadership Skills



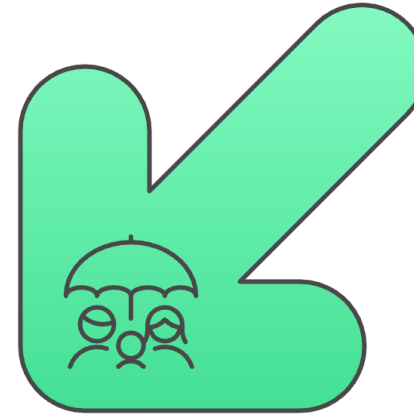
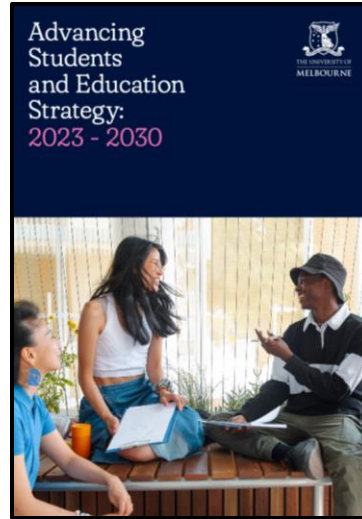
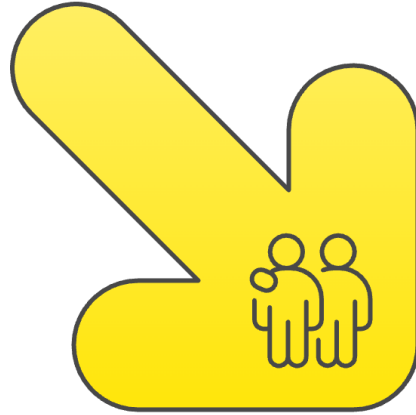
Wellbeing Achieved

# Why near peer?



## Peer Support

Encouraging collaboration and mutual assistance

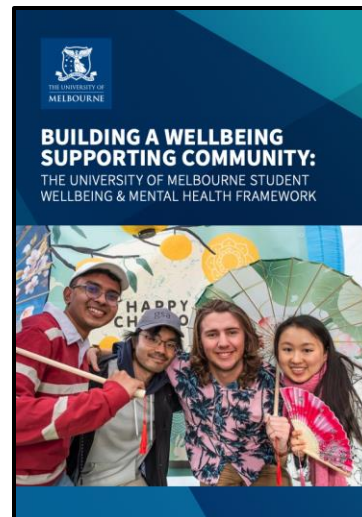
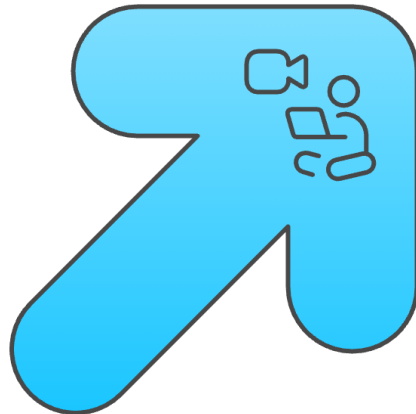


## Supportive Environments

Creating safe spaces for exploration and growth

## Authentic Learning Experiences

Providing real-world, hands-on education



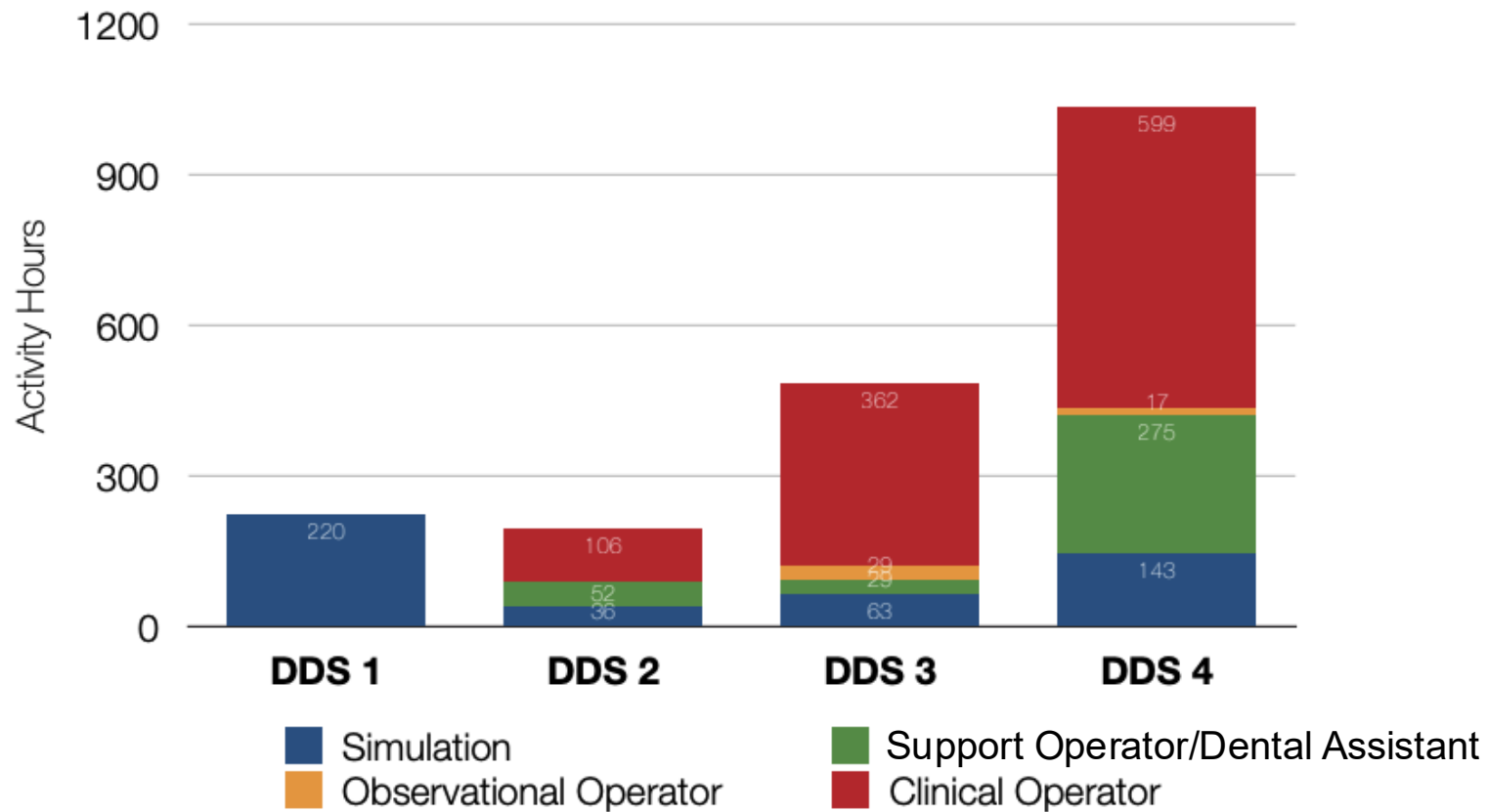
## Community and Belonging

Fostering a sense of unity and connection

# Project Overview: Our Model



DDS Program Activity Hours



Graph courtesy of A/prof Khaled Ahmed

# The importance of a mentor



Program Completion



AHPRA Registration



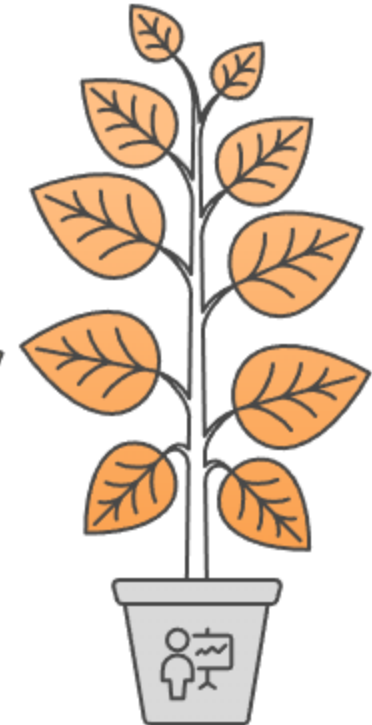
Independent Practice



Peer Connections



Collegiality



Continued Development

# Project Overview: Our Model



## Student Clinician

- Provides treatment
- Responsible for patient care
- Demonstrates clinical leadership
- Manages the clinical environment
- Supervised by clinical educator

## Student Assistant

- Clinical chairside support
- Fetching instruments (as required)
- Patient support
- Clinical/emotional support for student clinician (consolidation/confirmation of techniques)

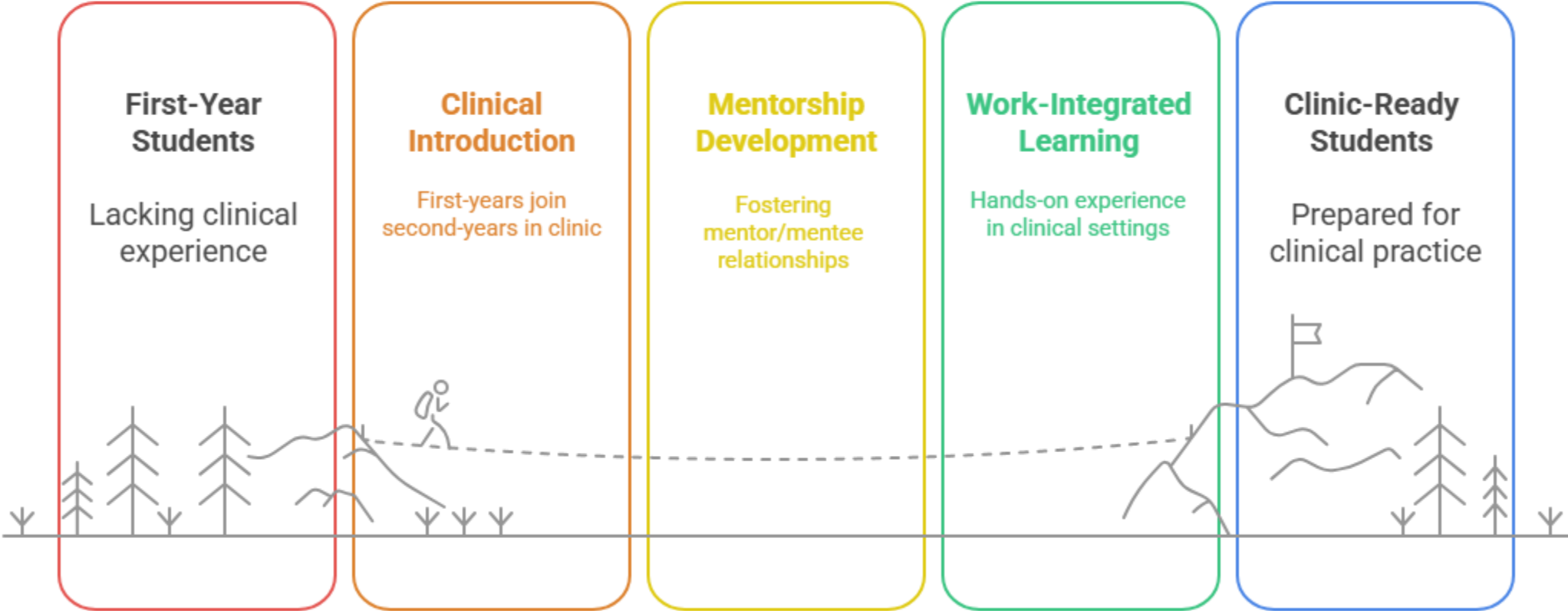


Both learn & support each other



Royal Dental Hospital of Melbourne

# Our Model: Work Integrated Learning



# Project Overview: Our Model

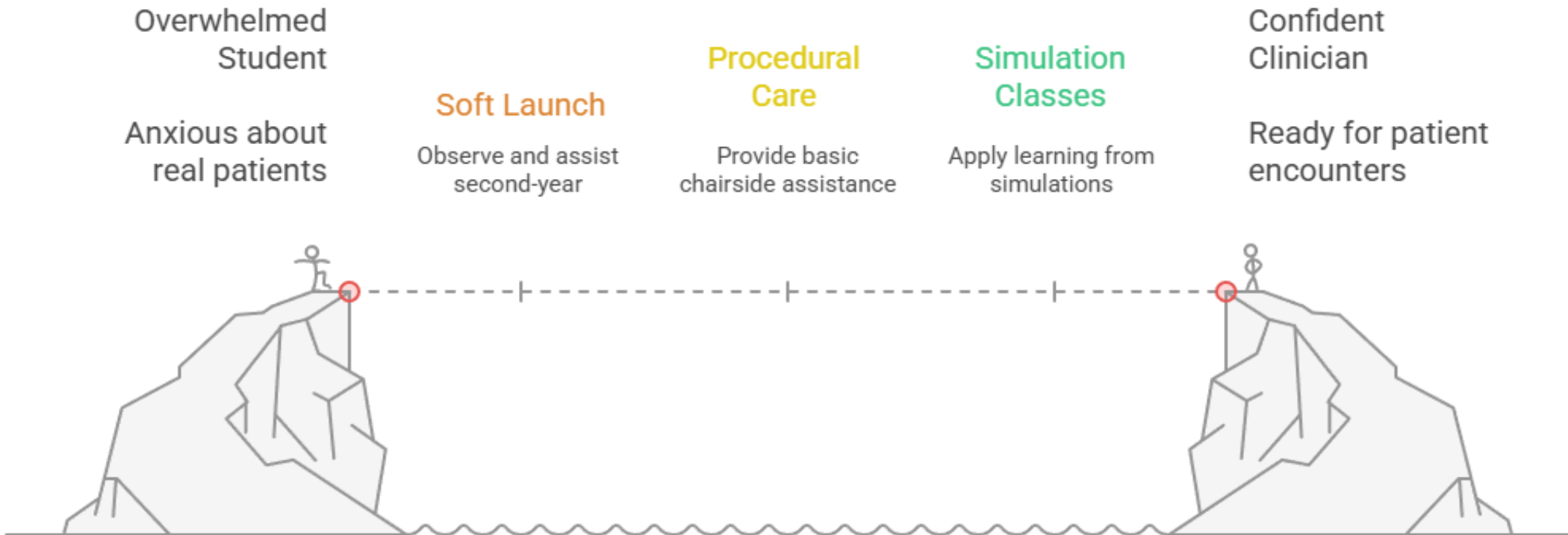


How would near-peer fit into your curriculum?

# Learning Objectives



# Learning Objectives

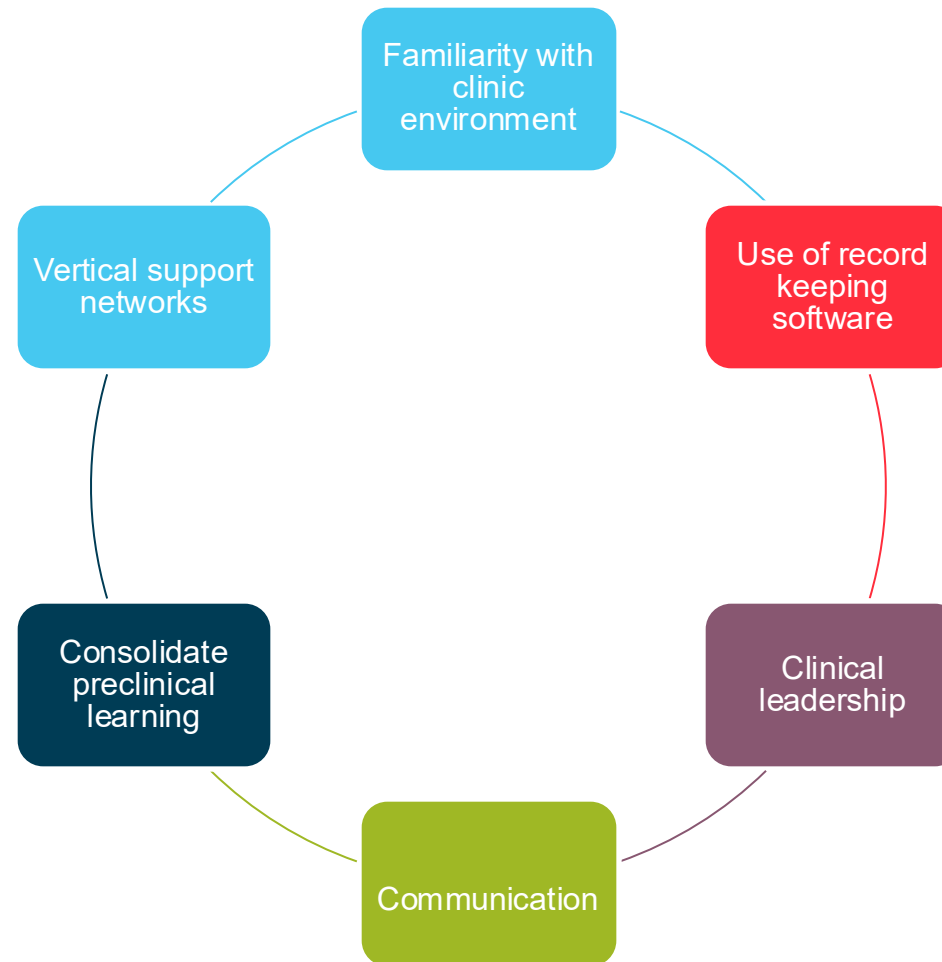


# Learning Objectives

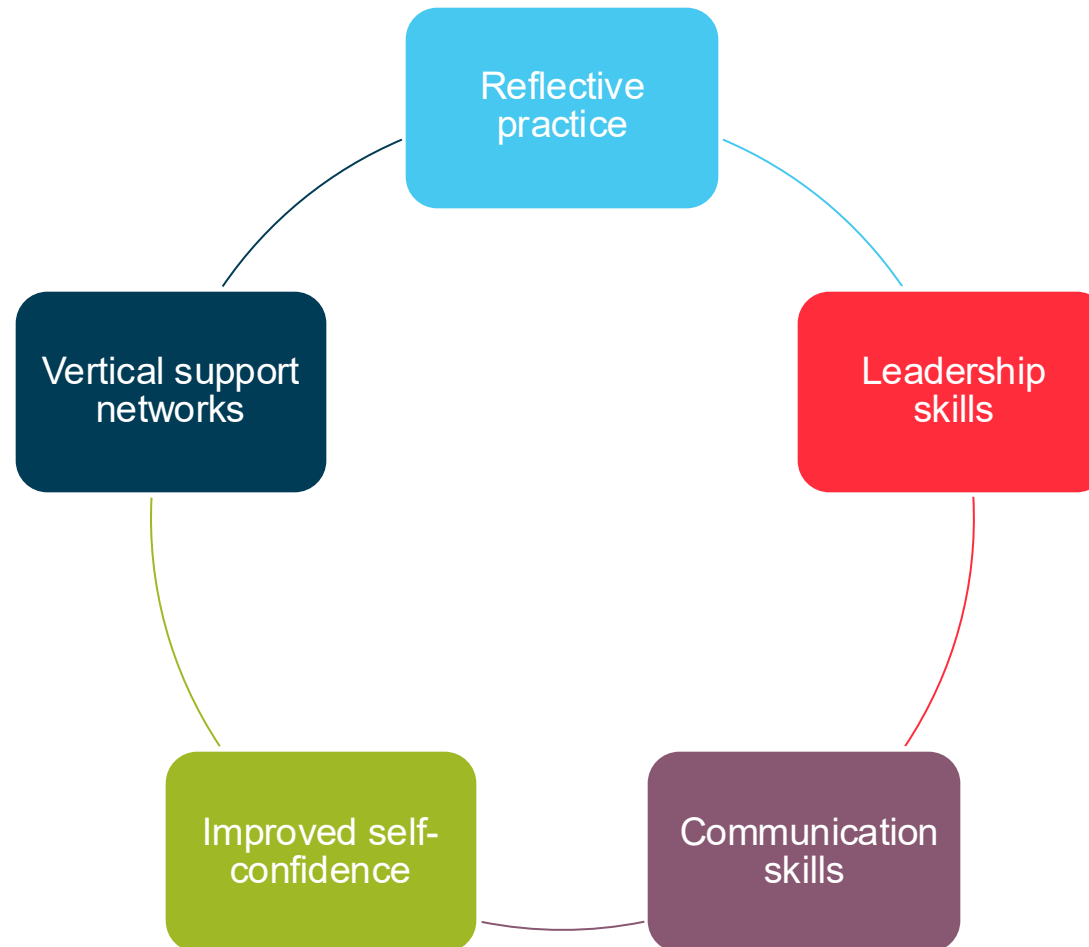


What are the learning objectives for the senior peer?

# Work integrated learning Junior Peer



# Work integrated learning Senior Peer



# Challenges



What barriers or challenges do you think you would face implementing near-peer learning project into your curriculum?

# Solutions



What solutions or enablers do you propose?

# Solutions we implemented



Barrier: "it's just assisting"

- Reframing student perceptions/student buy in
- School buy in

# Solutions we implemented



Barrier: Finding a home – which subject does this sit in?

How does this align with the subject intended learning outcomes?

- Looked at the SILOs
- DENT90141 – Clinical Introduction
- DENT90146 – Periodontics clinic

# Learning Outcomes



## Learning outcomes for the junior peer

- Apply infection control procedures in a clinical environment
- Demonstrate the protocols to be followed in the event of an injury to the patient or operator during a clinical procedure
- Analyse the risks and hazards associated with the use of instrumentation and dental materials in the oral cavity

## Learning Outcomes for the senior peer

- Design, document and perform infection prevention and control measures in a clinical setting
- Demonstrate active listening and empathy and engage in respectful verbal and non-verbal communication with the person receiving care and colleagues
- Apply principles of shared decision-making to effectively obtain and document informed consent from patients
- Apply the principles of reflective practice to critically reflect on their knowledge, skills and the application of these in the provision of dental care

# Solutions we implemented



## Barrier: Contact hours

- Had to ensure we did not exceed contact hours for the subject
- Limit number of sessions
- Voluntary
- What could you gain by including this? What activity could you reduce or remove?

# Solutions we implemented



## Barrier: Timetable and rostering

- This was a pilot program
- Juggling around timetabled existing sessions
- Large focus was gathering data (Ethics)
- Using this data to support inclusion in curriculum as a timetabled activity in future

# Solutions we implemented



## Barrier: Clinical compliance

- Reviewed when DDS1 students need to commence their clinical compliance activities
- Must pass infection control component in DENT90141 to proceed into clinical patient care
- EPP compliance

# Solutions we implemented



Barrier: Scope for junior peers

- Literature
- Alignment with SILOs
- Practice for existing learning

# What the students had to say



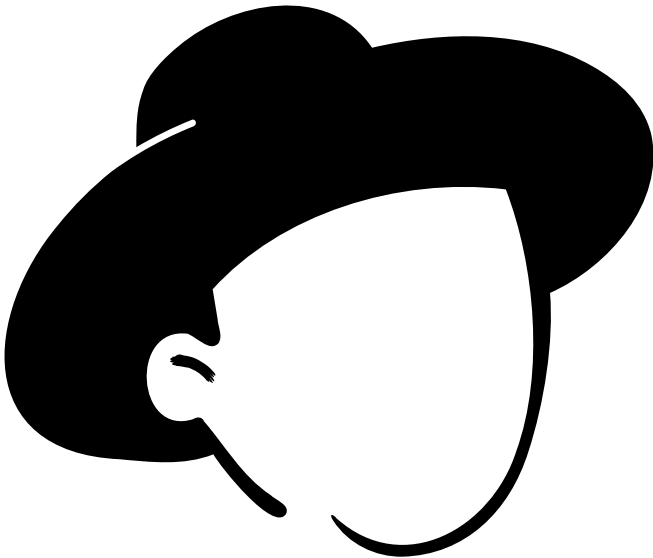
“early clinical exposure would be incredibly valuable. It gives students the opportunity to become familiar with the clinic environment, learn how to prepare for a session, understand the flow of patient interactions, and practice presenting to demonstrators” - DDS2 student 1



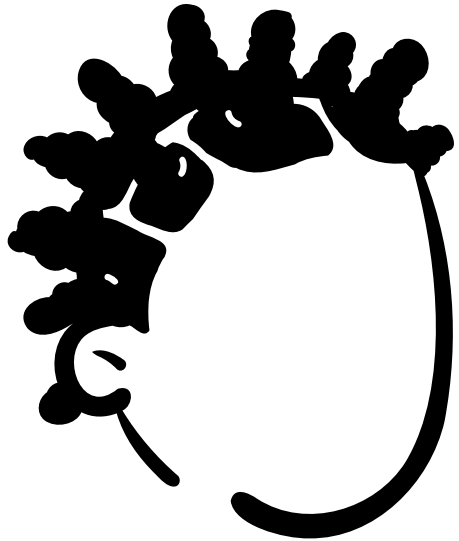
# What the students had to say



“I found it quite enjoyable ... I felt it helped with both of our learning. Hopefully we can continue to do this. ”  
- DDS2 student 2



# What the students had to say



“since we are learning perio at the moment - being able to see a real life perio patient has been so inspiring and exciting” –  
DDS1 student 1

# Survey responses

## Survey response junior peer

- "NPL was a fun experience"

## Survey response senior peer

- "helped me feel more prepared by exposing me to a clinical setting and observing day to day tasks and patient interactions"

## Survey response junior peer

- "I have seen many leadership skills and conflicts as a dental assistant and some clinicians are better at handling than others. I hope to achieve that high standard of communication"



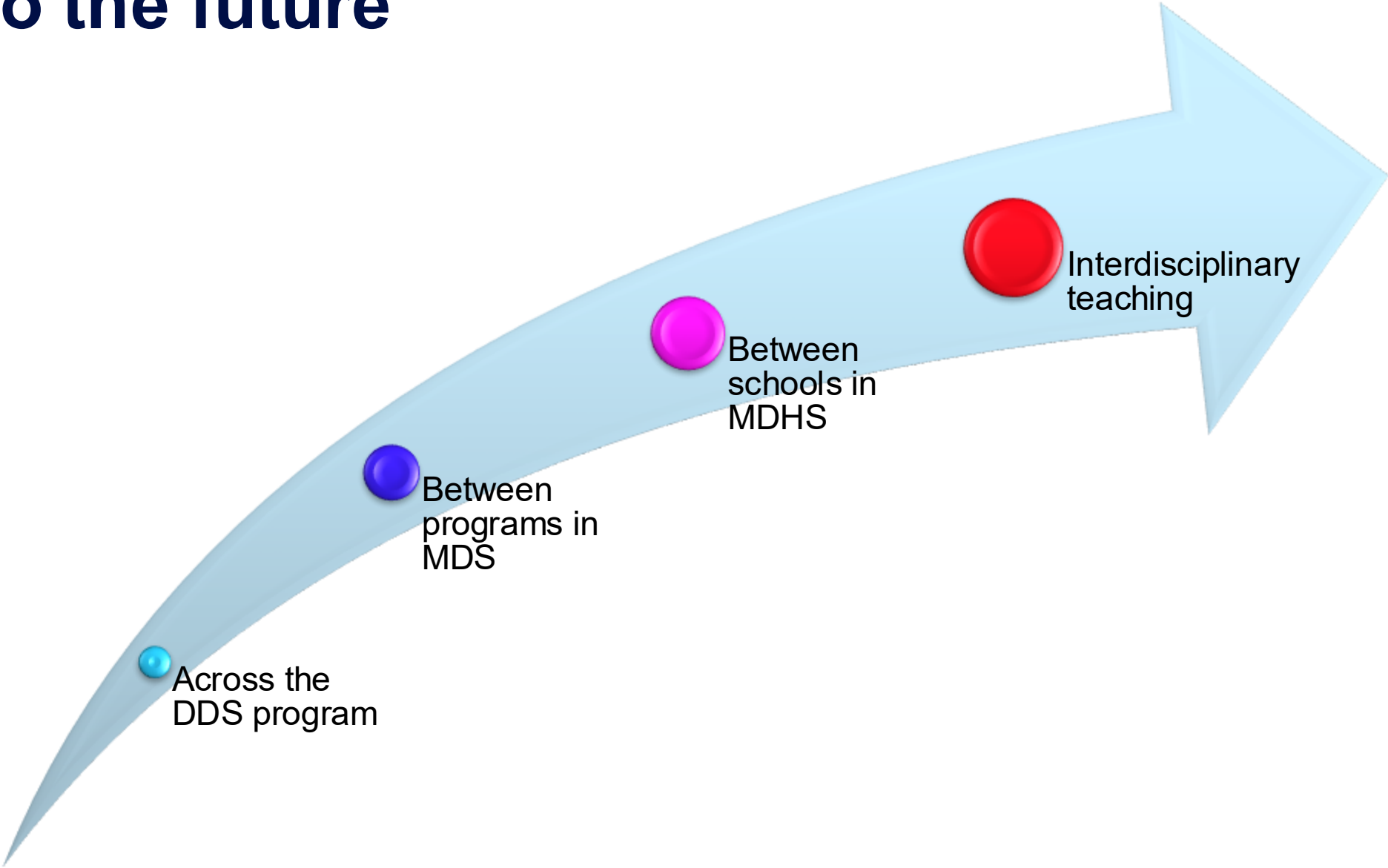
# Our data so far...



## Impact of near peer learning for senior peer



# Into the future



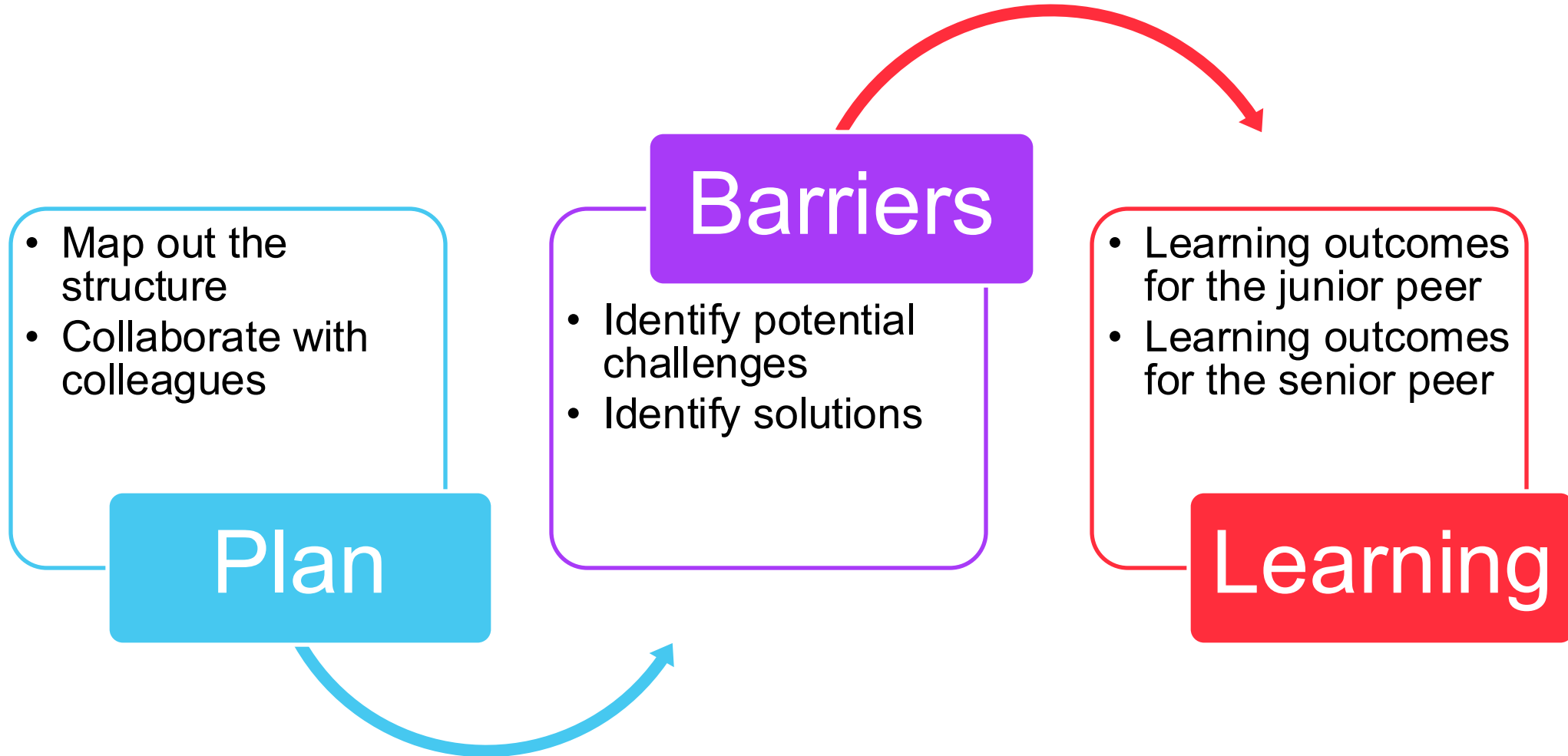
Across the  
DDS program

Between  
programs in  
MDS

Between  
schools in  
MDHS

Interdisciplinary  
teaching

# In conclusion



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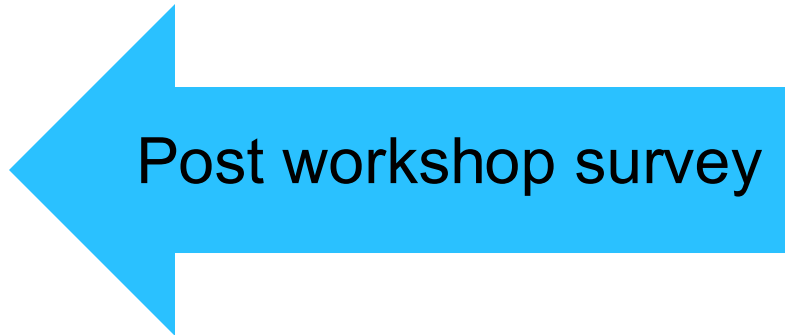
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# Let's collaborate!



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# Thank You



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