

## Individual Research Project Presentations Day 10<sup>th</sup> June 2024, Kent and Medway Medical School.

### Communication Skills Through Peer-Assisted Learning: A Study on Perceived Confidence Among Peer Tutors and Tutees in a New Medical School

**Student:**<sup>a</sup> Clifflin Adu-Gyamfi | **Supervisor(s)**<sup>b</sup>: Dr Siobhan Cooke

#### Abstract:

**Background:** Peer-assisted learning (PAL) is a well-established pedagogical strategy in medical education. It continues to be utilised within the medical field in a number of ways including communication skills teaching, where there is a wide collection of data surrounding its overall efficacy. However, the research rarely measures the effect PAL has on perceived confidence as a concept. This project aims to explore and gain greater insight to this gap in knowledge.

**Methods:** This study employed a mixed methods approach using survey data to determine the impact PAL had in developing perceived confidence in communication skills among the participants. Year 4 medical students assumed the role of peer tutors and year 1 students assumed the role of tutees. Ethical considerations were planned and implemented in order to ensure the welfare of all participants. There were three communication skills teaching sessions over a period of three weeks where both groups of participants were able to give feedback about the sessions they attended.

**Results:** A vast majority of tutors and tutees affirmed a narrative of high perceived confidence in the quantitative section of the survey. This was further validated in the qualitative results, where the main themes and codes corresponded with the notion of developing perceived confidence. There were, however, themes that were not directly related to the topic of perceived confidence but gave insight into the potential strategies that might be utilised should an established PAL scheme be implemented in the medical school.

**Conclusions:** The findings from this project not only contributed to the data on PAL and perceived confidence, but also indicated a potential need for a more established PAL scheme at the medical school. This has the potential to have a positive effect on the cohort both short- term as students and long-term as healthcare professionals.

**Keywords:** peer-assisted learning | communication skills | medical education | perceived confidence |

<sup>a</sup> 4<sup>th</sup> Year Medical Student, Kent and Medway Medical School, Canterbury, United Kingdom

<sup>b</sup> Senior Lecturer, Kent and Medway Medical School, Canterbury, United Kingdom

**Main contact email:** [c.adugyamfi540@kmms.ac.uk](mailto:c.adugyamfi540@kmms.ac.uk)