

## Preceptor Tips: Peer Assisted Learning (PAL) Placements

Thank you for supporting our students and program by accepting multiple students within your clinical area at the same time. This provides many opportunities for collaborative learning for the students and time saving strategies for the preceptor.



For example, students should be encouraged to discuss and brainstorm problems or drug questions before consulting the preceptor.

### Definition and Context of Peer Assisted Learning (PAL)

Students at the same educational level, in groups of 2-3, in informal settings helping each other to learn and to learn themselves from teaching. The assistance from peers can involve working together on a project, explaining a difficult subject to each other, observing each other's patient care activities and providing peer feedback, brainstorming patient care options and sharing one's rationale or understanding.

The following is a list of suggestions to assist you as you plan for your student's placement. We encourage you to contact us if you have any questions or concerns.

#### Topics for joint discussions with students:

- Orientation
- Scheduling
- Expectations for Peer Assisted Learning and ways to debrief together
- Learning objectives - discussions regarding various topics are embedded in the course objectives: i.e. drug distribution processes, medication safety policies, ethical judgement, professional competency, decision making, therapeutics, etc.
- Debriefing activities with students to facilitate learning

#### Topics that should NOT be discussed jointly with students

- **Assessment of student performance**

#### Ideas for collaborative student learning activities:

- Provision of direct patient care. Students are expected to provide patient care to their own patients, however opportunities to collaborate, debrief, provide feedback and learn together should be encouraged.
  - Students role play anticipated patient encounters with each other prior to interacting with the patient
  - Various patient care processes (patient interviews, allergy assessments, medication reconciliation, discharge counseling, etc); attend together, provide feedback to each other and debrief together with preceptor.
  - Develop chart documentation or decide on actions required together
  - Patient medical and medication Histories: students take turns as the lead during patient interviews and give each other feedback. (See sample feedback form- Students can provide effective feedback to each other providing at least one example of what was done well and what can be improved)
  - Patient Care Plan: students complete independently and have peer review their careplan for feedback before submission and discussion with preceptor
- Shadow other healthcare professionals together and debrief with preceptor
- Drug information: students can collaborate to prepare responses or work individually and share findings with each other before submitting response to preceptor or requestor.
- Participate together in other activities organized by the preceptor and debrief with preceptor.
- Assignments: students can complete individually then review together for feedback before submission.

For more information, there is a Preceptor PAL Guidebook with more information located on the Faculty of Pharmacy and Pharmaceutical Sciences webpage [HERE](#).

Please contact Faculty Liaison (Michelle MacDonald [michelle.macdonald@ahs.ca](mailto:michelle.macdonald@ahs.ca) 403.561.6278) if you have any questions. Thank you again!