

## **Project Title**

Perception of Paired Learning in Speech Therapy Fresh Graduates

## **Project Lead and Members**

Team leader: Chock See San

Team member: Fong Ei Leen

## **Organisation(s) Involved**

Speech Therapy Department, Tan Tock Seng Hospital

## **Project Period**

Start date: Sep/2017

Completed date: Feb/2018

## **Aims**

Find the perception of Paired Learning in Speech Therapy Fresh Graduates

## **Background**

This education research is to study learners' perception of paired learning model. Tan Tock Seng hospital (TTSH) has been actively recruiting speech therapists to provide care to a rapidly ageing population in Singapore and all fresh graduates are required to undergo clinical education. Therefore, the Speech Therapy department has adopted 1 clinical educator (CE) to 2 learners supervision model with newly developed structures in place since 2017 to promote efficiency and effectiveness in learning.

## **Methods**

An online survey was carried out for 9 learners who joined TTSH Speech Therapy department in 2017 and had less than 1 year of working experience. The survey includes 10 questions with a 5-point Likert scale, and three open-ended questions.

## Results

All learners agreed that they benefited from observing their peers receiving feedback from their supervisors. Almost all of them learnt from peers' feedback pertaining to their performance and in return they have also contributed to their peers' learning. However, 25% of the learners felt that paired learning was stressful. 12.5% of them found it difficult to provide feedback to each other. 12.5% of them felt that they did not receive adequate education from their CEs. Two main challenges that were mentioned frequently by the learners are: 1. Difficulty catching up with peers due to differences in learning style and clinical competencies. 2. Too reliant on each other. Almost all respondents suggested having individual sessions at certain stage of their learning journey.

## Lessons Learnt

No doubt paired learning contributed to the learning of speech therapy fresh graduates. Having individual training session might be useful towards the end of learning journey to facilitate learners in achieving full competency independently. However, it might not be the best way to tackle differences in learning style and clinical skills. In fact, the differences will expose them to different perception and ways of learning.

## Conclusion

Paired learning model will continue to be implemented for all fresh graduates. The feedback solicited was important for the department to evaluate effectiveness of this model. More specific feedback will be needed to further refine the structures and guidelines supporting this learning model so that it can cater to different learners' needs.

## Additional Information

Paired learning model promotes effective learning experience among the speech therapy fresh graduates.

**Project Category**

Healthcare Training & Education, Quality Improvement

**Keywords**

Healthcare Training & Education, Quality Improvement, Education Research, Paired Learning Model, Allied Health, Tan Tock Seng Hospital, Speech Therapy, Structured Training

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# PERCEPTION OF PAIRED LEARNING IN SPEECH THERAPY FRESH GRADUATES

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## BACKGROUND

This education research is to study learners' perception of paired learning model. Tan Tock Seng hospital (TTSH) has been actively recruiting speech therapists to provide care to a rapidly aging population in Singapore and all fresh graduates are required to undergo clinical education. Therefore, the Speech Therapy department has adopted 1 clinical educator (CE) to 2 learners supervision model with newly developed training structures in place since 2017 to promote efficiency and effectiveness in learning.

## METHODOLOGY

Training guidelines are given to CE and learners. All CE are mentored on ways in facilitating discussions among the learners.

Learners are encouraged to ask their peers clinical questions to enhance critical thinking and provide peer feedback or different perspectives which add value to their learning.

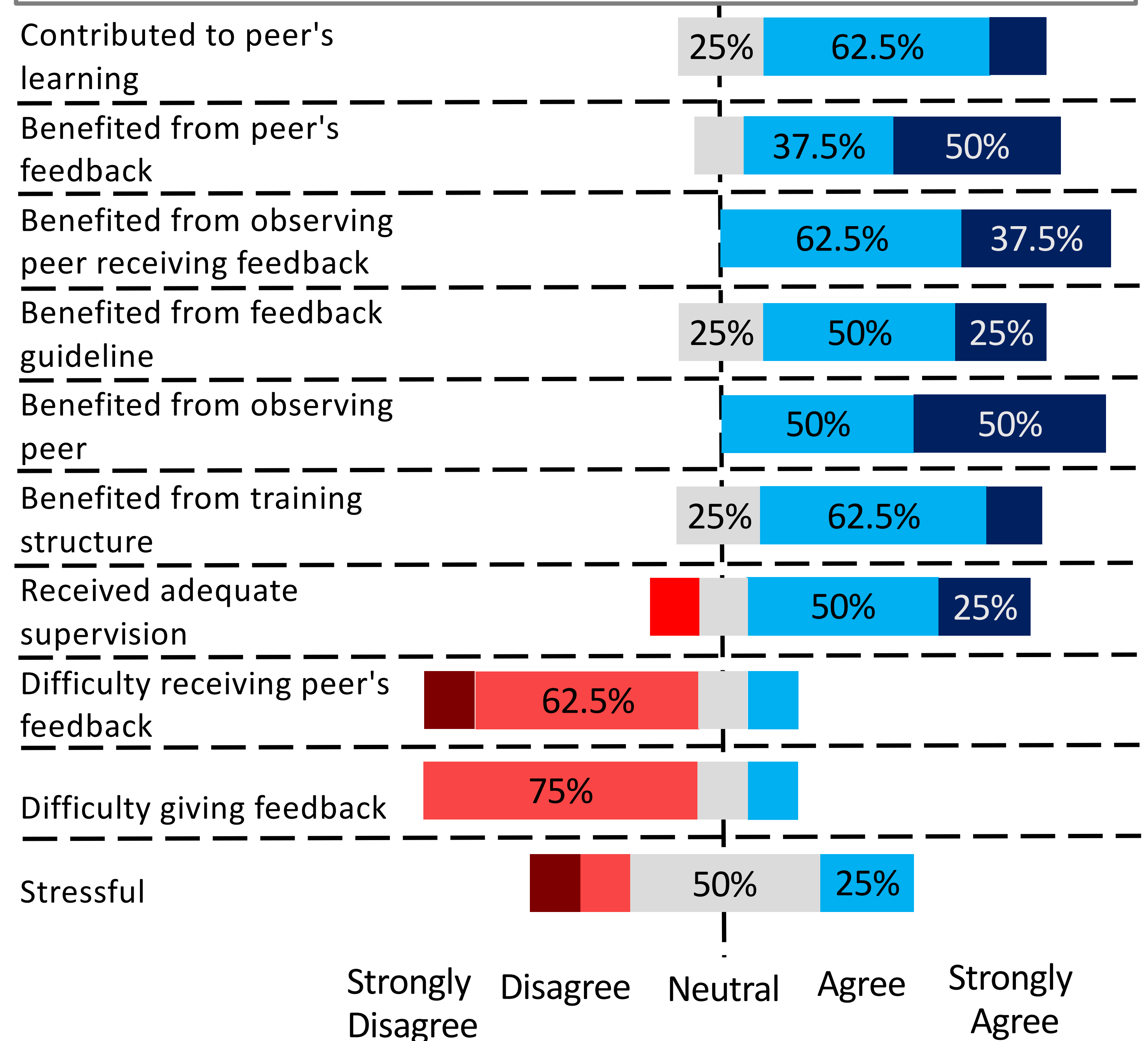
### Training structure for learners

	Learner A	Learner B
1-2 months	Prepare and present the case, provide management plan	
2-3 months	Prepare and present the case, conduct part of assessment and provide management plan	Prepare the case, conduct part of assessment
3-6 months	Prepare and present the case, provide management plan	Conduct the assessment
	Prepare and present the case, Assess and provide management plan	Provide management plan

All learners took turns to be Learner A and B. After going through 6 months of training, an online survey which consists of 5-point Likert scale and 3 open ended questions was sent to all learners for feedback.

## RESULTS

### Online Survey Using Likert Scale



Two main challenges identified from open ended questions:

- Different learning styles and pace of learning
- Too reliant on each others

75% of respondents suggested to have 1 CE to 1 learner sessions

## DISCUSSION

- Paired learning model receives positive feedback from learners.
- Having 1 CE to 1 learner sessions towards end of learning journey might be useful to avoid being too reliant on each others.
- Differences in learning styles can be challenging but learners are exposed to different perspectives from their peers and diverse ways of learning.

## CONCLUSION

- Paired learning model will continue to be implemented for all fresh graduates.
- The feedback solicited was important for the department to evaluate effectiveness of this model.
- More specific feedback will be needed to further refine the training structures and guidelines.

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