

Students Co-Peer under Guidance Study (SCOPUS) Model - A Conceptual Framework for Students' Development

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Abstract: *In recent decade the focus of education system is on competency based education. Student must be competent enough with respective competencies of course outcome when he receives the degree or diploma. This outcome should be reflected in all the three domains which includes cognitive, psychomotor & affective. The structured model of Students Co- Peer Under guidance Study (SCOPUS) model will help the students to acquire necessary competencies in attitudinal & communication domain along with development of cognitive as well as psychomotor skill to enhance their academic performance. It involves the students in learning process actively. SCOPUS model is the supporting system to build up the students' confidence in communication skill, attitudinal skill, leadership skills and peer mentoring. It should be implemented in regular activities and also specially recommended for potential learners. It creates networking among students and not only beneficial for mentees as learner but most beneficial for the students who are co peers.*

Keywords: SCOPUS Model, competency based education, supporting system, potential learners, communication skills

1. Introduction

Overall goal of undergraduate educational programme is to create a competent graduate who serve the society efficiently with his / her knowledge. This efficiency comes under the range of his/her knowledge, technical skills, attitude & communication^{1,2}. 'SCOPUS' model is a structured model of 'Students Co- Peer Under guidance Study' program. It can be implemented for students' development at any course. It is basically designed for professional courses as they need the development in all the three domains which includes cognitive, psychomotor & affective. Along with the learning of basic concepts (Cognitive domain), implementation of knowledge in terms of technical skills (Psychomotor domain) is very important. At the same time attitude & communication skills which are the vital requirements of any professional graduate (Affective Domain) should be taken care of. To fulfil this goal, the student must be involved in teaching and learning process actively³. In today's teaching learning approaches the curriculum whichever is given by apical council is taught by teachers. But no any curriculum includes teaching of attitudinal and communication skill. SCOPUS model is very effective tool to take care of development of the students in all domains as knowledge, psychomotor skill, attitude & communication skill.

1.1 Aim & Objectives

The aim of this SCOPUS model creation to involve student's actively in learning process and enhance their communication and attitudinal skills by the side of knowledge & technical skills.

- 1) To design the model to enable the students' to participate actively in teaching-learning process.
- 2) To enhance skills of students like communication skill, attitudinal skill, leadership skills and peer mentoring.

1.2 Need of Invention

The students getting admitted to the professional course are just at the age of teenagers. This age is very critical where they face lots of psychological stress with physical changes⁴. The students are very cautious about their development. Different theories show that this developmental age is related to age in between eighteen to twenty-three years. Conflicts, independence, interdependence, attitudes are mainly their psychosocial problems along with their developments of academic skill, technical skill, communication skill, attitudinal skill to learn ethical professionalism^{5,6}. SCOPUS model is prepared to involve the students actively in teaching & learning process. It is the helping hand given by students voluntarily to other students. It offers framework of competencies that students must achieve. This structured program will be hierarchical. This model helps the students and the peers as well to develop in all domains as knowledge, skill, attitude & communication. It also helps the peer students to develop as good communicator, lifelong learner, a professional with leadership qualities, responsiveness. Beneficiaries of this intervention will be Students, Society and Nation.

2. Literature Review

Peer assisted learning has been part of the teaching and learning world of higher education since 1973 in the U.S. and 1993 both in the U.K. and Australia. In the U.K this student support to student system as Peer Assisted Learning (PAL) and in U.S. it is Supplemental Instruction (SI) scheme used to support students to enhance their performance⁷.

Socrates and Plato began questioning one another's ideas in small groups & since then Peer Assisted learning (PAL) concept as an educational method began⁸. Peer Assisted learning concept means students support to the students in learning during their learning phase.

Two different relationships between the students and some variations in the arrangement of PAL programmes have

carved out the different terms : peer-led teaching, peer-led training, peer-tutoring, peer-teaching, collaborative learning, collaborative tutoring, cooperative learning, supplementary instruction, tutor-less group, peer supported learning, shared learning, co-teaching, co-tutoring, student partnership, facilitated peer mentoring, and similar variations of near-peer or cross year. The most commonly used term – peer-assisted learning – is arguably just an umbrella term encompassing all PAL programmes, and as such this term is non-descriptive⁷.

Topping and Ehly in 1998 have mentioned that students of a higher year may teach students of a lower year which is referred to as 'near-peer teaching'. 'Peer to peer' learning is where students of the same year level teach and learn from each other with the role of tutor and tutee being interchangeable between students. From this it can be seen that PAL does not refer to one meaning but rather encompasses a range of teaching styles^{9,10}. Co-Peer is the undergraduate teaching assistants. Undergraduate teaching assistants usually are students who are recently studied or grappled with material as well as situations. They are not experts in subject⁸.

The word Co-peer is the peer, learning the same professional course. The co-peer facilitates the learning not "spoon feed". Co-peer's under guidance study indicates their assistance with guidance to facilitate their junior student's study. They encourage asking questions, prompt, probe, re-directing questions, listening for answers and providing timely feedback to the students¹⁰.

This co-peer under guidance study program is basically implemented through mentoring program. Mentoring was developed in the USA in the 1970s within large private-sector corporations to support junior staff. Since the 1990s, mentoring programs have been introduced in various medical professions, most frequently in the field of nursing. Formal mentoring programs for medical students and doctors, however, were not developed until the late 1990s. Since then, the term "mentoring" has become widespread¹¹.

Mentorship has been described as a complex, intermutual process that occurs between two people of different levels of knowledge and expertise¹². This professional interaction integrates and enhances career, educational, interpersonal, and psychological development. In addition to the transfer and acquisition of knowledge, mentorship has a role in helping mentees further their personal development and gain valuable knowledge and skills¹³.

In a number of instances there is no clear distinction made between the terms "tutoring", "coaching", and "mentoring". Mentoring can be defined as "A process whereby an experienced, highly regarded, empathetic person (the mentor) guides another (usually younger) individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development¹⁰".

Mentoring is not intended to replace the important role of the educational supervisor, who has the task of overseeing the trainee's progress with emphasis on assessment and the

e-portfolio. The mentor is there to provide the trainee with additional and more frequent support in day to day concerns. Their role bridges the gap between the trainee and educational supervisor. Here, mentoring involves not only academic guidance and support, but also personal, psychological and social aspects.

A mentor, which is expected to be who can answer questions and give advice, who shares what it means to be a doctor, who listens and gives motivation. The way the mentors understood their role also affected what they did as mentors, their relationships with their mentees and their perceived benefits as mentors.

In modern medical education system there is lot of studies are conducted documenting efficacy of near peer or peer assisted learning to enhance students' performance in clinical skills. PAL strategies have been effectively used in the teaching of physical examination¹⁴⁻¹⁷, resuscitation algorithms¹⁸, surgical skills¹⁹⁻²² and pathology²³. In contrast to clinical training, there is relatively very less literature available on the efficacy of PAL in the teaching of basic medical sciences to preclinical medical students. In pre clinical phase the literature available in only subject Anatomy²⁴⁻²⁶ and to enhance the learning of difficult or clinically important basic science topics through clinical case studies²⁷.

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Model of Student Co-peer Under guidance Study explores active role of Co-peers. The students of higher level can be consider as Co-peers who guide lower level students of same professional course. In this model Co-peer, the higher level students' will be called as mentors & lower level students of same professional course will be called as mentees.

'SCOPUS Model' is designed to fill the gaps in between basic science & clinical application by exposing the first year students thinking on application of basic science in clinical scenario with the help of co-peers. It is need of the day to promote critical thinking skills of students in pre clinical phase. Expose the students to clinical scenario in first year. Take them from bench to bed in preclinical phase. Society demands the medical graduates should become competent enough to serve society when they pass their graduation.

SCOPUS Model

The principle underpinning of this research is based on difficult modules of learning not on basis of students who are low achievers. All students' participation should be actively. Sessions of discussion should be conducted on learning process as well as on content also. In this case student peer assisted mentoring (SPAM) mentioned by Ross Kirkham, Damian Ringelstein would most likely fit within

the various educational aspects taking into consideration the contribution to the desired educational outcomes¹¹. The literature supports the proposition that involving students in assisting other students is a viable and useful approach to teaching and learning.

The big challenges of teaching and learning are how students can effectively interpreted knowledge in real practice to improve patient care. Medical education is changed from didactic teacher centred teaching to the use of interactive, problem based, student centered learning. Modern medical education is giving more emphasis on student centered teaching and learning. Students should become self- directed learner who could identify educational resources available to help, self-motivated and assessing their own strength and weaknesses to create a flexible and relevant curriculum. Present scenario expects the medical education should be Competency Based Education²⁹. The medical students are asked to demonstrate competent skills to pass the examination. The General Medical Council states that teaching doctors and students is important for the care of patients. PAL provides a safe learning environment to promote learning and retention of knowledge. Students feel more comfortable asking questions to another student who will also better prepared for continuing education after graduation because they are allowed to be more actively involved in their own learning and so take more responsibility for it. Peer assisted and guided environment may allow students to ask questions with less fear of being judged. This also provides opportunities for networking within the class¹².

Model of Student Co-peer Under guidance Study explores active role of Co-peers. The students of higher level can be consider as Co- peers who guide lower level students of same professional course. In this model Co-peer, the higher level students' will be called as mentors & lower level students of same professional course will be called as mentees.

3. Methodology

Selection of the mentors will be on criteria based.

Criteria for selection of mentors

- His / Her participation must be voluntarily.
- He/she must competent enough to solve academic queries of mentees.
- Must be timely available.

- He/she must be polite, helpful & friendly interactive in nature
- He/she is expected to offer individual personal support and counselling whenever required.
- His/her role is as group facilitator and role model

Implement 'SEARCH' program for execution of 'SCOPUS model'.

I step – S- Sensitize all students regarding 'SCOPUS model' with its objectives.

II Step – E – Encourage the students to become mentors.

III Step – A- Active participation - The students who want to participate actively this model will be selected on basis of criteria.

IV Step – R- Reframe the roles of mentors as per needs of mentees.

V Step – C- Activities Conduction should be regular.

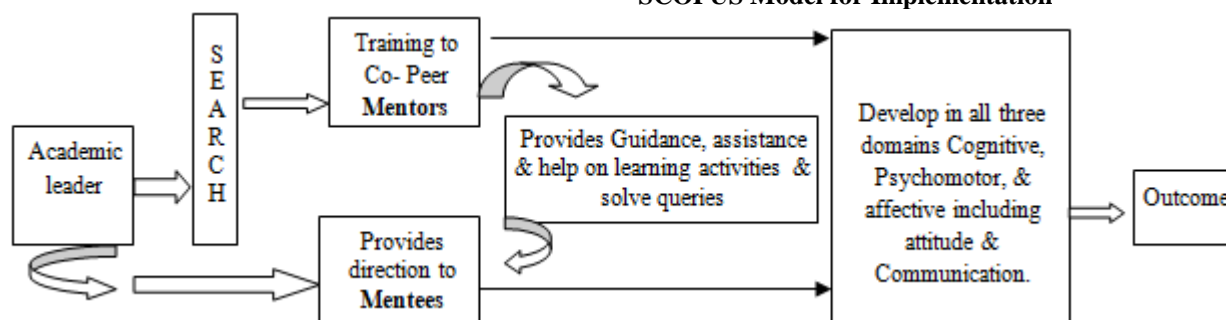
VI Step –H- Give hands on training as per requirement

With this SEARCH program SCOPUS model will be implemented. In each year of professional course only two or three competencies of technical skill will be identified along with attitude & Communication skill. The mentors will be trained by academic leader. Their two contact sessions for each competency will be taken by academic leader.

Group of two to three students will be given to each mentor for complete academic year to provide guidance in cognitive & psychomotor domains to enhance the learning process under the supervision & guidance of academic leader wherever required. Their contact sessions and competencies achieved will be planned in accordance with to the course of curriculum. This process will help the students to develop their attitudinal & communication skill.

In SCOPUS model, during the process the mentees get guidance from mentors. While mentoring & helping the mentees in their studies; the mentors will be also get benefitted with number of affective outcomes like communication, teaching, feel of responsiveness, development of leadership qualities, also undergo changes in their attitude of learning topics & become more responsive in application of knowledge. It says that 'Teaching to someone is learning twice'. So they try to develop themselves in the respective competence. They learn the skill of good communication.

SCOPUS Model for Implementation



Benefits offered by SCOPUS Model

Research suggests that supplemental instruction in the form of peer assisted learning can have a positive effect on students academic performance. Whitman and Fife, 1988 described the peer involve in this process as 'to teach is to learn twice' in effect leading to the acquiring of a better understanding of the topic by those involved as peer mentors in the teaching process.

Using this SCOPUS model the students' active participation in learning process they being offered the following advantages:

Student learner (Mentees)- It helps them to build up their confidence and self-esteem. This develops the ability to master course concepts, study and cognitive skills. Learn to adjust in university life, studies and culture. Develops study skills and confidence with the course.

Co-Peers (Mentors) - They have an opportunity to develop a range of skills including group, team leadership and communication skills. These skills can apply to other situations thus developing understanding of their own subject area development of communication skills and self-confidence.

In this process academic staff receives regular feedback about the course content he/ she taught which save their efforts & time. This valuable saved time can be utilized in research and administration.

Society - The 'SCOPUS' model helps to improve student performance and success across the ability range and able to create competent professional with qualities of good communication & attitude to serve society.

4. Conclusion

This invention is to incorporate changes in education system by involving students' participation in teaching & learning process to develop a competent graduate with good attitude & communication. This 'SCOPUS' model is good to enhance skills of students like leadership skills and peer mentoring. Through the 'SCOPUS' model co-peer student as mentor provide assistance, help, guidance & support to the junior student as mentees under the supervision of academic leader. The program is guided, directed and supervised by the academic leader. Guidance of co-peer provides a safe environment without fear to the student. As co-peers are recently experienced with the materials and their ability to understand the students' struggles in professional school with respect to phase and subjects students valued learning from them.

'SCOPUS' model can be implemented in the Ayurved education with meticulous planning. To teach is to learn twice provides mentors a chance to develop. It accelerates process of learning of all students and provides healthy atmosphere.

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