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THE ROLE OF PEER-ASSISTED LEARNING IN ENHANCING CLINICAL COMPETENCE AMONG 3RD-YEAR AND FINAL YEAR MBBS STUDENTS: A PROSPECTIVE STUDY.

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ABSTRACT

BACKGROUND: Peer Assisted Learning PAL has acquired noticeable quality as an instructive methodology that encourages understudy cooperation. By participating in peer-drove educating, students build up their mastering and foster fundamental clinical abilities. Be that as it may, the effect of PAL on working on clinical skill, especially among third-year and final year MBBS students, stays a region requiring further investigation. **OBJECTIVES:** This study planned to assess the viability of Peer Assisted Learning PAL in upgrading clinical skill, explicitly focusing on clinical thinking, correspondence, and cooperation among third-year and last year MBBS students at Suleman Roshan Medical College Tando Adam. **METHODS:** A prospective cohort study was directed with 85 third-year and last year MBBS students. The PAL mediation included peer-drove case conversations and pretending meetings more than one semester. Pre-and post- assessments were utilized to quantify enhancements in clinical skill. Students input was likewise gathered to evaluate their impression of the PAL approach. **RESULTS:** The Findings showed prominent enhancements in clinical thinking 83.95%, communication skills 74.07%, and collaboration 82.72% following the mediation. Developmental evaluations uncovered huge score increments $p < 0.001$. Criticism reviews showed that 88% of students felt more certain about performing clinical assignments. **CONCLUSION:** The study highlights PAL as a powerful apparatus in clinical training, encouraging dynamic commitment and cooperative learning. Integrating PAL into the educational plan can improve clinical abilities and advance an understudy focused learning climate.

KEYWORDS: Peer assisted learning

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INTRODUCTION: Clinical skill is key to medical education, expecting students to apply hypothetical information to clinical practice. Traditional lecture based education principally underlines theoretical seeing yet frequently misses the mark in creating fundamental clinical abilities. Peer-Assisted Learning PAL offers a unique option by empowering understudies to instruct and gain from each other, building up information through dynamic commitment.

PAL has shown benefits in different instructive settings, including further developed information maintenance, expanded certainty, and upgraded critical thinking abilities Brierley C., et al. 2022. Regardless of these benefits, its particular job in fortifying clinical skill — especially among third-year and last year MBBS students progressing to active clinical learning — has not been broadly explored. This study plans to overcome that issue by assessing the effect of PAL on clinical thinking, correspondence, and collaboration in this accomplice.

Literature Review: Several Studies support the viability of PAL in clinical training. Topping 2015 found that PAL improves information maintenance and critical thinking skills by advancing dynamic understudy support. Furthermore, Glynn et al. 2021 detailed that peer-drove case conversations and pretending practices fundamentally further developed relational abilities, a vital part of clinical

capability. Research likewise demonstrates that PAL encourages cooperation and cooperative learning, the two of which are fundamental in clinical settings Aydin MO, etal. 2022.

Although existing literature recognizes the advantages of PAL, restricted research affects clinical skill among third-year MBBS understudies. This study tries to make up for that shortfall by evaluating PAL's part in working on fundamental clinical abilities. Hughes and Morrison, 2019.

METHODS: Study Plan: This prospective cohort study was conducted at Suleman Roshan Medical College Tando Adam from January to July 2023. 85 third-year and last year MBBS students signed up for the pharmacology and medicine course took part in the review. Ethical Approval was taken by the Institutional Review Board, and informed consent was taken from all members.

PAL Interventions: Understudies were assembled into small groups 6-8 understudies each, with one leader for every group. Peer pioneers were chosen on academic performance and leadership abilities. PAL sessions focused in on clinical situations connected with pharmacological medicines, consolidating peer-drove case conversations, clinical critical thinking, and pretending. The essential goal was to upgrade clinical thinking, correspondence, and collaboration.

Assessment Tools:**1. Pre-and Post-Intervention Assessments:**

Students completed structured assessments before and after the PAL intervention. These incorporated multiple choice questions MCQs and clinical case examinations to assess their capacity to apply pharmacological information in clinical settings.

2. Formative Assessments:

Pragmatic evaluations directed during Buddy meetings estimated understudies' collaboration, correspondence, and clinical thinking. Scores depended on support, critical thinking abilities, and correspondence adequacy during case conversations.

3. Feedback Reviews: A Likert-scale overview was controlled to measure

understudies' view of PAL. Questions focused in on its viability in working on clinical capability, commitment, and companion associations.

Statistical Analysis: Data were analyzed utilizing SPSS version 28. Paired t-tests looked at pre-and post- assessment scores, and subjective input was broke down specifically. A p-value of < 0.05 was viewed as statistically significant huge.

Results: Demographic Data: 85 understudies took an interest, with 81 finishing both pre-and post-evaluations 95.3% consummation rate. The mean age was 21.3 ± 1.1 years, with a reasonable orientation dissemination 48% male, 52% female.

Information and Ability Scores: Table 1. Examination of Pre-and Post-Evaluation Scores:

Assessment Type	Pre-Intervention Score %	Post-Intervention Score %	p-value
Clinical Reasoning	68.4 ± 7.2	83.9 ± 6.4	< 0.001
Communication Skills	60.3 ± 9.1	74.1 ± 8.3	< 0.001
Teamwork	65.2 ± 8.6	82.7 ± 7.7	< 0.001

Results Summary: Significant improvements were seen in clinical thinking, correspondence, and cooperation

$p < 0.001$. Clinical thinking worked on by 15.5%, communication by 13.8%, and teamwork by 17.5%.

Feedback Survey Results: Table 2. Student Feedback on PAL Effectiveness:

Survey Statement	Strongly Agree %	Agree %	Neutral %	Disagree %	Strongly Disagree %
PAL enhanced clinical reasoning	42.0	38.0	12.0	5.0	3.0
PAL improved communication skills	40.0	34.0	18.0	6.0	2.0
PAL improved teamwork	44.0	38.0	10.0	5.0	3.0
Increased confidence in clinical tasks	50.0	30.0	15.0	4.0	1.0

DISCUSSION: PAL's adequacy in upgrading clinical ability was obvious through critical enhancements in understudies' clinical thinking, correspondence, and collaboration.

These discoveries line up with earlier exploration underscoring the worth of understudy drove getting the hang of Lockspeiser, T.M., et al. 2019. PAL has

many beneficial sides such as improvement in all the fields of learning for tutees cognitive, psychomotor, and emotional, economic benefits for institutions, and attachment to institutions for both teachers and Students Herrmann-Werner A., et al. 2017 By effectively captivating students in peer conversations and critical thinking works out, PAL

cultivates further acquiring and down to earth ability improvement.

CHALLENGES AND RECOMMENDATIONS: Albeit the review yielded positive results, a few understudies found it trying to offset Buddy meetings with other scholarly obligations. Also, varieties in peer-drove meeting quality highlighted the requirement for further developed peer pioneer preparing. Future examinations ought to investigate long haul impacts and mix with other showing strategies like issue based learning PBL.

CONCLUSION

PAL serves as an important system in medical education, essentially upgrading clinical skill. Integrating PAL into the educational plan can more readily plan understudies for clinical practice through dynamic learning and companion joint effort.

ETHICS APPROVAL: The ERC gave ethical review approval.

CONSENT TO PARTICIPATE: written and verbal consent was taken from subjects and next of kin.

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All persons who meet authorship criteria are listed as authors, and all authors certify that they have participated in the work to take public responsibility of this manuscript. All authors read and approved the final manuscript.

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