

Leren van psychomotorische vaardigheden als deel van het lichamelijk onderzoek:
invloed van peers

**The Influence of Peers on Medical Students Learning of Psychomotor Skills
Necessary for Physical Examination**

Bernard Martineau, November 2, 2016

1. The opportunity to observe peers during practice improves the acquisition of physical examination skills. (*this thesis*)
2. When peers observe a fellow student who performs at an above average level, their performance improves and they integrate the skills required to perform a physical examination more rapidly. (*this thesis*)
3. Peer feedback contributes to improved development of the psychomotor skills necessary for performing a physical examination. (*this thesis*)
4. Students who learn in an environment that allows for and elicits peer feedback, will perform better than students who do not receive peer feedback. (*this thesis*)
5. The order in which students practise, in small group activities, had no effect on the learning of psychomotor skills. Other mitigating factors, such as the amount of feedback, the sequence of observation and practice, did not alter these results. (*this thesis*)
6. Since small group learning, within health sciences educational programs, promotes improved performance from modelling as a result of peer observation and feedback, this approach should be adopted as a standard practice.
7. Cooperative learning, based on feedback and reflexion, maximizes students' learning and develops their overall skills and performance.
8. Communication and collaborative skills can be learned, allowing medical students to develop a better patient-physician relationship and better health outcomes.
9. Effective clinical problem solving needs to be patient-centred. Clinicians must use effective communication skills, based on partnership, requiring a mutual understanding with the patient.
10. To maximize learning in higher education, there is a need for training in pedagogy and coaching to help learners develop from novice to practising clinician.
11. Uncertainty and ambiguity remains a constant of medicine, despite an effort to rely on evidence base medicine and guidelines. Curriculum should prepare students and clinicians to recognize and integrate the concept of uncertainty in their practice.