# Preparing first-year nursing students for clinical education: An innovative approach using peer-to-peer learning

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#### **INTRODUCTION:**

The current didactic approach for first-year nursing students does not prepare them for the demands they meet in the first clinical educational period. This causes negative expectations and experiences and may lead to drop out (1). Peer-to-peer learning allows peers to learn from one another and involves active student participation. Peer-to-peer learning supports deep-oriented learning and retention (2), hence, the aim for this study was to involve second-year students in qualifying the preparation of first-year nursing students for clinical education.

#### RESULTS:

3 lessons based on peer-to-peer learning

#### Reflect:

Reflection on results from the focus group interviews and second-year students experiences with the 3 lessons led to another research cycle to further qualify student learning

### Design:

Lesson 1: informal discussion between first-and second-year students around concerns and experiences with clinical education. Lesson 2+3: second year students facilitated activities on clinical education

#### **CONCLUSION:**

Design-based research and peer-to-peer learning are innovative and valuable didactic approaches when preparing first-year nursing students for clinical education. These approaches seems to support a good and safe learning environment for first-year students.

#### **METHOD:**

An interactive process model for student-driven research-based innovation of didactic design was used in four phases: design, test, evaluate, and reflect (3). Moreover, peer-to-peer learning was used to prepare first-year students for clinical education (2). Four second-year nursing students were invited as to co-design and facilitate peer-to-peer learning activities involving 42 first-year nursing students.

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#### **Evaluate**:

The 3 lessons were evaluated using focus group interviews with first-year students. The students were positive towards the design and especially towards the peer-to-peer element.

#### Test:

The 3 lessons were tested in the classroom to see if peer-to-peer learning had a positive influence on student learning.

#### **REFERENCES:**

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