

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

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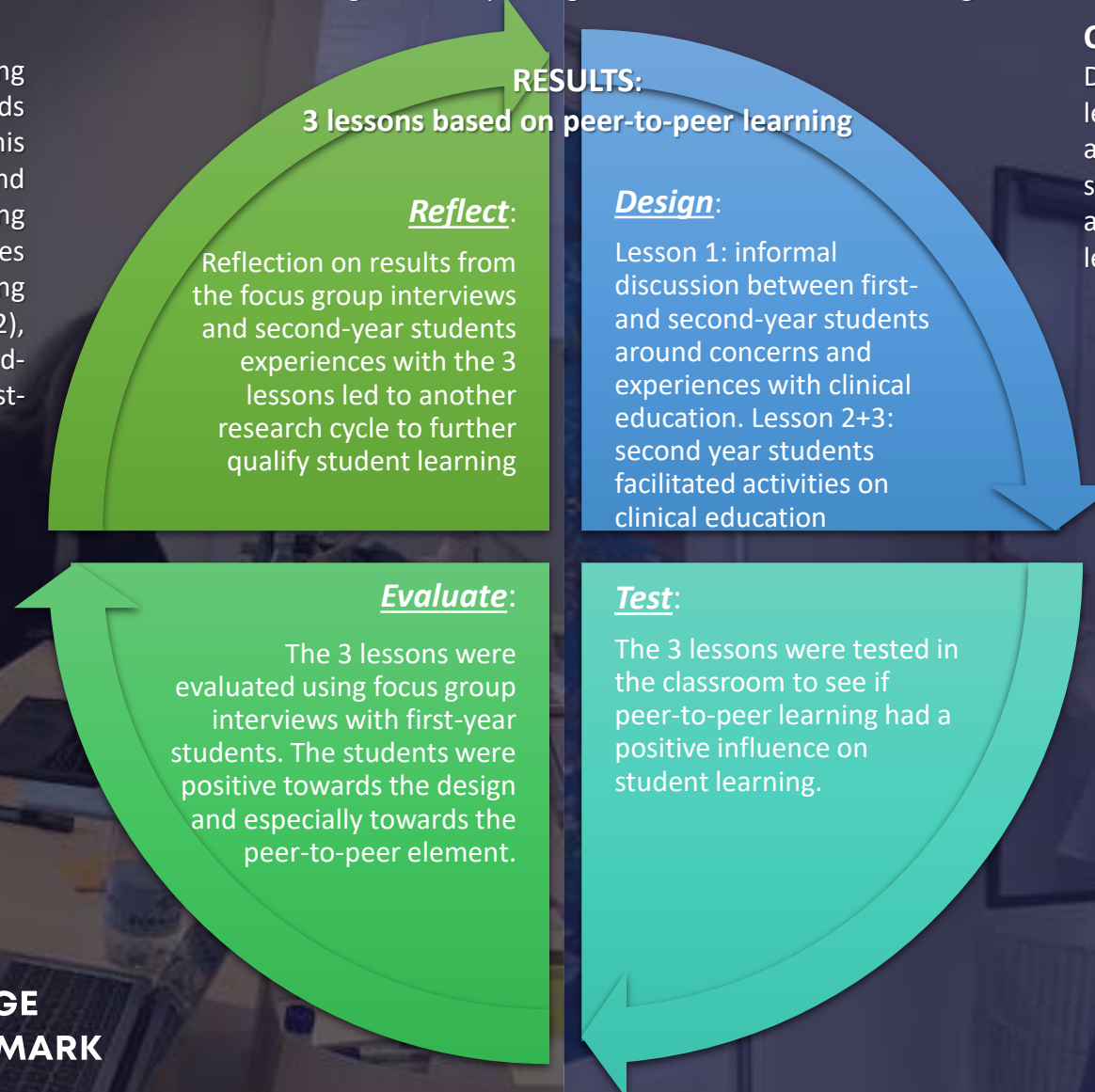
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## INTRODUCTION:

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.

## 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.



## 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 seem to support a good and safe learning environment for first-year students.

## REFERENCES:

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