

Peer Advisory Leaders

'Exploring the Benefits of Peer Mentorship'

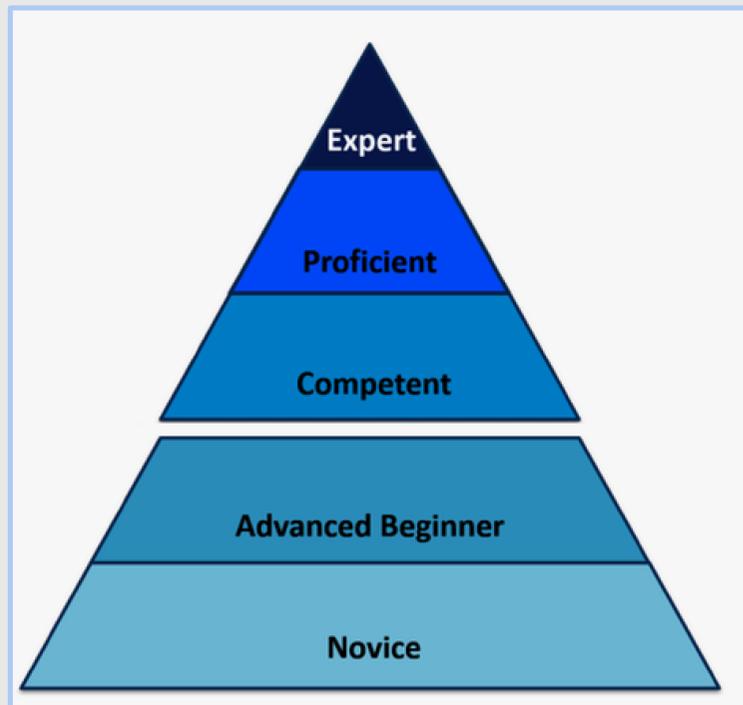
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Who are PALs?

We are third-year Bachelor of Science in Nursing (BSN3) students. Our role is to provide mentorship to second-year (BSN2) students as they learn in clinical skills lab and simulation (SIM) lab.

Patricia Benner's Novice to Expert Theory (1984)

Using this model as a theoretical framework we understand that skills develop over time through applied knowledge and practice experience.



(Klingenberg, 2013)

"The expert in anything was once a beginner"
- Helen Hayes

What Does the Literature Say?

Students rate peer teaching as often more beneficial than that of an instructor

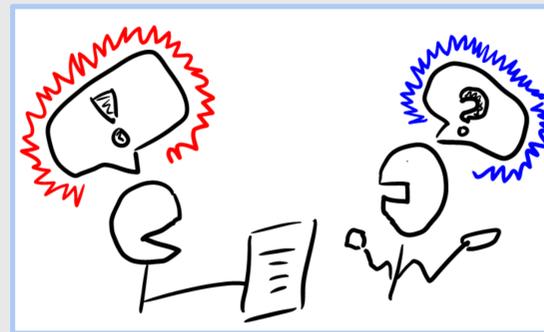
(Cooper, J.R., Martin, T., Fisher, W., Marks, J., & Harrington, M., 2013).

Peer mentorship promotes supportive, collaborative learning, and improved student confidence

(Sweeney, A. B., 2018).

Peer mentors assist with expansion of learning, critical thinking, and provide positive environments

(Jacobs, S., 2017).



(Undergraduate Advising, 2014)

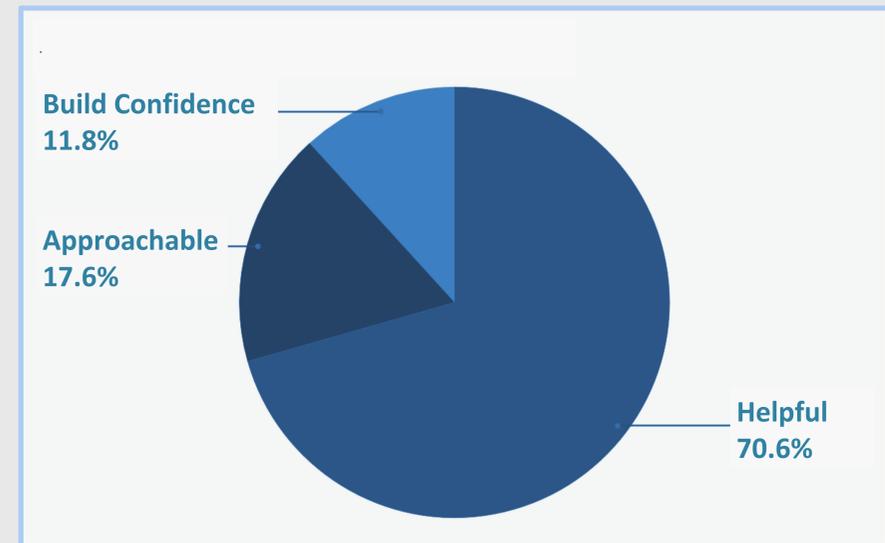
Methodology

The paradigm we have chosen to focus our inquiry toward is **constructivism**. Our methodology includes **meta-synthesis, qualitative data, and phenomenology**.

What is our Inquiry?

We are looking at the effects of peer to peer mentorship on second-year nursing students with a specific focus on emotional response, overall well-being, and psychomotor skill confidence and competence.

PAL Feedback From BSN2 Students



*"I love the extra help, one instructor to tend to students is **hard**. You're always around for questions and feedback"*
- BSN2 Student

What's Next?

Our goal is to conduct further research related to more specific phenomena to discover new strategies to further enhance student learning.

Something we are hoping will be answered with our inquiry is how much of a difference, in percentage, is there between peer to peer support versus the support solely of an instructor.