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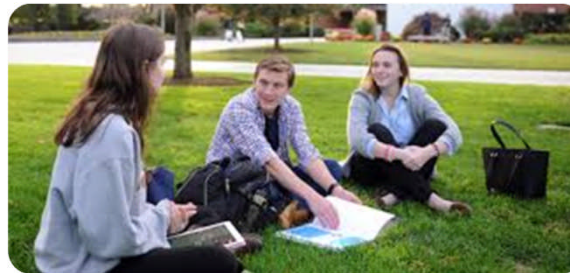


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# Peer Mentoring in Practice Placements: a pilot

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# Can students be mentors in practice?





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# Why?

- Collaboration
- Relationships
- Inter-professional
- Inter-collegiate
- Capacity (reduce burden clinical educators)
- Peer connectivity – generation of different learners, placement is daunting, exploiting digital technology





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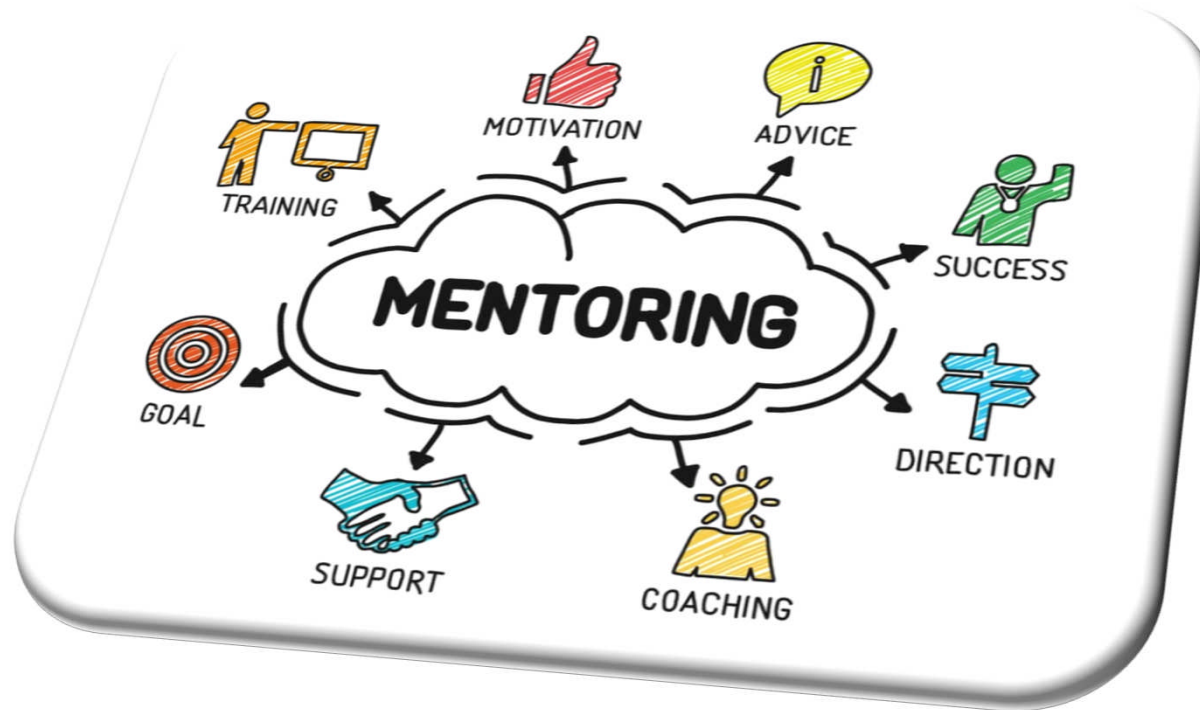
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## Traditional mentoring... Experienced – inexperienced



Haggard et al (2011)



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# Peer Mentoring

**"A mentor is an experienced employee who serves as a role model, provides support, direction and feedback regarding career plans and interpersonal development"** *Day and Allen (2004)*

**UoN and SHU already provide peer mentoring opportunities where 2<sup>nd</sup> and 3<sup>rd</sup> year students mentor 1<sup>st</sup> year students**

**Local organisations UHDB and City Care to provide opportunity to expand this to placement**





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## Peer mentor definitions

- There are many and no agreed one (Haggard et al 2011, Dawson 2014)
- Sixteen models of peer mentoring (Dawson 2014)
- Seen as beneficial in all industries (Haggard et al 2011)
- Can take many different forms e.g. face to face or virtual (Colvin and Ashman 2010)

*For pragmatic reasons – ‘Peer Supporter’* (Shapiro and Galowitz 2016)



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## How

- Students recruited from academic peer mentor scheme and elective placement
- 'Job advert' created to establish what the role involves and set clear ground rules/boundaries
- Student *supporter* given *supportee* contact details
- Local organisations provide opportunities for supporter scheme to continue into practice placement
- Student coordinator collaborated with HEIs to plan when cohorts cross over to facilitate





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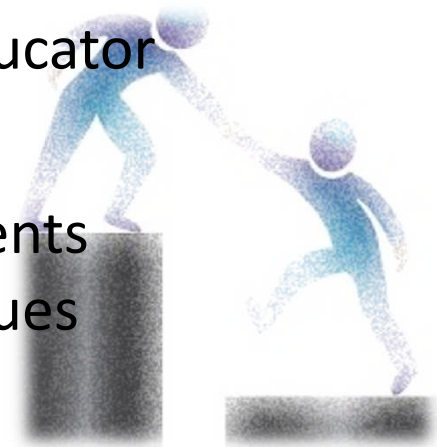
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# Benefits...

## For the Supporter:

- Developing confidence and leadership
- Developing graduate level skills - personal development, supervision skills, assessment
- Opportunities to expand C.V - employability skills organisation, communication
- Prep to enter workplace to understand clinical educator
- Become part of educational programme
- Altruism - giving something back, helps new students transition into higher education and links NHS values





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# Benefits

## For the supported:

- Developing confidence
- Assistance with settling into University life/studies and practice placement
- Giving feedback to supporter
- Creating goals
- Having a role model/critical friend
- Creates safe space – no question too silly, guide to be independent and supported thinkers





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## Benefits

### To the clinical educator

- Student has a designated port of call
- Can sign post for generic problems
- Reduces burden for managing anxiety related issues from being in the workforce
- Reduces student isolation
- Supports collaborative and interprofessional learning and working required for workplace





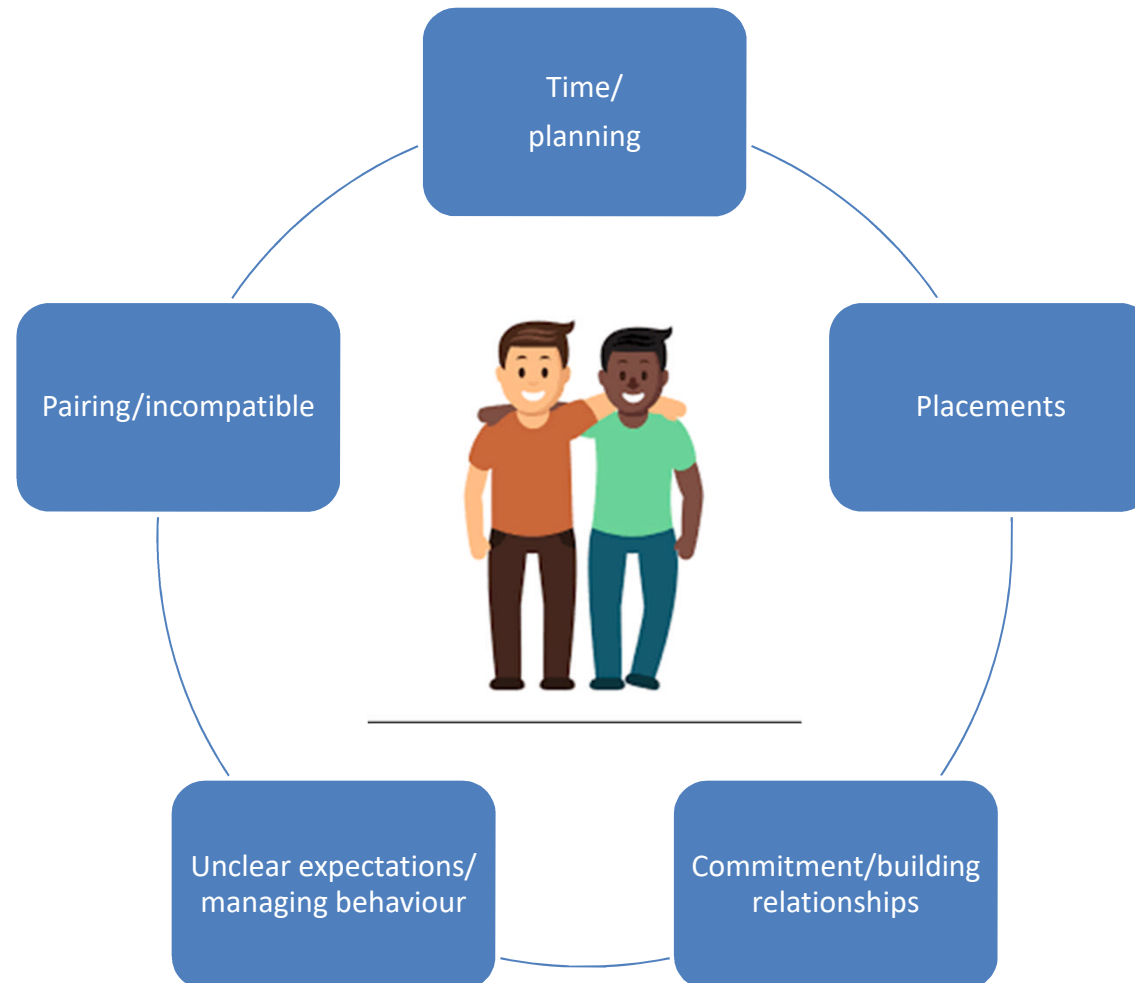
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# Anticipated Challenges





# Evaluation

## Peer supportee evaluation

50% complete

Page 2: Please complete the following

1. Did you feel adequately briefed to the role of the peer supportee? \* Required

- yes  
 no

2. In hindsight, would any further education or training have prepared you for this role? \* Required

- yes  
 no

3. How did you and your peer supporter make initial contact? \* Required

4. Do you feel that you received the right level of support from your peer supporter? \* Required

5. How did you receive your peer support? \* Required

## Peer supporter evaluation

50% complete

Page 2: Please complete the following

1. Did you feel adequately briefed to expectation of the role of peer supporter? \* Required

- yes  
 no

2. In hindsight, would any further education or training have prepared you for this role? \* Required

- yes  
 no

3. How did you and your supportee make initial contact? \* Required

4. Do you feel like you were given enough time to provide support to your supportee? \* Required

- yes  
 no

5. Did you find the level of support you gave the supportee about right? \* Required

- I gave too much

## Peer supporter evaluation for clinical educators

50% complete

Page 2: Please complete the following

1. Were you made aware of peer mentoring prior to your student starting? \* Required

- yes  
 no

2. Were the guidelines for the 'supporter' and 'supportee' made clear to you? \* Required

- yes  
 no

3. Were you able to allow time for the student to attend supervision sessions? \* Required

- yes  
 no

4. Do you feel that the student supportee benefitted from peer support whilst on placement? \* Required

5. Do you feel that the student supporter benefitted from peer support whilst on placement? \* Required



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