Title:
Peer Mentoring During Hospital Practicum to Reduce Anxiety in the First Semester Clinical Nursing Student

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Session Title:
Clinical Skills Assessment
Slot:
E 02: Saturday, April 9, 2016: 1:15 PM-2:30 PM
Scheduled Time:
1:35 PM

Keywords:
anxiety, peer mentoring and practicum

References:

Abstract Summary:
This session will focus on the use of peer mentoring in the clinical setting to decrease students' anxiety and increase students' satisfaction with the clinical learning experience. The presentation will be guided by the procedure and results of a quasi-experimental study.

LEARNING ACTIVITY:

<table>
<thead>
<tr>
<th>LEARNING OBJECTIVES</th>
<th>EXPANDED CONTENT OUTLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The learner will be able to identify reasons for implementing peer mentoring in the clinical setting.</td>
<td>State of Science on Anxiety/Peer Mentoring • Clinical experiences are the largest component of nursing educational experiences • A gap exists between nursing education and</td>
</tr>
</tbody>
</table>
expectations as new nurses (Benner et al., 2009) • Anxiety can impede learning (Audet, 1995; Blainey, 1980; Yerkes & Dodson, 1908) • Clinical experiences are anxiety producing for nursing students (Blainey, 1980; Kleehammer, Hart, & Keck, 1990) • Research suggests peer mentoring facilitates learning and can decrease student anxiety (Colvin & Ashman, 2010; Topping, 2005) • Peer assisted learning/ peer mentoring has been studied and utilized in many academic settings. • Research has not moved beyond the descriptive in the use of peer mentoring in the clinical setting

What is peer mentoring? • a planned partnering of an experienced student with a less experienced individual to work towards academic and clinical growth (Dorsey & Baker, 2004) • It is “providing support in a non-evaluative environment” (Sprengel & Job, 2004) p. 246. • Peer mentoring requires participation of both parties, support, cooperative learning (Sprengel & Job, 2004) and development of a working relationship.

How is the clinical setting defined? • Clinical setting is defined as in the hospital. For this research in a med-surg hospital unit. One instructor per 10 students.

Framework for the study • Social Cognitive Theory - Bandura • Peer mentoring aides in observational learning, self-regulation, and the learning environment

2. The learner will be able to describe the study design and peer mentoring intervention. Research Design • Quasi-experimental • Pretest Posttest non-equivalent groups design o Informed by previous work by Sprengel and Job (2004) Sample Setting Recruitment • All subjects students at small university • Desired 70 subjects per power analysis • Inclusion criteria- must be first semester nursing student enrolled in NURS 200— • Exclusion criteria- prior hospital employment/ previous nursing clinical coursework Mentors Role/ Training • Peer mentors were an integral component of successful intervention. • Peer mentors were recruited from senior nursing students and evaluated for appropriate grade point average (GPA), clinical decision making skills, and communication skills. It was imperative to the
success of the peer mentoring program that the peer mentors were able to provide appropriate and desired modeling behaviors for first semester clinical nursing students. • Training for mentors included a two hour interactive training session on expectations and roles of peer mentors in the clinical setting. This training was modeled after the training created by Sprengel and Job (2004). • The training highlighted the necessary qualities of successful mentors, clinical objectives and expectations of the mentees, and an overview of the commitment needed in the peer mentor/mentee relationship. • During training mentors were provided with specific daily objectives to guide their work with their assigned mentee. o On day one the goal for the mentor was to role model appropriate student nurse behavior. o On day two the mentors were supposed to work on communication with patients and staff with the mentee and ensure the mentee enters a patient’s room and interacts with a patient. o On day three the mentor’s objective was to provide support and build confidence while helping the mentee care for the assigned patient. • To meet hospital and university requirements peer mentors enrolled in an additional one hour elective clinical course and agreed to participate in all aspects of the peer mentoring process. • Peer mentors met all orientation and training expectations of the clinical sites and academic institution prior to mentoring subjects on the assigned units. Research team members were the assigned faculty and supervised student mentors in the clinical setting for policy purposes and to ensure proper adherence to peer mentoring principles. • Peer mentors that successfully completed the experience received a letter of recommendation describing the experience and detailing how the experience developed the volunteer mentor. What was the intervention? • Subjects in the intervention group participated in peer mentoring for the first three weeks of their first clinical experience. •
The dyads worked together over a consecutive series of three clinical days beginning on the mentee’s first clinical day in the hospital. The dyads spent the entire clinical day working together to care for the patient by performing clinical skills, communicating with the assigned Registered Nurse and healthcare team, and using clinical reasoning. Instruments • Subjects completed assessments twice during the study; at baseline and at the end of the 3 week intervention period. For baseline, subjects completed the State Trait Anxiety Index (STAI), the Clinical Experience Assessment Form (CAEF), and a demographic questionnaire. STAI • evaluates state and trait anxiety • has been used extensively in research and clinical practice (Spielberger, 1983). • Considered a standard in anxiety measures in nursing (Hutchinson & Janiszewski Goodin, 2013) • The alpha coefficient average when used on college age female students is .9327 (Spielberger, 1983). CEAF • 16 items, such as communication and procedural aspects of care, with a Likert scale indicating the level of anxiety each situation produces. • Cronbach’s Alpha of .82 among college student subjects and is considered reliable and valid by previous researchers utilizing the instrument (Kleehammer et al., 1990; Li, Wang, Lin, & Lee, 2011; Sprengel & Job, 2004) Protection of Human Subjects • IRB approvals • Data identified through ID only

3. The learner will be able to critique the outcomes of utilizing peer mentors in the clinical setting with first time clinical nursing students

Sample characteristics • N= 37 • Intervention (n=19) • Observation (n=18) • Post test (n=35) • 97% Female (n=36) • 29.7% (n=11) Employed (full or PT) • Mean Age= 19 • Mean GPA= 3.39 • No significant differences between groups across any measure at pretest • Intervention group had a significantly higher GPA • Intervention group had more students who were not working Results • Decrease for peer mentoring students in nursing specific anxiety (especially regarding using equipment and patient care) o Non Parametric Mann Whitney U/ Wilcoxon Sign Ranks used due to low power • Peer mentoring students
experience increase positive perception of the instructor and mentors within the learning environment. But no overall change in perceptions of the clinical learning environment. o ANOVA Limitations of study • Quasi experimental • Small sample • Lack of time attention control • Possible confounding variables More research needed!

4. The learner will be able to interpret lessons learned from peer mentoring in the clinical setting research that are transferable to their teaching environment.

• Nursing education research takes partnership, everyone on same page • Intervention length was effective • More rigorous training may produce better results • Matching of mentors can be difficult- different personalities, working together ability • Nurses loved having the mentors • Teachers thought it was effective. Allowed to focus on students who didn’t have peer mentors • A lot of help was provided on EHR, students learned it better. • More rigorous nursing education focused experimental research is needed.

Abstract Text:

The clinical setting, an important aspect of nurses’ educational experiences, can be anxiety producing. Literature supports that while anxiety in small quantities is a desirable experience in learning, too high a level of stress can decrease learning (Audet, 1995; Blainey, 1980; Yerkes & Dodson, 1908). It is widely accepted that clinical education is anxiety producing for nursing students and first time nursing students experience even more severe anxiety in the clinical setting(Audet, 1995; Kleehammer et al., 1990). Decreasing students anxiety related to first time clinical experiences may improve students’ ability to learn and integrate important fundamental nursing skills taught in foundational clinical practicums.

Peer mentoring has been used frequently in higher education to facilitate learning and has been identified as a means of decreasing student anxiety related to learning (Colvin & Ashman, 2010; Topping, 2005). However, there is little research regarding peer mentoring in the clinical setting. Nursing research suggests that peer mentoring in other settings can decrease anxiety, make a significant contribution to nursing students’ learning, and increase self-confidence, clinical judgment, time management, priority setting, and nursing students’ perceptions of the learning environment (Giordana & Wedin, 2010; Harmer, Huffman, & Johnson, 2011; Li et al., 2011; Sprengel & Job, 2004). Although peer mentoring has been established as an effective model in other nursing education settings and described as an effective model for decreasing anxiety in the clinical setting; no research on peer mentoring in the clinical setting has moved beyond descriptive and case evaluations to provide an evidence base for implementation.

A quasi-experimental pre-test post-test nonequivalent groups designed research study was undertaken to determine if nursing students participating in peer mentoring during their first clinical practicum experience less anxiety and increases satisfaction with the learning experience than nursing students who participate in traditional clinical experiences. Anxiety was measured using the Standardized State Trait Anxiety Index (STAI) and the Clinical Experiences Anxiety Form (CEAF). The STAI measured generalized anxiety while the CAEF was a nursing specific anxiety tool developed by Kleehammer, Hart, and Keck (1990). Data regarding student’s perceptions of the clinical environment during this experience was gathered through the Student Evaluation of Clinical Education Environment (SECEE). Data was analyzed using descriptive statistics, ANOVA, Mann Whitney U, and correlations. The results from the
study indicate a significant decrease in nursing specific anxiety among students who participated in peer mentoring in the clinical setting. Students who participated in the peer mentoring intervention also perceived more satisfaction with their instructor/mentor than students in traditional clinical experiences. The resulting data demonstrates peer assisted learning is an effective and innovative clinical learning pedagogy. This session will discuss the study design, intervention, and results as well as lessons learned to provide a template for utilizing peer mentoring in the clinical setting.