

Peer Mentorship in Nursing Education: A Scoping Review on the Impact on Mentors

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There is an abundance of literature exploring the impacts of peer mentorship in nursing education. Most of this literature focuses on the benefits for the mentee as the impetus for and outcome of peer mentorship programs (Botma et al., 2013; Jacobs, 2017; Vandal et al., 2018). There is a paucity of understanding about the impacts of being a peer mentor as a senior nursing student on the mentor's readiness for practice. Some studies have noted benefits to mentors such as improved communication and self-confidence as secondary outcomes from participation in mentoring (Avanthay Strus et al., 2024; Jacobs, 2017). To support the case to formally implement peer mentorship into undergraduate nursing curriculum, the impacts of being a peer mentor must be further identified and correlated with curriculum outcomes, such as the entry-level competencies (ELCs) for registered nurses (Canadian Council of Registered Nurse Regulators [CCRN], 2019).

Background

Mentorship is necessary for the provision of safe, competent care within the health care system (Benner, 1982; Botma et al., 2013). The health care landscape continues to escalate in acuity, complexity, and intensity, and the effects of a global nursing shortage have been exacerbated since the COVID-19 pandemic. New nursing graduates are expected to display readiness for independent practice in this environment. These new nurses vary in their competency to meet the demands of their work, particularly in critical thinking, communication, and teamwork (Masso et al., 2022; Tarhan et al., 2022). Mentorship has traditionally been used as a strategy to ease novices through these transitions in both nursing education and practice (Benner, 1982; Botma et al., 2013; Gularte-Rinaldo et al., 2023; Health Canada, 2024; Jacobs, 2017; Lafontan et al., 2023). New nurses may perceive themselves to lack adequate knowledge and assessment skills to make accurate clinical judgements, leading them to hesitate to report abnormalities to physicians or to delegate care to other team members (Masso et al., 2022). Tarhan et al. (2022) found that work readiness improved for new nurses who had positive experiences with collaboration with other nurses. For these reasons, mentorship is integrated into the Canadian Nurses Association (CNA) Code of Ethics (2017) as an obligation that nurses provide to one another, as well as a primary strategy for nursing retention as outlined in the Health Canada Nursing Retention Toolkit (2024).

Peer mentorship in undergraduate nursing can be defined as a relationship between two or more nursing students who are at different points in their educational programs, where the more-experienced student or students share with junior peers the knowledge, skill, and strategy they have acquired during their tenure as students (Pop et al., 2022). In this paper, we use a wide definition of *peer mentorship* that includes any format of upper-year nursing students holding a mentorship or leadership role in guiding junior students to knowledge, skill, or strategy acquisition.

Peer mentorship has been used in undergraduate nursing education to ease the transition into new clinical settings, improve clinical decision-making, and decrease anxiety, allowing novices to have cognitive space for learning during their education (Botma et al., 2013; Cornine, 2020; Gularte-Rinaldo et al., 2023; Jacobs, 2017; Lafontan et al., 2023). Recently, undergraduate nursing programs have been tasked with graduating more nurses to remedy the global nursing shortage, but these programs face limited access to clinical and lab settings (Kramer et al., 2018; Murray et al., 2019). Using peer mentorship in undergraduate nursing may mitigate the challenges of reduced clinical and lab time, as it has been shown to enhance clinical performance and clinical judgement in mentees (Botma et al., 2013).

Nursing students involved in peer mentorship in their undergraduate programs experience a smoother transition to independent practice than others and are more likely to engage in peer mentorship opportunities again in their careers (Botma et al., 2013; Cornine, 2020; Gularte-Rinaldo et al., 2023; Lafontan et al., 2023). Little is known about how being a mentor affects the transition to practice for senior

nursing students who create positive experiences for their junior peers. Gaining a better understanding of the impact of peer mentoring as it relates to the development of professional nursing skills and competencies may also provide more weight to the argument for schools of nursing to embed mentorship into curriculum.

Nursing graduates are expected to be proficient in the ELCs for registered nurses as outlined by provincial regulatory bodies in Canada (CCRN, 2019). ELCs are “the observable ability of a registered nurse at entry level that integrates the knowledge, skills, abilities, and judgment required to practice nursing safely and ethically” (CCRN, 2019, p. 1). These competencies ultimately guide the curriculum outcomes for undergraduate nursing programs across Canadian nursing programs. As the demands on nursing programs increase in the current culture of fiscal, time, and learning space constraints, innovative methods of meeting ELCs must be explored and strategically implemented. The intent of this scoping review is to summarize the benefits and challenges that nursing students experience when participating in mentorship programs as peer mentors, identify themes and gaps in knowledge and understanding of this topic, and compare the impacts of mentoring to the ELCs of registered nurses (CCRN, 2019). The implications of these findings will be discussed in relation to the ELCs required for the transition to practice of new nursing graduates and the implications for academic institutions planning mentorship into their programs.

Methods

The methodology for this project is the scoping review framework as described in Arksey and O’Malley (2005) as it is a valuable tool for decision makers when determining types of programs that may be effective in solving a practice issue (Peters et al., 2024). A scoping review has five distinct stages to assist researchers in conducting their research in a transparent way to allow for replication and lend reliability to the findings produced from the review (Arksey & O’Malley, 2005; Peters et al., 2024). These stages described by Arksey and O’Malley (2005) are 1) identifying the research question; 2) identifying relevant studies; 3) selecting relevant studies; 4) charting the data; and 5) collating, summarizing, and reporting the results. This process has been enhanced by other authors who have further clarified these steps to include guidance on how to chart and report data, such as the use of a PRISMA-ScR (Preferred Reporting Items for Systematic Reviews and Meta-analyses extension for Scoping Reviews) flow diagram (Page et al., 2021; Peters et al., 2024).

Research Question

The research question for this review is as follows: What are the personal and professional impacts of participating in peer mentorship for the nursing students who are mentors in undergraduate nursing programs? In answering this question, we anticipate that an argument for the creation and maintenance of peer mentorship programs within undergraduate nursing education will be supported and a rationale for students to participate in mentorship opportunities will be delineated.

Search Strategy

We conducted the search for available literature on this topic in two databases: CINAHL/EBSCO (nursing and allied health, 1981–present) and MEDLINE/PubMed (biomedical sciences, 1946–present). We conducted the searches of these databases on January 13, 2025, using the search strategies in Table 1. Searches included only results in the English language that had both abstract and full-text availability. A total of 927 records were found with these two database searches (CINAHL = 579; MEDLINE = 348).

Table 1

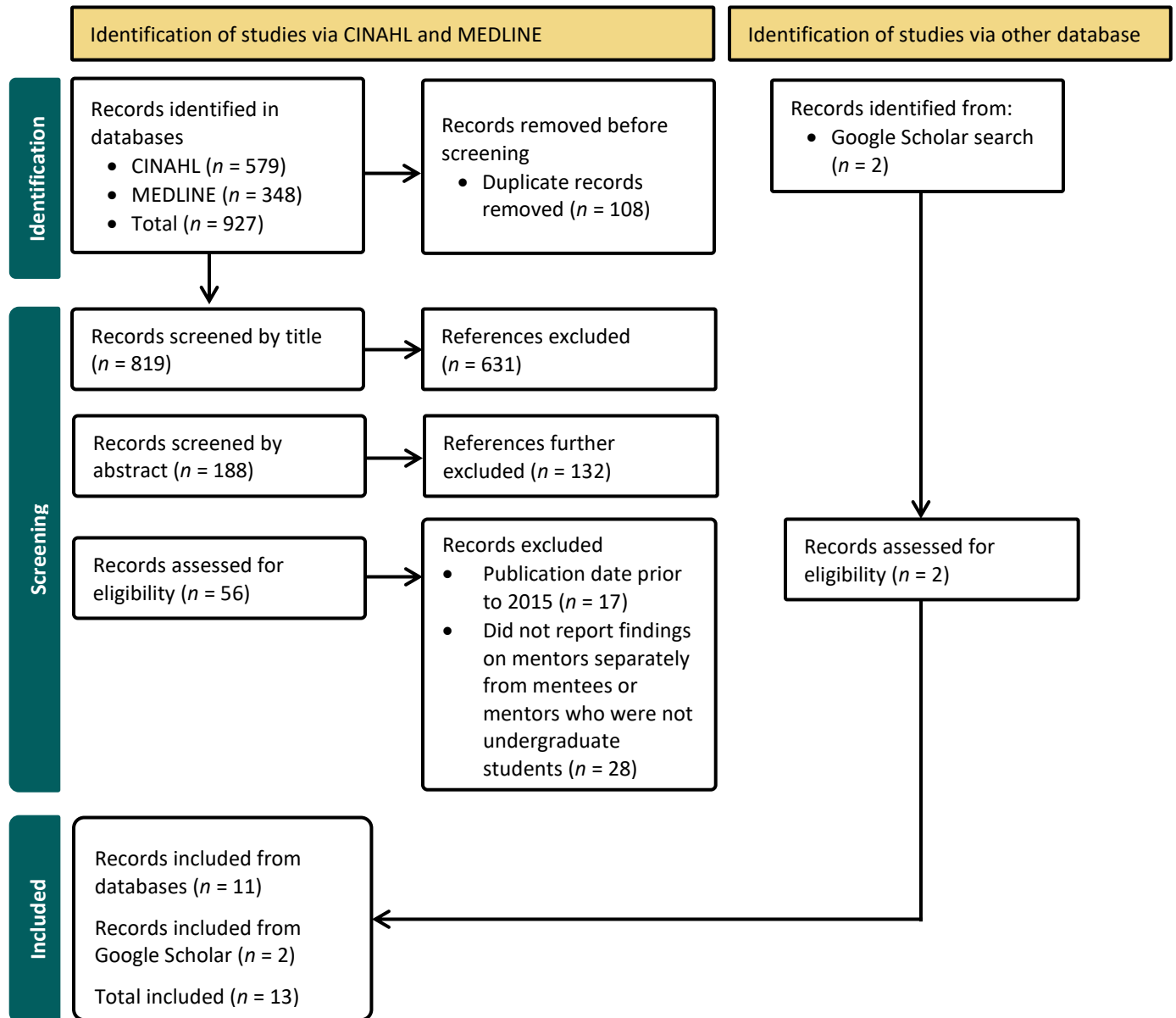
Search Strategies

Database	Search strategies
CINAHL	[(prelicensure nursing students OR pre-licensure nursing students OR undergraduate nursing students OR baccalaureate nursing students OR undergraduate student nurses OR student nurs* OR nurs* student) AND (peer tutoring OR peer teaching OR peer assisted learning OR near-peer mentoring OR near peer teaching OR mentor OR mentoring OR mentorship OR peer mentoring OR peer mentor OR peer mentors) AND (undergraduate nursing education OR nursing education OR nurse education OR education, nursing, baccalaureate)]
MEDLINE	[(nurs* student OR student nurse OR undergraduate nurs* OR prelicensure nurse) AND (peer mentor* OR mentor* OR mentorship OR peer teach* OR near-peer mentor) AND (education, nursing OR education, nursing, baccalaureate)]
Google Scholar	"Undergraduate nursing peer mentorship benefits for mentors"

Citations were exported to Rayyan (Ouzzani et al., 2016) for deduplication, where identified citations were hand-reviewed and true duplicates were removed ($n = 108$). We screened the remaining 819 titles for relevance to inclusion criteria: pertaining to undergraduate nursing students, written in English, and discussing benefits and challenges for the mentors. Abstracts of the remaining 188 articles were then reviewed. At this point, we decided to limit the data to articles published from 2015 to 2025. After the time limitation and the abstract screening, one researcher assessed the full texts of 39 articles for eligibility in this review, and 28 of these articles were excluded due to lack of reporting on the population of interest. A total of 11 articles are included in this scoping review. We then conducted a Google Scholar search to identify any titles missed in the above search, and an additional two articles that met the inclusion criteria were added for a final total of 13 articles included in this review. This screening process is illustrated in Figure 1.

Figure 1

PRISMA 2020 Flow Diagram



Results

Data were extracted from these 13 articles and charted according to the Joanna Briggs Institute for Evidence Synthesis (Peters et al., 2024) to include the author, year, study name, design, purpose, sample size of participants, type of mentorship program reported on, and findings that relate to the experience of the undergraduate mentors. Six articles were from North America and three were from the UK. The remaining four articles were from Norway, the Republic of Korea, Singapore, and Australia, indicating that peer mentorship is a global movement in nursing education. Article types included primary research articles aimed at studying aspects of peer mentorship and reviews or synthesis papers. The reviews and synthesis papers aimed to answer broad questions related to peer mentorship and reported the results pertaining to the mentors as one of several outcomes of interest (Avanthay Strus et al., 2024; Irvine et al., 2018; Jacobsen et al., 2022; Lim et al., 2022; Wong et al., 2016).

Types of Mentorship Programs

The structure of the peer mentorship programs varied, including several programs that planned formal weekly small-group teaching sessions in classrooms (Miller et al., 2019), labs (Bright, 2019; Ramm et al., 2015), and clinicals (Jacobsen et al., 2022; Pegram & Fordham-Clarke, 2015; Won & Choi, 2017); two programs with informal one-on-one mentorship dyads with mentor participants (Cust et al., 2023; Vandal et al., 2018); and one mentorship set-up in which mentors were final-year students enrolled in a course that required them to participate in mentoring activities throughout the term, but consistent relationships were not required (Flott et al., 2022). Mentors in these programs were in the second, third, or fourth years of their nursing programs. The number of mentors who participated in the mentorship program for primary research studies ranged from five to nineteen mentors, except for the study by Flott et al. (2022), which collected data from 105 student mentors as their participation and feedback was required for completion of their course. These data are charted in Appendix A.

Mentor Preparation

Several of the studies reported that orientation and preparation were provided to the mentors prior to or during the mentorship program (Bright, 2019; Cust et al., 2023; Flott et al., 2022; Irvine et al., 2018; Miller et al., 2022; Vandal et al., 2018; Won & Choi, 2017). The depth and delivery of preparation and orientation were different for each study in which this information was reported. Miller et al. (2022) supported mentors with a mandatory 1-week orientation prior to the mentorship and weekly meetings and monthly professional development sessions throughout the length of the program. Other studies reported online education through video (Cust et al., 2023) or completion of an online module (Flott et al., 2022). Although some of the studies offered only vague details of their mentor preparation, reported topics in mentor preparation included clarification of the mentor role, the navigation of interpersonal dynamics, leadership, and communication (Flott et al., 2022; Vandal et al., 2018; Won & Choi, 2017). Despite this diversity in practice, several articles recommend implementing mentor preparation as an important strategy for ensuring positive outcomes of mentorship (Avanthay Strus et al., 2024; Irvine et al., 2018; Jacobsen et al., 2022; Miller et al., 2022; Vandal et al., 2018; Won & Choi, 2017). Irvine et al. (2018), Pegram and Fordham-Clarke (2015), and Ramm et al. (2015) suggest that formally embedding mentorship preparation into curriculum may be an effective method of building mentorship and teaching skills for every undergraduate nursing student. While the studies in this review did not endorse any specific program type for mentorship, academic institutions can support mentorship through providing a preparation program for both mentors and mentees, create opportunities for face-to-face relationship

building, and provide faculty support for both content and the navigation of mentorship relationships (Lim et al., 2022; Vandal et al., 2018; Wong et al., 2016).

Benefits of Mentoring

We identified several benefits from the data, including improvements in communication and leadership skills, clarification of the roles of registered nurses, increased confidence and self-esteem, and feelings of belongingness in both their program and the profession of nursing.

Communication and Leadership

Opportunities to develop and practise communication skills were mentioned in several articles (Avanthay Strus et al., 2024; Bright, 2019; Cust et al., 2023; Flott et al., 2022; Jacobsen et al., 2022; Miller et al., 2019; Ramm et al., 2015; Vandal et al., 2018; Won & Choi, 2017; Wong et al., 2016). Mentors identified active listening, reflecting, and adapting their approach to communicating with their mentees as aspects of improvement during mentorship (Bright, 2019; Jacobsen et al., 2022; Vandal et al., 2018; Won & Choi, 2017). Ramm et al. (2015) noted that the mentors' opportunities to give challenging feedback to their mentees was appreciated in order to practise delivering bad news. Leadership skills built through peer mentoring included navigating assessment of their mentee and adapting their approach to the mentorship and teaching based on the mentee's level, coping with interpersonal conflict, and giving feedback to mentees (Bright, 2019; Jacobsen et al., 2022; Ramm et al., 2015; Won & Choi, 2017).

Role Clarification of Registered Nurses as Educators

Mentoring allowed students to deepen their understanding of the role of a nurse as an educator in that it provided the opportunity to improve the teaching skills that students had learned in their nursing program (Avanthay Strus et al., 2024; Irvine et al., 2018; Ramm et al., 2015; Vandal et al., 2018; Wong et al., 2016). Specific teaching skills developed as peer mentors included building rapport (Vandal et al., 2018), motivating mentees, role modelling behaviour, and learning how to identify and adapt a teaching plan to the specific learner's needs (Bright, 2019; Irvine et al., 2018; Jacobsen et al., 2022; Pegram & Fordham-Clarke, 2015; Vandal et al., 2018; Won & Choi, 2017). Mentors prepared themselves to give accurate information and be credible for their mentees. Mentors from the studies by Ramm et al. (2015) and Won and Choi (2017) stated that they were frustrated by mentee behaviour at times, forcing the mentors to self-reflect and adapt their approaches to the mentees' unique needs and challenges.

Confidence and Self-Esteem

Several authors reported that mentors saw increased confidence and self-esteem after participating in a mentorship program. The mentors were able to see their own growth through the lens of a mentorship relationship and were able to speak confidently about the topics the mentees were currently dealing with (Avanthay Strus et al., 2024; Cust et al., 2023; Flott et al., 2022; Irvine et al., 2018; Jacobsen et al., 2022; Ramm et al., 2015; Wong et al., 2016). Cust et al. (2023) found that mentors' increased self-awareness of their own growth decreased their anxiety about their upcoming transition to becoming an independent registered nurse.

Belonging

Mentoring gave the senior students a feeling of belonging and connection with their faculty and peers. This feeling improved satisfaction and affirmed their choice of career path (Avanthay Strus et al., 2024; Jacobsen et al., 2022; Miller et al., 2019; Vandal et al., 2018; Wong et al., 2016). Mentors disclosed

that they volunteered for the mentorship program out of an altruistic desire to pass on the benefits they experienced as mentees and support other students (Lim et al., 2022; Vandal et al., 2018; Won & Choi, 2017). Participating in peer mentorship increases the likelihood of participating again in the future (Lim et al., 2022; Wong et al., 2016). Thus, creating community and belonging through mentorship in undergraduate nursing programs may further influence formal and informal mentorship in nursing practice.

Challenges of Mentoring

Mentors experienced challenges related to their role as peer mentors in three areas: insecurity, time requirements, and challenging mentee behaviours. Mentors initially felt insecure about their competence as a resource for mentees regarding nursing knowledge and skills (Irvine et al., 2018; Jacobsen et al., 2022). Mentors desired guidance and support in their mentoring roles (Flott et al., 2022; Vandal et al., 2018). Vandal et al. (2018) noted that in response to initial data from mentors, mentorship coordinators increased workshops for mentors from four in the year to biweekly, but these authors did not quantify if mentors experienced a corresponding change in confidence or competence.

Mentors found that mentoring others as an extracurricular activity amid their own heavy academic and clinical schedules was onerous. Some mentorship programs were unstructured, leaving the arrangement of mentoring interactions to the mentor and mentee (Vandal et al., 2018). The laxity in the less-formal mentorship programs required both members of the mentorship dyad to be more committed to the aim of mentorship. The level of coordination required and notable personality differences interfered to a greater extent in these situations (Jacobsen et al., 2022; Vandal et al., 2018; Wong et al., 2016).

Some mentors reported having a hard time navigating how to handle mentees who lacked motivation and commitment to the mentorship program. Mentors expressed frustration with mentees who missed meetings and lessons without communication, and with mentees who came unprepared or expected the mentor to provide them answers passively (Irvine et al., 2018; Jacobsen et al., 2022; Won & Choi, 2017; Wong et al., 2016).

One study reported that attempting to use virtual platforms for mentorship activities hindered mentors' ability to connect with mentees and decreased the meaningfulness of the mentorship relationship (Vandal et al., 2018).

Recommendations From the Literature

Several studies have made recommendations for successful peer mentorship programs. A major theme that emerged from this review is that preparing mentors is paramount to the success of the mentorship program for both the mentor and the mentee (Avanthay Strus et al., 2024; Irvine et al., 2018; Jacobsen et al., 2022; Miller et al., 2019; Pegram & Fordham-Clarke, 2015; Ramm et al., 2015; Vandal et al., 2018; Won & Choi, 2017). Within this need for preparation, mentors identified the following areas for increased support: clarification of the mentor role (Vandal et al., 2018), guidance on navigating interpersonal challenges (Avanthay Strus et al., 2024; Irvine et al., 2018; Jacobsen et al., 2022; Ramm et al., 2015; Vandal et al., 2018), and the building of effective relationships (Won & Choi, 2017). Three studies recommended formally embedding the teaching skills of mentorship into nursing curriculum (Irvine et al., 2018; Pegram & Fordham-Clarke, 2015; Ramm et al., 2015).

Other recommendations included matching mentors and mentees based on interests and learning styles to facilitate positive relationship building (Avanthay Strus et al., 2024; Irvine et al., 2018).

Vandal et al. (2018) emphasized that face-to-face contact was critical for building mentoring relationships and that opportunities for in-person contact should be created by the program, particularly at the beginning. Recommendations for future mentorship research included exploring mentorship in varied settings—such as online or in classrooms, labs, and different clinical sites (Jacobsen et al., 2022)—and conducting longitudinal studies to identify long-term impacts of mentorship (Wong et al., 2016).

Discussion

Findings from this scoping review demonstrate the benefits and challenges of being a peer mentor during undergraduate nursing education. Mentoring fosters leadership and communication skills, increases awareness of the professional responsibilities of nursing and allows opportunities to practise nursing roles, builds confidence and self-esteem, and enhances a feeling of belonging and connectedness within nursing. Mínguez Moreno et al. (2023) describe the importance of peer mentorship in practice to advance ELCs, reduce stress and anxiety, promote professional development, and increase the retention of new nursing graduates. The skills identified in this scoping review align with the ELCs and the roles of the nurse that nursing students are expected to attain by the end of their undergraduate nursing programs. Acting as a peer mentor prepares nursing students to meet ELC roles of clinician, professional, communicator, collaborator, coordinator, leader, and educator (CCRN, 2019) and decreases nursing students' anxiety regarding their upcoming role transition (Cust et al., 2023; Mínguez Moreno et al., 2023; Murray et al., 2019; Vandal et al., 2018).

Acquiring ELCs Through Mentoring

Mentors developed their capacity in the roles of communicator, collaborator, coordinator, and leader using therapeutic communication skills, empathy, respect, optimism, and trusting relationships with their mentees. Some models of mentorship also provided student mentors opportunities to practise leading groups. This experience is significant as students often report inadequate opportunity to practise communication and leadership skills during their undergraduate education (Mercan & Mersin, 2025). Dealing with conflict and giving feedback to their mentees was a valued experience for mentors prior to independent practice (Bright, 2019; Jacobsen et al., 2022; Ramm et al., 2015; Won & Choi, 2017). The opportunity to develop these skills during undergraduate nursing programs may improve the ability of new nursing graduates to communicate with physicians and other health care professionals with confidence once in practice. These skills are crucial for registered nurses practising in collaborative, interprofessional health care settings.

Mentoring gave mentors the opportunity to develop as a coordinator and an educator—roles that require registered nurses to assess and plan for appropriate care. Mentors learned about their mentees' unique needs as nursing students and planned responses and activities to address those needs. One key useful experience in this regard was navigating negative mentee behaviours (Ramm et al., 2015; Won & Choi, 2017). Although often reported as frustrating, this experience allowed the mentors to evaluate, reflect, and adapt their plans to aid their mentee—skills that are directly applicable to nursing in clinical settings. Mentors also further developed their expertise as educators with hands-on experience creating an education plan and implementing, evaluating, and adapting it for their mentorship activities (Avanthay Strus et al., 2024; Flott et al., 2022; Irvine et al., 2018; Jacobsen et al., 2022; Lim et al., 2022; Miller et al., 2019; Pegram & Fordham-Clarke, 2015; Ramm et al., 2015; Won & Choi, 2017; Wong et al., 2016). These skills are also directly transferable to the clinical setting.

The opportunity for student mentors to be self-directed in their awareness and reflection of their own knowledge and skills is connected to several ELC role categories, such as clinician, professional,

leader, and coordinator. Reflective practice is required to provide safe, competent care as a clinician and to embody the professionalism of registered nurses. Nurses must be aware of how their own beliefs and values affect their relationships with clients and take on leadership roles to create culturally safe environments. Mentors benefited in the role of coordinator through their interactions with their mentees and the need to manage their time wisely (Bright, 2019; Flott et al., 2022; Miller et al., 2019; Wong et al., 2016). Embedding mentorship into a senior course in undergraduate nursing education provides an opportunity for all students in the program to reap these benefits (Flott et al., 2022).

Limitations

A limitation of the available research on peer mentorship is that each study reported on uniquely structured peer mentorship programs. Although there were similarities in experiences and outcomes of being a peer mentor, no best-practice recommendations are available for undergraduate nursing programs to organize and prepare participants for peer mentorship. Comparative analysis of peer mentorship structure, preparation, and support plans would be helpful for decision makers looking to implement peer mentorship at their institutions.

Another limitation is that none of the articles follow the peer mentors into their nursing practice to gather data on how being a peer mentor during their undergraduate program affected their transition to practice or whether they participated in formal or informal mentorship in the workplace. Wong et al. (2016) recommended that longitudinal studies be done to investigate this limitation.

One limitation of this scoping review is that while the search strategy was developed by the team of authors, screening of articles was done by one author. This approach differs from standard of the two or more reviewers suggested by JBI (Peters et al., 2024) and was chosen to accommodate time constraints for this review as it was undertaken as part of graduate work of the primary author and bound by the academic term. Close communication with the team was maintained through this process to ensure rigour and transparency. Another limitation is that the search strategy was applied to two databases and Google Scholar rather than three or more databases as suggested by JBI (Peters et al., 2024). This approach was again chosen due to the time constraints of the academic term. The team decided that two databases and Google Scholar would supply an adequate sampling of available literature.

Implications for Nursing Education and Practice

Integrating peer mentorship into curriculum for both junior and senior nursing students would provide structured education and meaningful opportunities for mentorship, growth, and development of every student. Thought must be applied to the design of mentorship to maximize benefits while acknowledging and respecting the time and effort required for mentors to prepare for and execute their role. Embedding it into curriculum would mean that each student in the program would participate in mentorship at some point in their undergraduate nursing program. Several studies in this review recommended ensuring adequate preparation for both mentors and mentees to maximize benefits for both groups (Avanthay Strus et al., 2024; Irvine et al., 2018; Jacobsen et al., 2022; Miller et al., 2019; Pegram & Fordham-Clarke, 2015; Ramm et al., 2015; Vandal et al., 2018; Won & Choi, 2017). Recommendations from the body of research included in this review also suggest that in-person, structured formats and intentionally matched mentor–mentee dyads increase the participation in and benefit of mentorship in undergraduate nursing programs (Avanthay Strus et al., 2024; Irvine et al., 2018; Vandal et al., 2018). Including mentorship in curriculum allows for education and support throughout the program and aids the students in achieving curriculum outcomes for their nursing program, which are meeting ELCs.

Being a peer mentor allows nursing students to develop several nursing roles expected of an entry-level nursing graduate and gives them an opportunity to improve their self-confidence, self-esteem, and belonging in nursing—attributes protective against burnout in practice. Acting as a peer mentor prepares nursing students to meet Canadian ELCs in the roles of clinician, professional, communicator, collaborator, coordinator, leader, and educator (CCRN, 2019) and decreases nursing students' anxieties in their upcoming role transitions (Cust et al., 2023; Vandal et al., 2018).

Conclusion

This scoping review answers the question of the impacts of participating in peer mentorship for nursing students who are mentors in undergraduate nursing programs. This review provides a summary of evidence that describes the benefits and challenges of peer mentorship and gives recommendations for improvements to the experience of peer mentorship. It adds to the existing body of knowledge of peer mentorship that being a peer mentor as a nursing student improves the student's ability to meet the ELCs of registered nursing upon graduation from their degree program. Further research should be done to identify the best practices for implementing peer mentorship during undergraduate education to maximize the identified benefits while mitigating the challenges associated with added workload, challenging interpersonal dynamics, and lack of feeling prepared.

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Appendix A: Data Extraction Table

Author, year, study name	Publication	Country of origin	Design	Study purpose	Mentor sample size	Mentorship program structure	Mentor education	Mentorship benefits for mentors	Challenges for mentors	Recommendations
Avanthay Strus et al. (2024), Student peer mentorship in prelicensure nursing programs: A scoping review	<i>Quality Advancement in Nursing Education - Avancées en formation infirmière</i>	Canada	Scoping review and thematic analysis	To inform the development of a peer mentorship program in a Canadian francophone nursing program	N/A	Varied	Not reported	Mentors saw improved leadership and communication skills, confidence, self-worth, emotional well-being, satisfaction, pride in the role, increased desire for professional growth and understanding of the nursing profession, and increased respect for their institution and faculty.	Not reported	Provide adequate preparation for mentors; intentionally pair mentors and mentees based on interests and/or learning styles.
Bright (2019), Student peer mentorship in prelicensure nursing programs: A scoping review	<i>International Journal of Nursing Education Scholarship</i>	USA	Hermeneutic phenomenological method	To explore leadership experiences of peer mentors	5	Mentors were assigned to lab groups and given up to 20 hours a week to meet with the first-year students to help develop problem-solving skills.	Orientation prior to program with weekly meetings for support through the term	Mentors developed leadership skills through peer mentoring: communication and collaboration, managing group dynamics, problem-solving and decision-making, knowledge of self, and moral commitment of leadership. Mentorship required mentors to be self-reflective about their leadership skills and abilities and ways to improve them.	Not reported	Not reported
Cust et al. (2023), Evaluation of a pilot study of peer mentoring in undergraduate nursing programmes	<i>Journal of Practice Teaching and Learning</i>	UK	Pilot study	To evaluate the lived experience of semi-structured peer mentorship during a clinical placement	19	Upper-year students engaged in one-to-one mentoring with first-year students during an 8-week first-year clinical; dyads met for up to an hour per week.	Mandatory education video developed by the mentoring team	Being a mentor decreased anxiety about upcoming role transition to independent nurse, boosted confidence, and gave them a sense of value and worth that they “do know something.”	Not reported	Not reported

Flott et al. (2022), Fostering collaborative learning and leadership through near-peer mentorship among undergraduate nursing students	<i>Nursing Forum</i>	USA	Descriptive retrospective	To evaluate senior nursing students' performance during collaborative learning and leadership activities and record their experiences	105	Final-year undergraduate students participated in a course that utilized near-peer learning and teaching to facilitate numerous learning activities for students in the program over one semester.	1-hour online module prior to participating in collaborative learning and leadership activities	Mentors appreciated practising leadership skills, delegation, and teaching. They reported increased confidence, were reflective of knowledge growth in nursing school, felt satisfaction in helping others, and built decision-making skills.	Mentors reported wanting structured guidance for their activities.	Not reported
Irvine et al. (2018), Near-peer teaching in undergraduate nurse education: An integrative review	<i>Nurse Education Today</i>	Australia	Integrative review	To identify the outcomes of near-peer teaching	N/A	Varied	Orientation for mentors in most programs	Mentors experienced enhanced learning and consolidation of knowledge and satisfaction of near-peer teaching. They felt their own credibility was enhanced and their confidence increased. They had time to reflect on skills/knowledge and felt the experience prepared them for the professional role of nurse.	Mentors reported anxiety prior to teaching, lack of preparation/feeling underprepared, lack of knowledge in how to deal with learners with differing learning styles or how to manage difficult behaviours, difficulty fitting time in to mentor junior students, and lack of confidence in role of teacher/own knowledge/fear of being seen as a know-it all.	Improve education for mentors, embed education into curriculum, emphasize communication between mentors and mentees, and pair mentors and mentees according to learning styles.

Jacobsen et al. (2022), Student nurses' experiences participating in a peer mentoring program in clinical placement studies: A metasynthesis	<i>Nurse Education in Practice</i>	Norway	Meta-synthesis	To synthesize the nursing student experiences of peer mentorship during clinical placements	N/A	Mentorship occurred in clinical placements.	Not reported	Mentorship increased mentors' understanding of nursing roles and practice and developed their insight into the complexity of clinical teaching and ensuring mentees met learning outcomes. Mentoring contributed to professional development in that it allowed senior students to reflect on their own knowledge and skill and remediate gaps before teaching others, improved their self-confidence through knowledge sharing, and increased meaningfulness of their own studies while also reducing anxiety for themselves. Mentoring also gave these students opportunities to develop communication skills, build friendships, and develop strategies to cope with challenging mentee behaviours. Mentors were found to need and want support in their role as mentors.	Mentors felt insecure about their knowledge and skill initially. They felt insecure about supervising mentees. They found that navigating mentees who did not show up or tried to use mentors for easy answers without preparing was frustrating. Mentors found scheduling and time allotment/ time management were challenges.	Provide education for mentors from their academic institution as well as support throughout the mentorship program; conduct further research on mentorship in varied settings.
Lim et al. (2022), Peer mentoring programs for nursing students: A mixed methods systematic review	<i>Nurse Education Today</i>	Singapore	Mixed-methods systematic review	To explore the impacts of peer mentorship on nursing students	N/A	Varied	Not reported	Mentors will be more likely to mentor again and more competent with mentoring as registered nurses.	Not reported	Not reported
Miller et al. (2019), Benefits of peer mentoring in prelicensure nursing education: A dual perspective	<i>Nurse Educator</i>	USA	Mixed-methods research	To investigate the benefits of peer mentorship in undergraduate nursing	N/A	Upper-year students facilitated weekly meetings to deliver lessons with groups of 15 to 20 first-year nursing students during their first year of study.	1-week mentorship education plus weekly meetings with supervising faculty	Mentors viewed connection and respect with/for faculty to be beneficial. Mentors gained self-confidence, improved self-esteem, affirmation of their career choice, improved time management, and improved public speaking.	Not reported	Provide education for mentors.

Pegram & Fordham-Clarke (2015), Implementing peer learning to prepare students for OSCEs	<i>British Journal of Nursing</i>	UK	Mixed-methods research	To explore the experiences of students in a peer learning program	17	Second- and third-year nursing students facilitated OSCE prep tutorials for first-year students.	Not reported	Mentors volunteered to mentor due to wanting to review clinical and mentoring skills and support other students.	Not reported	Incorporate peer learning into curriculum.
Ramm et al. (2015), Learning clinical skills in the simulation suite: The lived experiences of student nurses involved in peer teaching and peer assessment	<i>Nurse Education Today</i>	UK	Qualitative analysis	To investigate experiences of nursing students participating in peer teaching and assessment	6	Upper-year students facilitated small groups of first-year students in a lab setting.	Not reported	Mentors were motivated to volunteer for mentorship to improve teaching skills. Mentors improved their communication skills; helped reinforce skill, knowledge, and commitment to professional standards; and increased awareness of knowledge gained in nursing school. Mentors appreciated having the opportunity to practise delivering bad news to the mentees.	Not reported	Support mentors during mentoring activities and incorporate mentorship/peer learning into other courses.
Vandal et al. (2018), Exploring the student peer mentor's experience in a nursing peer mentorship program	<i>Journal of Nursing Education</i>	Canada	Descriptive qualitative	To explore experiences of peer mentors who participated in peer mentorship at Canadian university	8	One-to-one informal mentor–mentee pairings lasted 1 year; contact and focus were mutually decided.	Voluntary workshops throughout the year for mentors to attend	Mentors identified drivers for participation: paying it forward, being present to support and reassure, and wanting to be part of a nursing community. Mentors became aware of the importance of face-to-face interactions in building connections with mentees. The informal structure of this program spurred resourcefulness. Mentors appreciated practising skills learned in the nursing program: active listening, reflection, role modelling, and leadership.	Mentorship was self-directed, which mentors found to be challenging and isolating; mentors who used technology for communication found that doing so reduced the meaningfulness and connection of the mentorship relationship.	Establish face-to-face contact to create and maintain the peer mentorship relationship; provide clear guidelines and expectations for both the mentor and mentee.

Won & Choi (2017), Undergraduate nursing student mentors' experiences of peer mentoring in Korea: A qualitative analysis	<i>Nurse Education Today</i>	Korea	Qualitative analysis	To explore the mentoring experiences of nursing student mentors	15	Mentors facilitated skills teaching for 2 hours a week for 3 months.	Orientation prior to mentorship program	Self-growth as a leader was core theme—mentors built leadership skills, coped with conflicts, took pride in their role and in helping. Mentors guided mentees. Mentors learned communication and leadership skills by teaching, adapting, and motivating mentees. Mentors were motivated by altruism. Mentors studied for their sessions with mentees, further upgrading their knowledge of the planned topic.	Mentors were frustrated with the lack of commitment and consideration from mentees—missed meetings with notice, not agreeing with the learning plan created by the mentor, etc.	Build relationships and effective communication as a theme for mentor education.
Wong et al. (2016), An integrative review of peer mentorship programs for undergraduate nursing students	<i>Journal of Nursing Education</i>	Canada	Integrative review	Critical appraisal of how peer mentorship programs have been designed, implemented, and evaluated, and the outcomes of these studies	N/A	Varied	Not reported	Mentoring provided opportunities for reflection, improved critical thinking skills, new friendships, increased interest in future mentorship opportunities and advanced practice areas of nursing, improved self-confidence, improved leadership skills, improved small-group facilitation skills, collaboration, problem-solving, and time management.	Challenges include time requirement, scheduling conflicts, personality differences, and attitude challenges.	Conduct longitudinal research on the outcomes of peer mentorship on participants.

Note. OSCE = objective structured clinical examination.