

# ASSESSMENT OF THE NEEDS FOR ADDITIONAL TRAINING FOR CLINICAL SKILLS MENTORS AT THE FACULTIES WITH NURSING STUDY PROGRAMS IN BOSNIA AND HERZEGOVINA

Duška Jović, MA, RN

Mediha Avdić, MSc, RN

Ines Katić-Vrdoljak, MSc, ProSes Project Manager

# The Strengthening Nursing in BiH Project (ProSes)

- The project aims to contribute to the improvement of health outcomes in BiH
- The project is funded and supported by the Swiss Government
- The mandate for the implementation of the project has been awarded to the Consortium of Fami Foundation and the University Hospitals Geneva (HUG) upon winning an international tender

# The Strengthening Nursing in BiH Project (ProSes)

- The project combines interventions in three components:
  - 1) Nurse regulation and recognition
  - 2) Community nursing expansion and outreach to vulnerable groups
  - 3) Public education in nursing
- The first phase from 1 October 2012 to 30 November 2017 is followed by another, four-year phase until 30 November 2021

# The Strengthening Nursing in BiH Project (ProSes)

For more information about the project and its achievements,  
please go to this site:

<http://www.fondacijafami.org>

# Introduction

- Mentorship in nursing has great significance for nursing practice and work;
- The word 'mentor' is mentioned in the Greek mythology and means 'guide, teacher';
- Mentorship could be defined as 'giving support, help and guidance in learning new skills, adopting new behaviors and gaining new attitudes';

# Introduction

- Mentors often need additional training and support in order to fulfill their role in working with the students;
- Nursing students spend 50% of their study programs in practice: hence importance that they are appropriately supported by mentor.

Durham W.J, Kingston P, Sykes C (2012). Implementing a sign off mentor preparation workshop – A tripartite approach, *Nurse Education Today*, 32, 273- 277.

Royal College of Nursing 2016. RCN Mentorship Project 2015: From Today's Support in Practice to Tomorrow's Vision for Excellence, London: RCN.

# Introduction

- In BiH mentorship is provided by graduate nurses without additional training in this field;
- These are titled Assistant or Senior Assistant the nursing faculties, hired as full-time employees or external associates;
- Therefore, a need emerged for a needs assessment for additional training for nurses who work as clinical skills mentors;

# Research objectives

- Analyse the current situation at 8 public nursing faculties in BiH regarding clinical skills mentorship;
- Assess educational needs of graduate nurses that provide clinical skills mentorship and training to students;
- Research was conducted in 2015 at all public nursing faculties in BiH (3 in RS - Banja Luka, Foca, Prijedor and 5 in the FBiH - Sarajevo, Tuzla, Zenica, Mostar and Bihac).



# Methodology and tools

- Descriptive method and survey questionnaire based on the actual nursing literature;
- Survey questionnaire: 20 questions, mainly closed multiple-choice questions (18) and open questions (2);
- The questionnaire contains general participant information and assessment of earlier training, needs, methods and mode of further training.

# Sample description and data collection and processing

- Participants: 41 graduate nurses from BiH (61% - FBiH and 39% - RS) in the positions of Clinical Skills Mentors;
- Requests and questionnaire sent to all the faculties with the explanation;
- Collected data was processed in Epi Info Program.

# Research results

**Table 1-** Demographic characteristics of the participants (N=41)

Demographic characteristics	Number of participants (N)	Percentage of participants (%)
<b>Sex</b>		
M	7	17.07%
F	34	82.93%
<b>Age</b>		
≥ 50 yrs.	9	21.95
40-49 yrs.	16	39.02
30-39 yrs.	13	31.71
20-29 yrs.	3	7.32

**Table 2.** Work experience and education

<b>Characteristics</b>	<b>Number of participants (N)</b>	<b>Percentage of participants (%)</b>
<b>Clinical practice work experience</b>		
≥ 30 yrs.	7	17.50
20-29 yrs.	14	35.00
10-19 yrs.	11	27.50
<10 yrs.	8	20.00
No answer	1	0
<b>Level of education</b>		
Nurse graduate	39	95.12
Master of science	14	34.15
Specialization	1	2.44
PhD	0	0.00
Other: Senior nurse	2	4.88

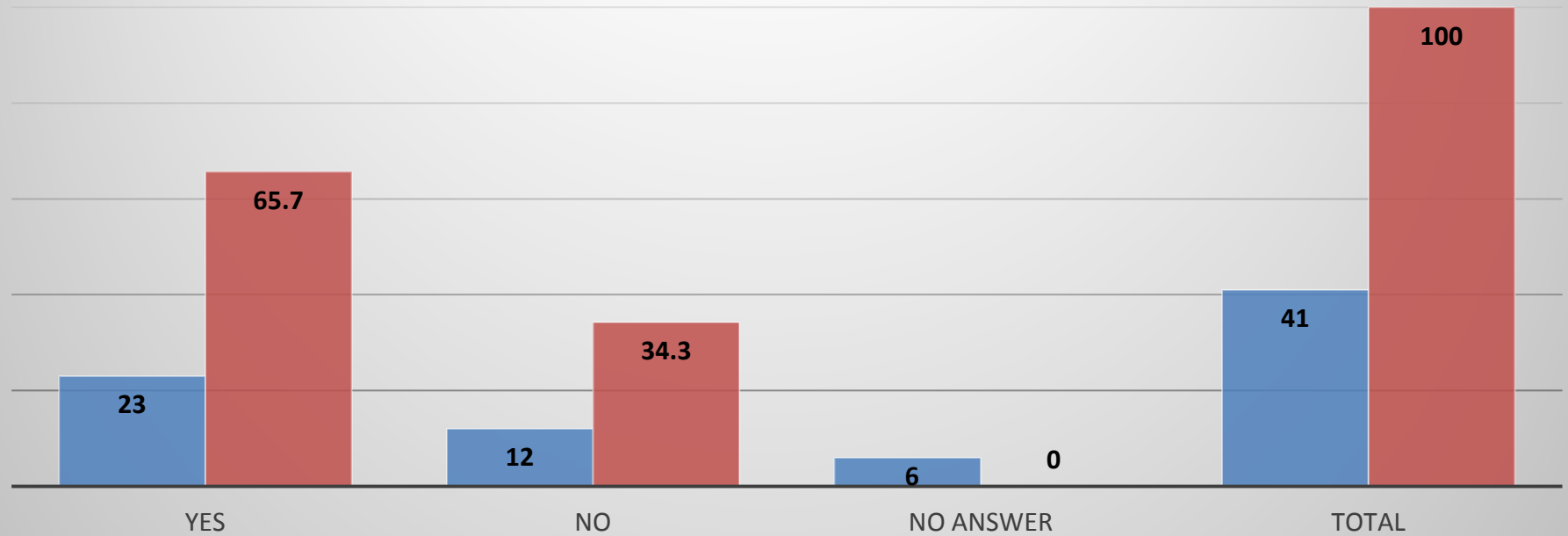
**Table 3.** Appointment at faculty and work experience

<b>Characteristics</b>	<b>Number of participants (N)</b>	<b>Percentage of participants (%)</b>
<b>Appointment at faculty</b>		
Senior Assistant	7	17.08
Assistant	8	19.51
External Associate	17	41.46
Teaching Assistant	9	21.95
<b>Work experience in teaching students</b>		
≥ 10 yrs.	10	24.39
5-9 yrs.	9	21.95
1-4 yrs.	18	43.90
<1 yr.	4	9.76

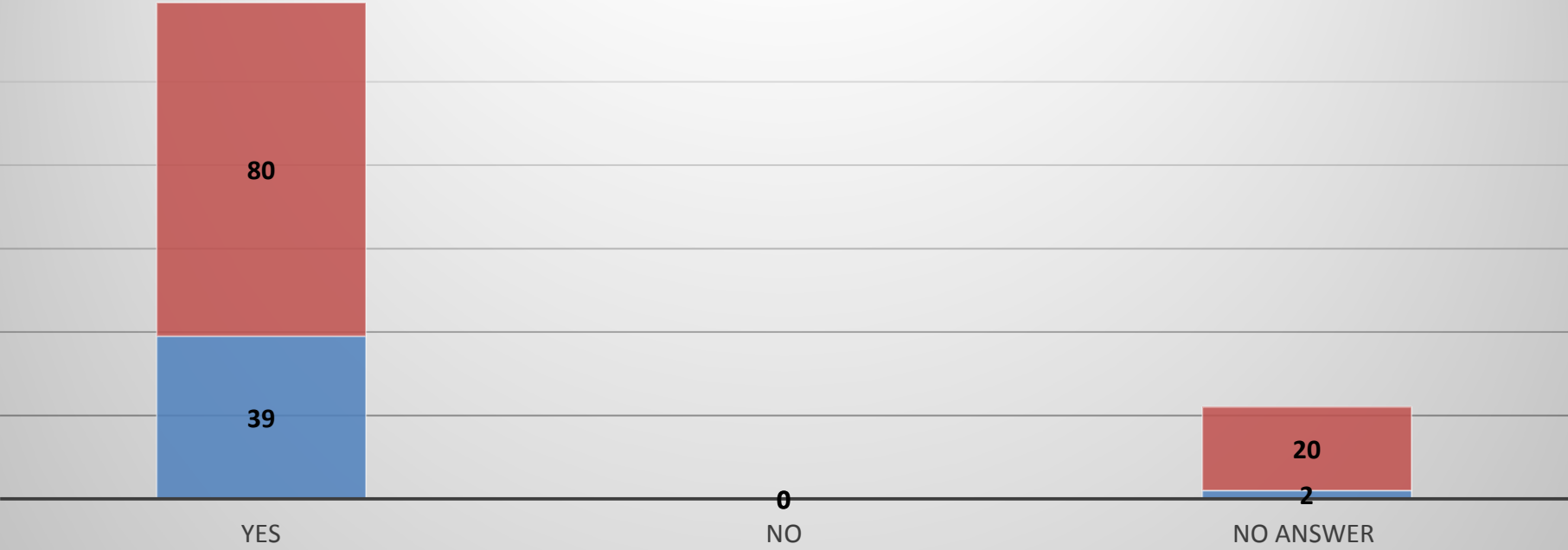
When asked about the training method they used in the absence of regular training, the nurses acting like clinical mentors replied that they were using professional magazines (12%), internet (10%), and team meetings (5%). Also, 73% of them stated they were using all the listed in order to be prepared for the mentoring role.

## Research results - Mentoring method used in the work with students

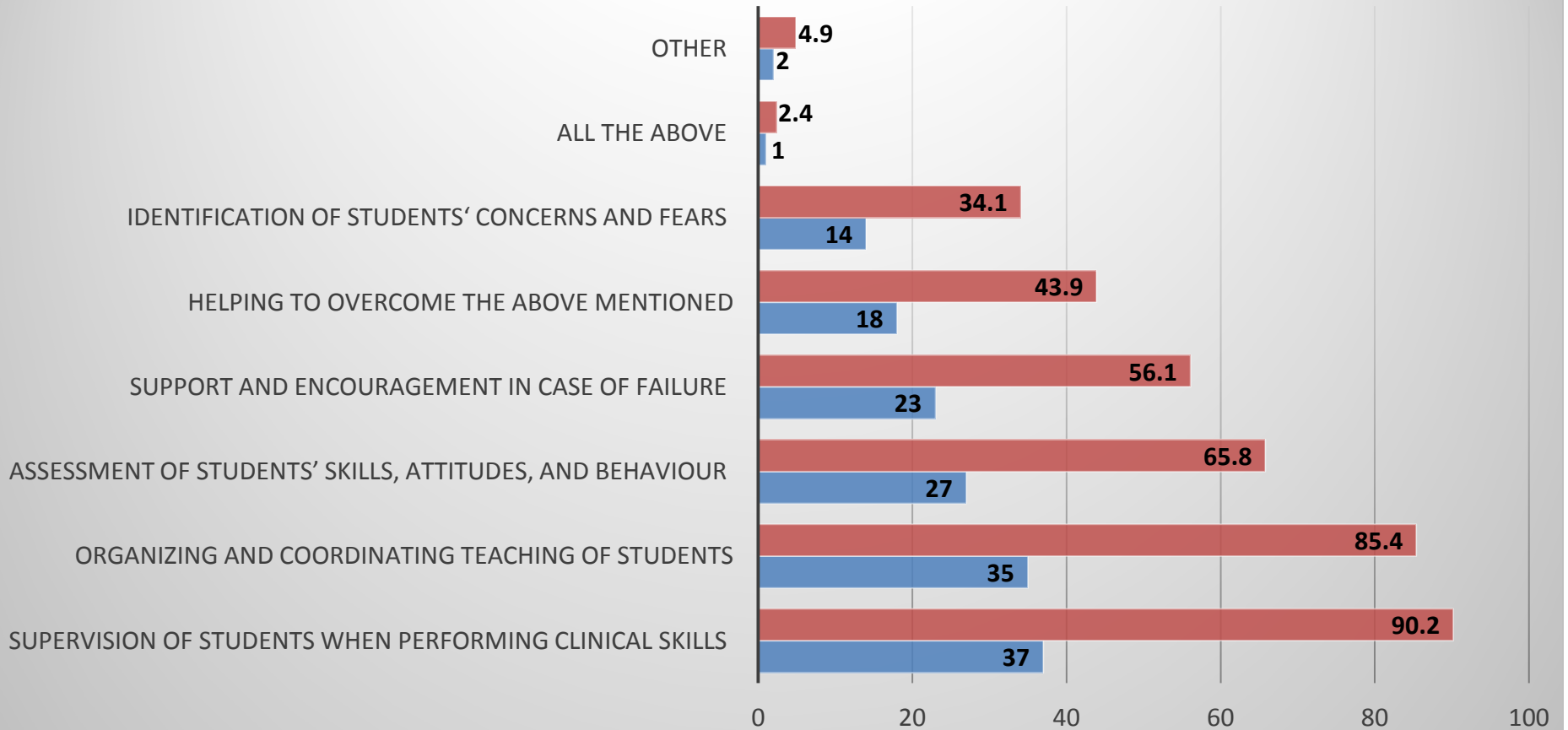
Do you think that you need education for some clinical skills for work with students?



# Do you document your work with students?

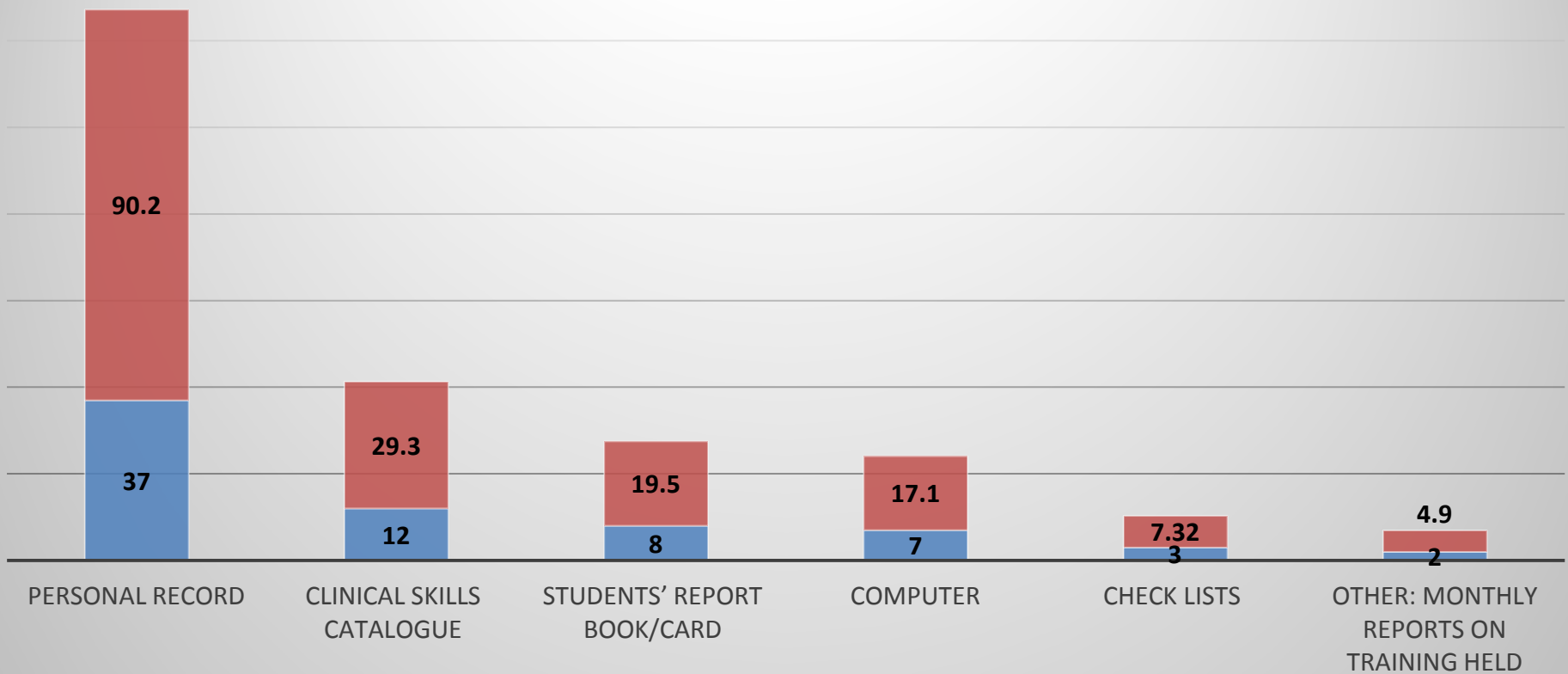


## Which duties do you have most often when working with students?

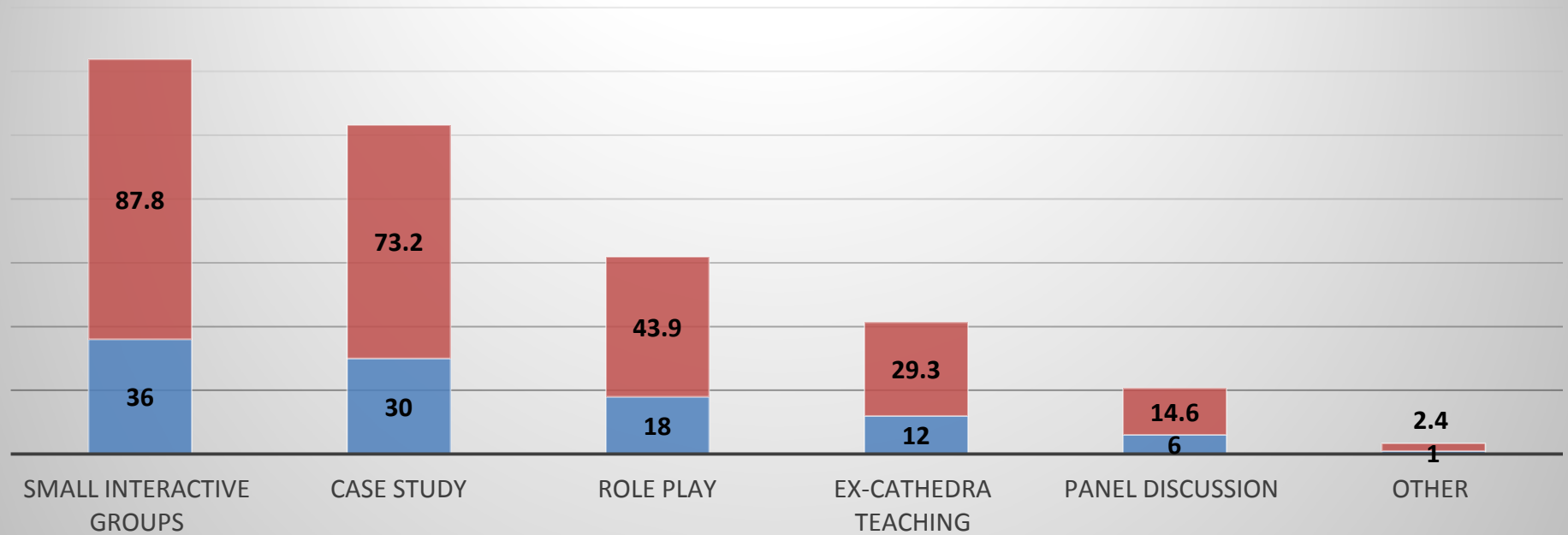




## Way of documenting the work with students



## Preferred teaching method



# Conclusion

- Our study showed that the mentors were dedicated to supporting students, learning and evaluating, but faced numerous challenges in carrying out this role;
- Therefore, a strong need was identified for additional training for nurses who work as mentors at nursing faculties in BiH.

# Acknowledgement

- The research was conducted as part of the Strengthening Nursing in BH Project (ProSes), implemented by the Consortium consisted of Fondacija fami and the Geneva University Hospitals and supported by the Swiss Government.

# THANK YOU

Contact us:

[ines@fondacijafami.org](mailto:ines@fondacijafami.org)