






**The Knowledge Exchange Conference:  
Knowledge Transforming Society**

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**Preparing Academic Supervisors and  
Clinical Mentors for Work-integrated  
Learning in Nursing Education**



**Workplace...**


A unique and valuable learning environment for students

McLennan & Keating, 2008



**However...**


Knowledge and skills learned at the university do not readily transfer to practice in the workplace





### The issue

<p><b>University</b></p> <ul style="list-style-type: none"> <li>• Knowledge organized in the form of separate academic subjects</li> </ul> 	<p><b>Workplace</b></p> <ul style="list-style-type: none"> <li>• Requires interdisciplinary knowledge that can be applied to practice</li> </ul> 
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### What is needed...

- The blending of academic learning and workplace experience through structured work-based learning in a supportive environment where students encounter work-relevant learning experiences







### Work-integrated Learning





### Work-integrated Learning

- Career-focused education
  - *Theoretical forms of learning are appropriate for professional qualifications*
- Learning is integrated
  - *Aligns academic and workplace practices*
- Student learning is assessed wherever it takes place
  - *Including assessment in the workplace*
- Learning from experience
  - *Through reflection, development and refinement*

Engel-Hills, Garraway, Jacobs, Volbrecht, Winberg, 2008




**Why is work-integrated learning relevant for nursing?**



### “Reality Shock”

During the transition and socialization into professional practice, new nursing graduates (NNG) discover that school-bred values conflict with work-world values...resulting in a distinctness that isolates and peripheralizes NNG from their professional and institutional communities



Kramer 1974



### Marginalization in new nursing graduates



- A chaotic, unsupported and painful journey
- Feelings of isolation, vulnerability and uncertainty
- Disillusion
- Attrition





Duchscher & Corwin, 2004


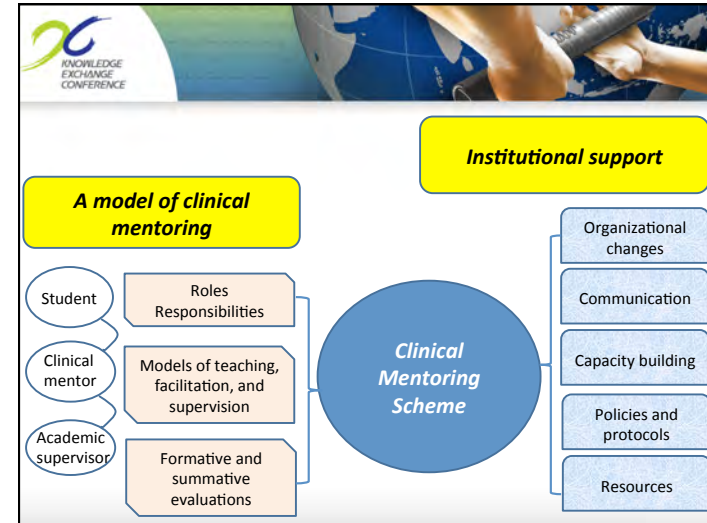


### Strategies to minimize marginalization of new nursing graduates

*The provision of mentoring programs during the senior years of nursing education programs*

A clinical mentoring scheme for final year nursing students



**A model of clinical mentoring**




**Actors in the model**

- **Students:**
  - Final year nursing students
- **Clinical mentors:**
  - Clinical nurses meeting the criteria for clinical mentors and appointed by the university
- **Academic supervisor:**
  - University teaching staff




### Roles & responsibilities

- Students:
  - To blend academic learning with workplace experience through learning in contexts and taking responsibility for their own learning
- Clinical mentors:
  - To “pair up” with their mentees and to provide opportunities for mentees to experience work-integrated learning and achieve the stated learning outcomes
- Academic supervisor:
  - To facilitate both the clinical mentor and the student in achieving the learning outcomes



### Models of teaching, facilitation and supervision

- Student (mentee) – clinical mentor = 1:1
- Students are required to follow their clinical mentor’s shift patterns over a 4-month period:
  - Direct teaching, coaching and supervision
  - Role modeling
  - Counseling, advising and advocating
- Academic supervisors:
  - Each acting as a resource person to a group of students and their clinical mentors



### Formative & summative evaluations

- Agreed and planned to allow timely feedback
- For achievement of identified learning outcomes including professional socialization
- Aimed to provide constructive feedback
  - Where the student is
  - Where the student should be
  - What the student should do to get there





### Institutional Support






## Organizational Changes

- Appointment of clinical mentors
- Re-deployment of university teaching staff
- Pairing of mentees and mentors in the same shift





## Communication

- Negotiation between service and education:
  - *Meetings involving senior nursing managers and senior nurse academics*
- Meetings:
  - *Clinical mentors, students, and academic supervisors*
- Planned and ad hoc




## Capacity Building

- A series of mentoring workshops for all participating clinical mentors, to:
  - familiarize them with the nursing curriculum; and
  - equip them with the required knowledge and skills for performing clinical teaching, supervision and assessment
- With annual follow-up sessions for sharing, feedback, and refinement




## Policies & Protocols

- Student-related: e.g.
  - *Working shifts, assessments*
- Clinical mentor-related: e.g.
  - *Selection criteria, training*
- Academic supervisor-related: e.g.
  - *Failures in assessment, clinical mentor and/or student “in need”*



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## Resources

- Selection and appointment of clinical mentors
- Honorarium for clinical mentors
- Ongoing training for clinical mentors and resource persons
- Briefing students and ongoing support



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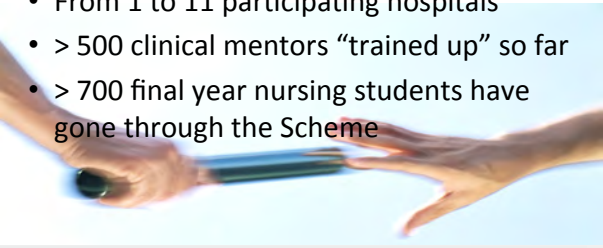
## Clinical Mentoring Scheme



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## Clinical Mentoring Scheme

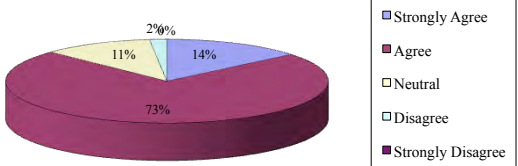
- From 2006/07...still going strong...
- From 1 to 11 participating hospitals
- > 500 clinical mentors “trained up” so far
- > 700 final year nursing students have gone through the Scheme



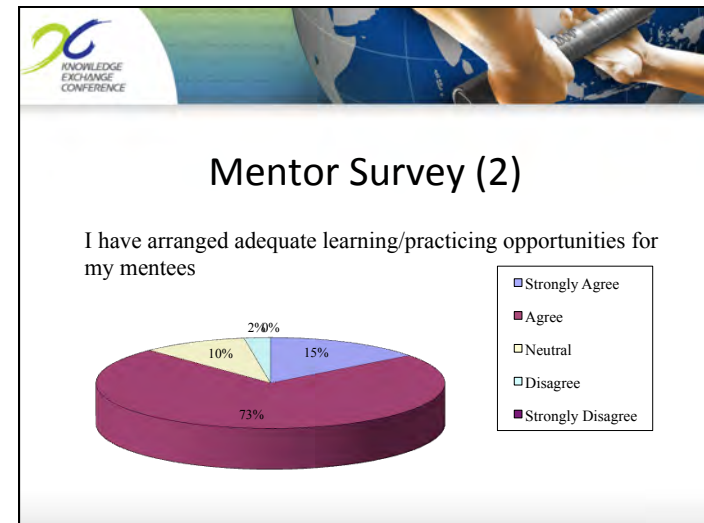
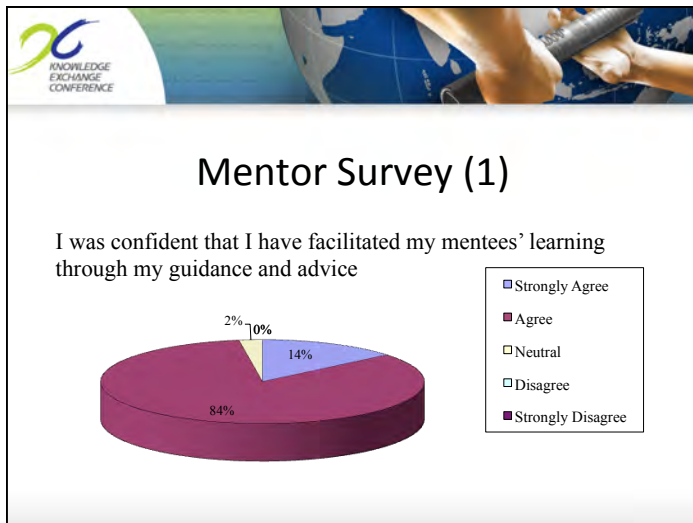
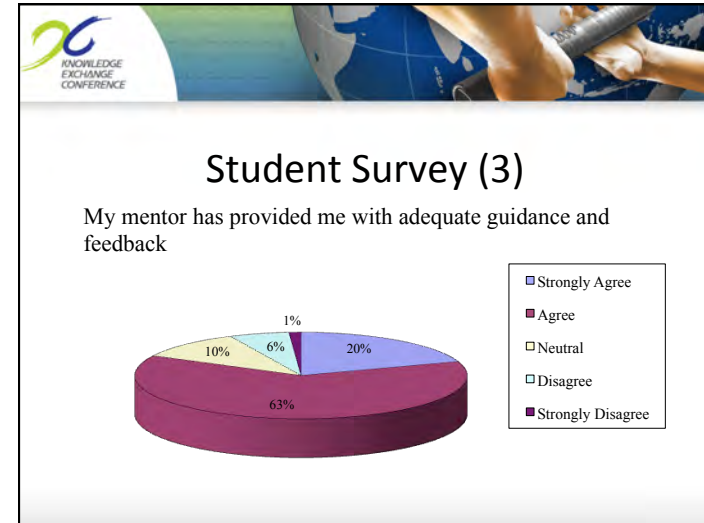
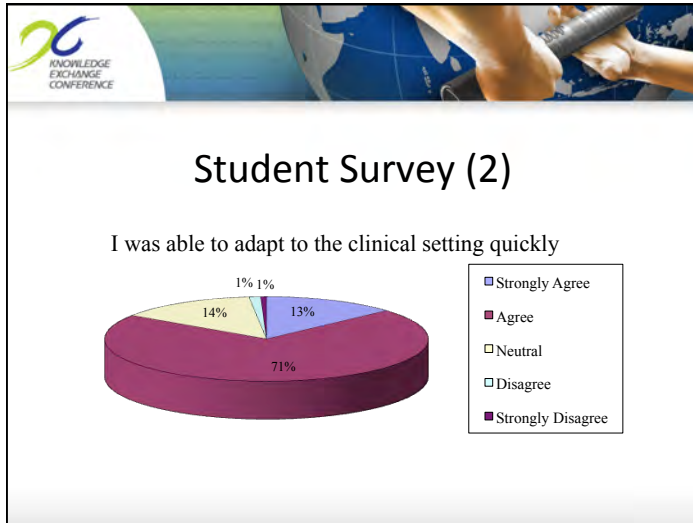
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## Student Survey (1)

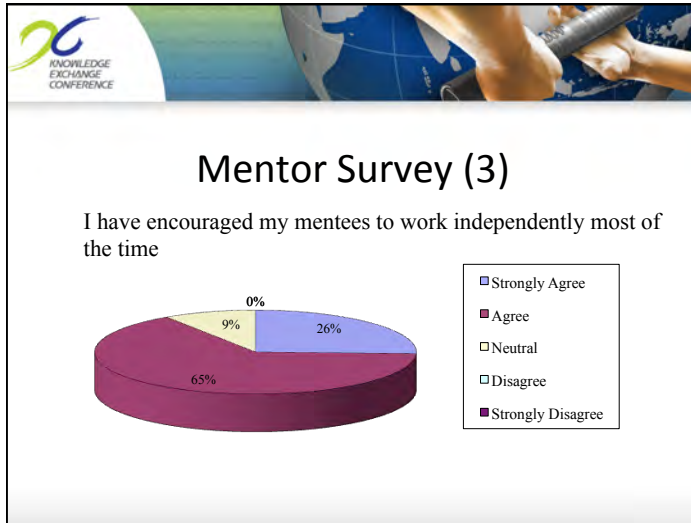
I was able to achieve my clinical learning objectives



Response	Percentage
Strongly Agree	14%
Agree	73%
Neutral	0%
Disagree	11%
Strongly Disagree	2%

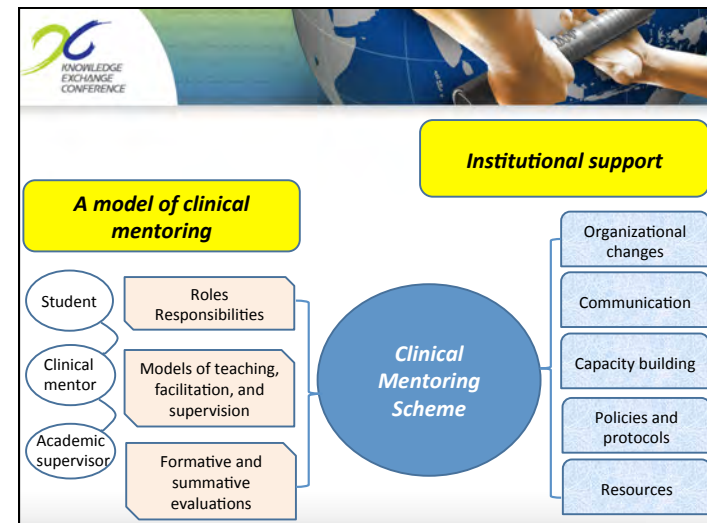








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- Feedback from students**
- Have developed a stronger sense of belonging in the clinical units as they were recognised as a member of the team
  - The 1:1 student – clinical mentor ratio has provided more opportunities for learning and practice
  - Felt that they were more motivated to learn and practice
  - Have gained more confidence in their own ability
  - More realistic about the reality of professional nursing

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- Feedback from clinical mentors**
- **Positive**
    - More job satisfaction through the process of mentoring senior students
    - Enhanced knowledge and skills
    - Better understanding of and interest in the work of academic nursing
  - **Negative**
    - Unable to perform clinical mentoring due to nursing shortage
    - Increased workload (as a mentor carrying a full caseload) may adversely affect the quality of their mentoring





## Acknowledgements

We are indebted to the students, clinical mentors, academic supervisors and nurse managers whose total commitment and valuable contributions to the Clinical Mentoring Scheme have greatly enriched the education of our next generation of nurses.



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