

Effectiveness of a Clinical Mentorship Program on Confidence Level of Novice Nurses at Selected Hospital, Bangalore

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Abstract:-

➤ **Background:**

A structured clinical mentorship program built into the hospital policy will facilitate easy transition of a novice nurse to a competent nurse.

➤ **Purpose:**

This study aimed to assess the effectiveness of a structured Clinical Mentorship program on confidence levels of nurses with less than one year of experience.

➤ **Methods:**

An Evaluative Research approach with repeated measures design was used. Eighty-Eight Nurses with less than one year of experience (Mentees) were recruited for study through random sampling. After matching with a Mentor, a New Nurse Confidence Scale was used to assess the confidence levels before intervention and at 6 months and 12 months of intervention. The intervention was a Structured Clinical Mentorship Program which included individual mentoring for the nurses by trained mentors.

➤ **Results:**

The confidence Mean was 48.69(SD+/-5.06) before intervention, 57.77(SD+/-3.23) at 6 months and 51.28(SD+/-7.88) at 12 months after intervention. Repeated measures ANOVA revealed that there was very high level of statistical significance between pre and post-test assessment at 6 months at P=0.001 and 12 months at P=0.013 level indicating that the Clinical Mentorship Program had significant impact on the confidence levels of the Mentees.

➤ **Conclusion:**

There was significant improvement in the confidence levels of novice nurses after the Clinical Mentorship Program. An effective mentoring program supports beginner nurses, provides them with sufficient opportunities to learn from experienced nurses and thus enhances their self-confidence.

Keywords:- Clinical Mentorship Program, Nurse Mentor, Mentee, Nurse Confidenc.

I. INTRODUCTION

New RN's(Registered Nurses) are facing many challenges in today's healthcare environment on their journey and they constantly interact with their nursing peers more experienced than them who will influence professional development. With time and experience, these novice nurses will gain confidence, become more competent in their nursing practice.¹

Nursing education includes exposure to new technologies and administering complex clinical treatments however, it is unrealistic to expect new graduates to have experience in every aspect of nursing care. Spector in her commentary on transitioning of graduate nurses cites several authors stating that in addition to traditional clinical nursing skills, new graduates face a daunting list of additional skills that they are expected to master, such as understanding team dynamics, coordinating care, managing conflict, communicating across health care professionals. Nurses in the first year of practice will benefit from continuous feedback from their colleagues and the health care team.² New graduate nurses must experience different work experiences in order to move toward the attainment of professional confidence. Knowing this, they should be better supported for the development of professional confidence both before and during the first year of practice.³

A comprehensive standardized transition program during the first year of employment that integrates concepts of patient-centred care, quality improvement, communication and teamwork, with clinical reasoning and safety integrated throughout should be incorporated in all hospitals.⁴

Mentorship is a planned relationship between a person who has more experience with a person who has less experience for achieving identified outcomes. Mentoring in nursing has become known as an effective tool for supporting the professional growth, development, and satisfaction for the new registered nurses.

Given the challenges new RNs face in the initial transition to practice phase, nurse mentor programs have been found to increase nurse job satisfaction, clinical

proficiency and nurse confidence as well as provide structure, support and guidance. There is sufficient evidence in literature supporting mentoring programs for new nurses. However, fewer studies have explored the impact of Mentoring Programs on confidence of new nurses. This paper is part a research project on Developing and testing a Clinical Mentorship Program on Novice Nurses to improve Work Environment Indicators and Patient Safety Outcomes.

➤ *Aim:*

The study aimed to assess the effectiveness of a Clinical Mentoring Program on Confidence level of Novice Nurses in a Selected Hospital, Bangalore.

➤ *Ethical Considerations:*

Administrative permission was obtained from Apollo Hospital, Bangalore to conduct the study. All nurses with less than one year of experience were invited to attend an orientation session and a written informed consent form was filled out by those nurses who agreed to take part in the research. This paper was derived from a research project and was approved by the Research Ethics Committee of Universal College of Nursing.

II. MATERIALS AND METHODS

A Quasi Experimental Research design with a One Group Pretest and Post-test design was used for the study. A demographic questionnaire and a newly developed, pilot-tested research instrument, was used for data collection. The entire survey took approximately 20 minutes for the subjects to complete. The demographic questionnaire addressed the nurse’s age, gender, highest educational level, years in practice, areas of posting. A review of the literature revealed no valid and reliable instrument to specifically measure new

nurses confidence. Therefore, a new instrument , 20 item 3 point Scale was developed by the investigators that more accurately represented the novice nurses’ confidence and demonstrated validity and reliability (0.911) and validity. The study recruited 88 nurses with less than a year experience (Mentees) at Apollo Hospital, Bangalore through Simple Random Sampling.

➤ *Pre-Intervention:*

Orientation on Mentorship was conducted and consent to participate in the study was obtained, following which they were matched with senior nurses with of 5 and above years of experience(Mentors) , working in their areas as Team Leader or Supervisors. *Intervention:* The Mentors were trained on Clinical Mentorship during a 2-day workshop in the areas of Mentoring, Interpersonal Skills, Communication, Goal Setting, Diversity and Inclusion, team Management skills and time Management skills. After the workshop, Mentors assessed the mentoring needs, mentored individually in the units and met with the mentee fortnightly for a period of 12 months. Both mentors and mentees maintained a mentoring log and had debriefing and reflection during their meetings. *Post-Intervention:* The Mentees’ confidence levels were assessed at 6 months and 12 months. Of the 88 participants, only 84 mentees completed the post test at 12 months.

III. RESULTS:

Of the 88 novice nurses, 93.2 percent of the nurses were aged 20-29 years, 89.8 percent were females, 80.7 percent were single, 84.1 percent had graduated with BSc Nursing, 95.5 percent had less than 6 months of work experience and 59.1 percent worked in wards and 21.6 percent were posted worked in ICU’s.

Confidence level of Mentees	Pre-test		At 6 months (N=88)		At 12 months (N=84)	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Low Confidence	0	0	0	0	0	0
Moderate Confidence	18	20.45	00	0	14	16.67
High Confidence	70	79.54	88	100	70	83.33
Total	88	100	88	100	84	100

Table1:- Frequency, Percentage of Mentees’ Confidence Level before and after intervention

Before the Clinical Mentorship Program, 79.54 percent of nurses had high level of confidence and all the mentees(100 percent) were highly confident at 6 months after the

intervention. However, at 12 months of intervention, the percentage of mentees who were highly confident reduced to 83.33 percent.

Confidence level of Mentees	Pretest (N=88)	Post-test 6 months (N=88)	Post-test 12 months (N=84)
Maximum Score	60	60	60
Mean	48.69	57.77	51.28
S.D.	5.06	3.23	7.88

Table 2:- Mean, Standard Deviation of Mentees’ Confidence before and after intervention

Table 2 shows that the pre-test Confidence Mean was 48.69 (SD +/-5.06) , at 6 months post- test, it was 57.77

(SD+/-3.23) and at 12 months, the mean was 51.28(SD+/- 7.88).

Assessment	Time	Mean difference	P value
Pre-test	Post-test 6 months	-9.083*	.000
	Post-test 12 months	-2.595*	.013
Post-test 6 months	Pre-test	9.083*	.000
	Post-test 12 months	6.488*	.000
Post-test 12 months	Pre-test	2.595*	.013
	Post-test 6 months	-6.488*	.000

Table 3:- Repeated Measures ANOVA to test changes in Confidence level in the Mentees before and after Clinical Mentorship Program

Repeated Measures ANOVA was used to calculate changes in confidence levels before and after intervention. The mean difference was 9.083 between pre-test and 6 months post-test ($P=0.000$), 2.595 between pre-test and 12 months post-test ($P=0.013$) and 6.488 ($P=0.000$) between post-test 6 months and 12 months significant at 0.05 level and therefore the research hypothesis was rejected.

There was significant association only between age and pre-test confidence level ($P=0.024$) significant at 0.05 level.

IV. DISCUSSION

A mentoring relationship is seen as being developmental, empowering, and nurturing, requiring commitment and self-confidence extending over a period of time, where mutual sharing, learning, and growth occur in an atmosphere of respect and collegiality. Before the mentorship program, only 79.54 percent of nurses had high confidence. The study findings are consistent with the study by Casey et al on Graduate nurse experience who reported that graduate nurses do not feel skilled, comfortable and confident for as long as 1 year after being hired.⁵

There was significant improvement in the confidence levels of mentees 6 months and 12 months after intervention. These findings are supported by Halter et al. who pointed to the effectiveness of experienced nurses meeting novice nurses during the first 4-6 weeks of familiarization to determine the learning needs of novice nurses to facilitate their learning appropriate skills, increase their self-confidence, manage their workload better, and enhance their decision-making abilities.⁶

However, there was a reduction in the number of nurses with high confidence at 12 months. This reduction could be attributed to the reason that some mentees had a change of wards/ units towards the end of the intervention and they were in the process of getting familiarized with the unit routines and work. Zamanzadeh et al point out that upon entering their work units, new graduate nurses engage in training periods with experienced nurses lasting for 14 to 20 days, give them critical familiarity with the routines and rules of the unit, procedures, care programs, and types of disease cases through undertaking clinical work with one or more experienced nurse. Such orientation shifts help reduce the preliminary fear increase their self-confidence in performing tasks and duties.⁷

The study limitations were that the investigators had no control over the clinical unit placement of the mentees and mentors. Although our study design suited the purpose of our study, sampling a large number of nurses and controlling extraneous variables such as Mentors and mentees duty shift, deployment into different units could have improved the results of our study.

V. CONCLUSION

This paper concludes that there was significant improvement in the confidence levels of novice nurses after the Clinical Mentorship Program. Mentoring programs for new nurses could facilitate the transition process and enhance satisfaction with the work environment and self-confidence.

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