Impact of Mentorship on Knowledge and Self-Efficacy for Neonatal Resuscitation in Rwandan Nurses and Midwives

Gerard Nyiringango1*, Michael Kerr2, Clementine Kanazayire3, Anaclet Ngabonzima4

Our findings suggest that mentorship can be used to increase the nurses and midwives’ knowledge and self-efficacy about neonatal resuscitation.

Research hypothesis
Mentorship increases nurses and midwives’ knowledge and self-efficacy about neonatal resuscitation.

Pre/posttest quasi-experimental design

Mentors
- District hospitals and health centers’ administrators agreed on a schedule of mentorship once a month and assigned at least two nurses or midwives to be present for mentorship.
- 141 mentees from 8 health districts of three districts of Gakenke, Rulindo, and Gicumbi participated in a mentorship assessment while only 122 participated in post-mentorship assessment.

Mentorship process
- The researcher assessed knowledge and self-efficacy of mentors before the mentorship and immediately after mentorship. The mentor visited her/his assigned health center once a month for the period of six months. At health centers, mentor and mentee worked together on an assigned case of neonatal resuscitation or discussed virtually the case management.

Conclusions
The study found that mentorship program significantly raised the knowledge and self-efficacy of nurses and midwives for neonatal resuscitation. Similarly, the study revealed the correlation of knowledge and self-efficacy in both pre-assessment and post-assessment. Therefore, mentorship can be used for improvement of health care delivery services particularly in developing countries like Rwanda.

References