MENTORING NEEDS OF NOVICE CLINICAL FACILITATORS

Izelle Loots
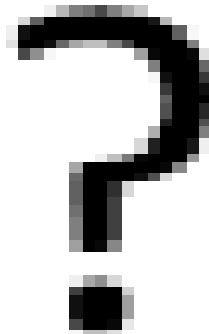
Prof Gisela van Rensburg

Disclosure

Faculty name:	Izelle Loots
Conflict of interest:	None
Employer:	Life Healthcare
Sponsorship / Commercial support	Life Healthcare

Faculty name:	Prof Gisela van Rensburg
Conflict of interest:	None
Employer:	University of South Africa
Sponsorship / Commercial support	NRF

Background to the study

Problem statement

- Clinical facilitators play an imperative role in the application of theory in the real hospital setting.

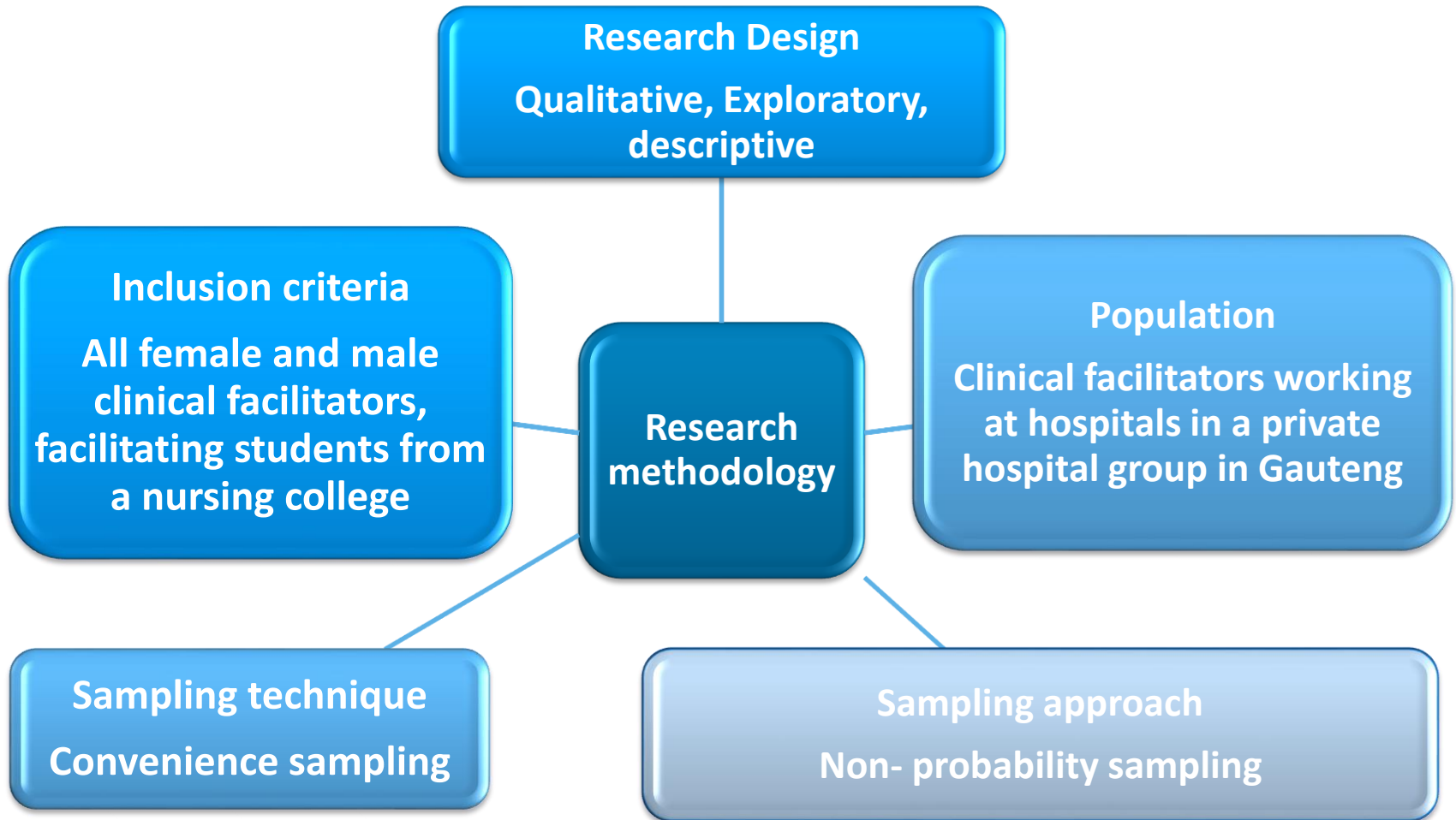- They are not always competent or experienced to fulfil this role.

Purpose of the study

- To explore and describe the mentoring needs of clinical facilitators in order to propose a mentoring programme for effective clinical facilitation.

Study objectives

- Determine the existing mentoring initiatives available for clinical facilitators in the selected hospitals.

- Explore the mentoring needs of clinical facilitators in the selected hospitals.

- Develop an outline for a mentoring programme for clinical facilitators.

Research methodology

Research Design

Qualitative, Exploratory, descriptive

Inclusion criteria

All female and male clinical facilitators, facilitating students from a nursing college

Research methodology

Population

Clinical facilitators working at hospitals in a private hospital group in Gauteng

Sampling technique

Convenience sampling

Sampling approach

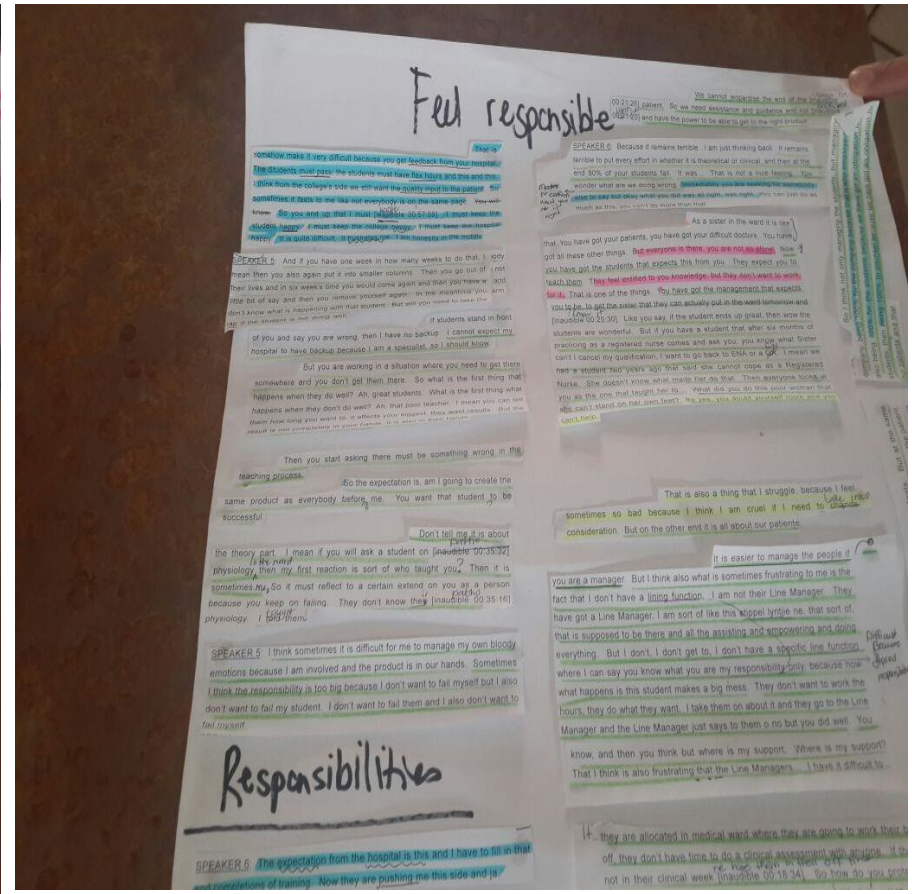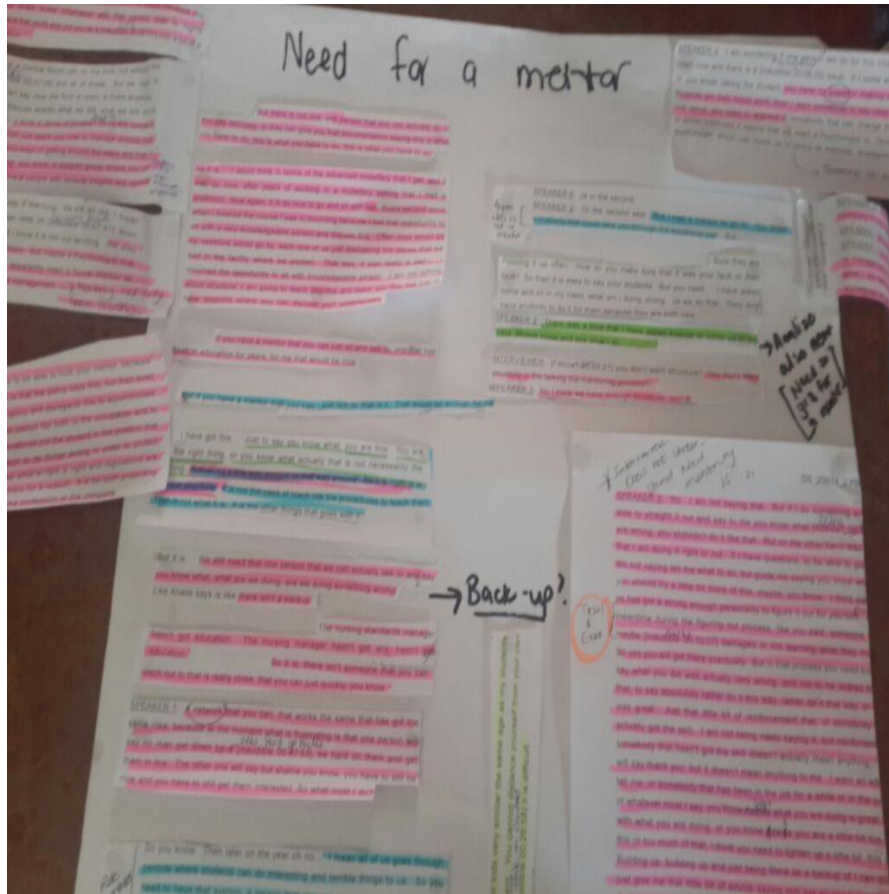**Non- probability sampling**

Data collection

- Three focus groups were conducted.
- Total of 16 participants.
- 15 females and 1 male.

Data analysis

Main findings (1)

- **Theme 1: Need for support**

  "There was nobody that I could ask please just help me because I am really drowning."

Main findings (2)

- **Theme 2: Preparation as clinical facilitator**
  "Yes, I feel some of them I failed, some of them. Not because I wanted, but because of a lack of knowledge."

- **Theme 3: Role clarification**
  " There are so many divided roles."

Main findings (3)

- **Theme 4: Sense of responsibility**

  "Because I am not standing for myself, I am standing for other people as well."

Conclusions

- Mentoring is essential for novice clinical facilitators.
- Preparation of the clinical facilitator for their role is an essential part of an orientation and mentoring programme.
- The clinical facilitator should develop reflective practices to identify his / her own learning needs.
- Reflective practices will lead to self directedness to identify gaps and learning needs.
- Self directed clinical facilitators that are able to address their own learning needs will effectively facilitate students.

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Recommendations (1)

- A clear job description should be developed to stipulate the roles and responsibilities of clinical facilitators.

- The position of the clinical facilitators should be indicated on the organogram. This will clarify expectations by the clinical facilitator to be seen as part of the management team.

Recommendations (2)

- Mentors should be identified amongst hospital peers.

- The preparation of mentors is important for an effective mentorship programme. Mentors should be identified and trained for this role.

- Clinical facilitators should be carefully selected and selection criteria should be developed which will include a portfolio with evidence of self directed learning.

Recommendations (3)

- Formal clinical facilitation programme is recommended that will specifically include aspects of clinical facilitation.

- Students centres should be made available to support nursing students to prevent role expansion of clinical facilitators into areas that are not their responsibility.

Recommendations (4)

- A study is recommended to investigate the utilisation of communities of practice as a platform for peer support and for sharing best practices amongst clinical facilitators.

Thank you

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