

CLINICAL SUPERVISION EDUCATION IN NURSING - WHAT EVALUATION?

DOLORES SARDO*; MARGARIDA R. SANTOS*; REGINA PIRES*;
ERNESTO MORAIS*; PAULO MACHADO*; CÂNDIDA KOCH*

Introduction

In a reality where nurses of the clinical practice assume a greater and preponderant role in the nursing students' education, we confront ourselves with difficulties inherent to the lack of education/preparation of tutors that collaborate with the Schools of Nursing in these clinical teaching scenarios of students' attendance. This is a traversal problem to different countries in Europe, therefore, and sharing the same difficulties with other partners (Iceland, Norway, Portugal, Poland, United Kingdom and Sweden), the Portuguese Escola Superior de Enfermagem de São João (ESEnfSJ) decided to integrate an European project, in the extent of the Leonardo of Vinci Program "Learning During Education and in the Clinical Field", Project Number: N/O/B/PP-165.010. In the development of the project we directed the Post-Graduated Course of Clinical Supervision in Nursing, whose curricula was common to all the participant countries, having been drawn based in the defined needs of nurses, being opened, however, to specific adaptations in each country. We conducted in all the named countries a study to evaluate the quality of the Course and the students' satisfaction.

Aim

- To improve the quality of the supervision course accomplished in ESEnfSJ

Data collection

- Questionnaire, elaborated by all the participants in the project, applied at the end of the course – Mars, 2005 (www.clinicalmentorship.org)

Objective

- Nurses' self-evaluation of their development as mentors following participation in the Course

Methodology

- Exploratory study of quantitative nature

Sample

- 14 nurses, 92,9% are general nurses and 7,1% specialist nurses
- Age between 23 and 50 years
- Gender: 71,4% women and 28,6% men
- Workplace: 85,7% hospital and 14,3% health centre
- 7,1% inexperienced in students' supervision

Results

In agreement with the obtained results, the teaching about the articulation between the theory and the practice and on how to summary evaluate the students in clinical teaching should be more explored and deepened.

More than 50% of the Course attendants refer that the Programme influenced on the development of:

- Abilities to reflect critically on own values, attitudes and skills to mentor;
- Mentorship competency and increase of self-efficacy, sense of responsibility and creative ability in practice;
- Understanding of assessment and evaluation of students learning outcomes.

Conclusion

In future courses, the aspects of the educative evaluation should be more trained in theoretical-practical sessions, in a way to over cross one of the most common problems in the nursing students' orientation.

In all the other appraised items we can conclude that the teaching/learning strategies used were appropriated. In the final evaluation of the course, the students referred that: "the course that we ended will be, without a doubt, a landmark and at the same time a seed that we hope will germinate and give fruits, capable to provoke transformations in the practices and in the way of thinking, and that the same one will contribute to a teaching of larger quality, also turning more qualified the professionals that are involved in the collaboration with the schools in the teaching of Nursing students".

