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Quality Mentorship for Developing Competent Nursing Students

Welcome to the **second edition** of the **QualMent Project eBulletin!**

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2nd Transnational meeting - Oulu (Finland) - 4-5 April 2019



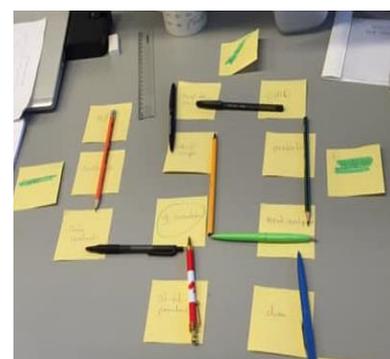
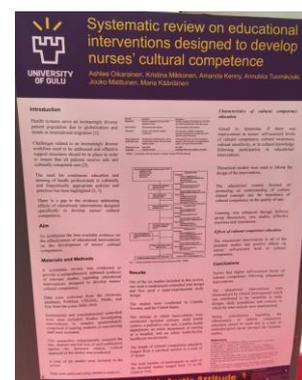
The project partners shared the latest developments of the project and planned the future steps of improvement. In these last months, a first mentors' competence model has been developed and the newest findings in the topic has been collected. In detail, a systematic literature review was conducted from qualitative and quantitative international research on mentorship, a literature review on Nurse teachers' competences, and empirical data has been collected using MCI and CALD+MS instruments (translated and validated in each Country). Moreover, each partner involved expert panels of mentors and students to evaluate the first hypothetical model.

The main findings show that there is an ongoing debate related to nursing teachers' competencies for supporting nursing students in clinical

placements, and those specific competencies for teaching in the clinical environment has not been yet elaborated.

Within the European Union, the future of student nurses' education and training would seem linked with the quality of support they receive from their nurse teachers while in clinical placements, towards achieving the Directive 2013/55/EU [competency framework](#). Therefore, the nurses' teachers' competencies should be developed in such a way as to foster alignment and strengthening of the [Directive 2013/55/EU](#) nurses' competencies (Art.31).

Hence, the discussion evolved on how to include these competences in the final outcomes of the project. Partners agreed that these will be disseminated throughout the theoretical model, and consequently on the content of the modules, which will be developed in mentors' education.





Study on the 'Implementation of the Professional Qualifications Directive'

The study, *'Implementation of the Professional Qualifications Directive – Lessons learned from the mobility and recognition experience of regulated professions in practice* (with a focus on health sector), aims to provide the European Parliament Committee on Employment and Social Affairs (EMPL) with an updated overview of how the EU system of recognition of professional qualifications functions in practice, to consult EU stakeholders and national authorities, with the objective to outline the effects of the application of the [Directive](#), as revised by [Directive 2013/55/EU](#), and in particular the problems of implementation, and good practices.

In recent surveys it comes out that, for example, internationally there is an increasing lack of nurses and an increasing dropout rate among nursing students. Mentorship is a core element to prevent both nursing students' attrition rate and new-graduate nurses' turnover intention and intention to leave nursing profession. The project will benefit both to educational systems and to the healthcare organizations.

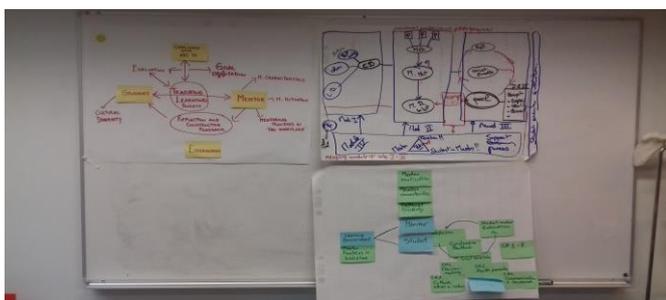
It is therefore key to address the clinical mentor's lack in nursing education and develop the clinical mentor's competence with mentor education for national and international nursing students, taking into account 4 key themes to measure mentorship capacity: quality, capacity, financing and legislation, including a dual principle between theory and clinical training (the latter must cover 50% of the education minimum).

Upcoming meetings

3rd Transnational project meeting: project partners will meet again on 4-5 November 2019, in Alicante, Spain. The hosts will be the partners from the University of Alicante. The meeting will be about the next phase on the project, in which the content of the modules and a newer version of the theoretical competence model will be discussed and turned into a practical course to enhance mentors' competences in Europe

The meeting also focused on the drafting of the theoretical clinical mentors' competence model. The model was discussed merging the outcomes from literature reviews, expert panels, empirical data and preliminary model testing.

In this session, project partners split into three different groups to discuss improvements on the already existing draft model. Then, the three new variants of the model were proposed. After an introduction by each group on their proposal, the best ideas were merged. There became the new point of departure for the final model. Further tests will be performed, and the new hypothetical model will be further assessed by expert panels internationally and statistically tested. The agreement achieved was the basis to discuss the 2nd intellectual outcome of the project about mentors' education.



Participants agreed on a preliminary planning of the educational contents to implement (face-to-face and virtual). Materials of the educational course were designed in a first draft. In detail, Module 1: General module in mentoring competence, Module 2: Mentoring competence of CALD students, Module 3: Mentoring competence in evaluation and reflective discussion. Educational contents were discussed and shaped according to the expected competences of the EU directive.