

Abstract

Appraising Current Clinical Mentoring Procedures of Student Nurses at the Operating Rooms of National Hospital Kandy

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Background: Nursing students undertake clinical placement in various clinical settings to gain practical competence, to link theory into practice, to become familiar with the social culture of the profession and healthcare team and to organize overall nursing care. The operating room is a context that offers the opportunity to develop clinical skills related to the perioperative care of the patient. It is a complex work environment with many restrictions, and the operating room nurse's work requires prompt decisions and actions. Simultaneously, the mentor is tasked with guiding and supporting the student. Despite the numerous studies that have been undertaken in the clinical setting, few have investigated the clinical mentoring of nursing students in operating rooms.

Objective: This study aimed to appraise the current clinical mentoring procedure of student nurses in operating rooms of National Hospital Kandy.

Method: A convergent design in mixed-method approach was used. The quantitative phase of the study was involved administering a previously validated, psychometrically evaluated, self-administered close-ended Mentors' Competence Instrument (MCI) for operating room nurses (94) and the Operating Theater Educational Climate Test (OTECT) for nursing students (385)