

BIRUNGI FLORENCE (2012-MI21-10005)

The Contribution of Clinical Supervision in Improving Student Nurses' and Midwives' Skills in Selected Health Training Hospitals in Uganda.

The study was about the contribution of clinical supervision in improving student nurses' and midwives' skills in selected health training hospitals in Uganda, a case study of Kabale and Ibanda training schools. It focused on the following objectives: (i) to find out the participation of students with regards to clinical supervision in the practicum, (ii) to evaluate the extent of execution of the roles of clinical mentors and ward-in-charges in clinical practices supervision of student nurses and midwives, (iii) to ascertain the effect of clinical mentoring on the skills and identifying problems faced by clinical supervisors in the practicum sites.

The study adopted a descriptive cross-section design using both qualitative and quantitative methods of data collection. It covered Kabale and Ibanda teaching hospitals. The two were purposely selected because they both trained enrolled nurses and midwives and they carry out clinical supervision as well in the practicum area. The study involved second and third year enrolled nurses and midwives of the two training schools, tutors, clinical instructors, clinical mentors/preceptors and ward-in-charges/managers. The study sampled a total number of 254 respondents, 200 were students in second and third year where 130 were from Kabale and 70 from Ibanda while supervisors were 51, 28 from Kabale and 23 from Ibanda of whom included 2 principals, 2 principal nursing officers and the remaining 47 were supervisors (ward managers, mentors, clinical instructors and tutors). The other 3 stakeholders: 1 from MoES, 1 from UCMB and 1 from UNMC. The instruments used were questionnaires, interview guide, focus group discussion and documentary evidence. The data were analysed using the Statistical Package for the Social Sciences (SPSS) version 16.0 and presented in frequency tables, pie charts and graphs for easy interpretation of findings. Student participation in regard to clinical supervision in the practicum sites was high. It has also led to motivation of the supervisors, leading to production of quality nurses and midwives with practical skills and hands-on experience. The execution of the roles of clinical mentors and ward-in-charges in clinical practices supervision of student nurses and midwives was high. Whereby clinical mentors have greatly committed themselves to teaching student nurses and midwives practical skills and other issues they would have not learnt from class. Although the mentors are few, clinical supervision has impacted on the quality of the nurses and midwives. In addition, it was found that clinical mentoring adds value to student nurses and midwives through equipping students with practical skills, increasing student's commitment towards learning and building self-esteem as well as report writing skills especially, midwifery case books and assessment. However, there were a number of challenges that affected clinical mentors. It was established that the clinical supervisors are overload with many activities and hence; fail to supervise and the ratio of students to clinical supervisors is a high. There is need to recruit trained mentors; there is need for cooperation between the school administration and the hospital so as to work as a team in guiding student nurses and midwives; the hospital administration should limit the number of institutions that send students for practicum so as to reduce the student-mentor (supervisor) ratio and inadequate equipment; Ibanda and Kabale should budget for allowances for supervision; there is need to recruit more trained tutors; and there is need to design practicum tools for all students that go for practicum.

Key Words: Clinical Supervision, Student Nurses' and Midwives' Skills, Health Training Hospitals