

**THE UNIVERSITY OF HONG KONG
DEPARTMENT OF NURSING STUDIES**

**Mentoring Workshop
Evaluation Form**

Course Title: Mentoring Workshop

Date: 22 Jun 2006 (Thursday)

Please fill in only ✓ for each question.

SA = Strongly agree	A = Agree	N = Neither agree nor disagree
D = Disagree	SD = Strongly disagree	

Questions:

1. I gained a better understanding of the Bachelor of Nursing Program & Clinical teaching through this mentoring workshop.
2. The objectives of the mentoring workshop were clearly defined.
3. The content material was clearly presented.
4. The amount of material covered in the workshop was reasonable.
5. The objectives of the workshop were achieved.
6. Relevant examples from practice were used to increase understanding.
7. Overall, I am satisfied with the workshop.

SA	A	N	D	SD

Any Other comments:

Mentors' Feedback

Highlight of mentors' feedback:

- Most mentors are satisfied with their performance
- Over half of the students has made significant improvement in meeting the objective under mentor's supervision
- Over half of the students has made significant improvement by the end of the practicum
- Majority of mentors are strongly agree/agree that they received adequate support from the resources person
- Upto 92% of the mentors showed that they will supervise the nursing students again

Some typical feedback from mentors:

- It is a win-win situation, in which mentor can easily identify own weakness and have pursuit the knowledge
- Much better than the old system as more chances of practice are available and I can practice more in order to familiar with the nursing skills.
- We have lots of chances to speak out our opinions
- The attitudes of the ward manager/staff to this model is a critical person. If they are willing to teach us, we can learn effectively.
- For future improvement, more guidance should be given to mentors in students' evaluation and assessment. And some PBL should be added so that we can learn more cases and discuss the problems with others.

Students' Feedback

Highlight of students' feedback:

- The qualitative analysis of the focus group interviews with three groups of nursing students and two groups of clinical instructors was conducted.
- The students and clinical instructors were generally positive about the use of clinical problem-based learning to facilitate learning during the clinical practicum.
- The positive effect of the clinical problem-based learning method on student learning was obvious in the students' reports. Students reported that they were more active in their learning and the examples cited were self-initiated assessment of own learning needs, undertaking self-directed learning, conducting extensive literature search and taking responsibility for cooperative group learning. According to the students, knowledge acquired through clinical problem-based learning was retained longer, easier to recall when required, and more applicable to clinical practice.

Some typical feedback from students:

- *“Overall is satisfactory. It depends on the named-nurse herself. Some of them are willing to teach. Some of them just ignore us.”*
- *“This model also can train students to be more initiative and motivated.”*
- *“This is a very good way of learning. I hope that this model will continue to other hospitals.”*
- *“Easy to get along with, we have lots of chances to speak out our opinions.”*
- *“I think HKU graduates can understand our needs than other named-nurse.”*
- *“Can practice faster and in a more effective approach.”*