



Project-integrated practice mentoring

Centrally organised support at a local level eases the burden on placement organisations and offers a pathway for the recognition of participants' foreign nursing qualifications



IQ | GOOD PRACTICE in a nutshell

Addressees for transfer:
Training providers and companies

Project-integrated practice mentoring

Refresher training in the nursing sector is often required to compensate for insufficient time spent training in practice. In order to ease the burden on staff in placement locations, a centralised, project-integrated practice mentor (PiP) is provided through the project. They serve as key contact person in working with language barriers and culturally-sensitive communication, and are a constant point of reference for participants completing the adaptation period. The PiP coordinates the practice mentoring according to participants' requirements, e.g. with the use of practical exercises in the theory phase completed by participants.

Project:

IQ Refresher training for nurses with qualifications acquired abroad.

Provider:

SHG Bildung gGmbH

Project contact:

Sabrina Flaus / Konrad-Zuse-Straße 3a
66115 Saarbrücken /
Tel.: 0681/8700972
s.flaus@bildung.shg-kliniken.de

Provision:

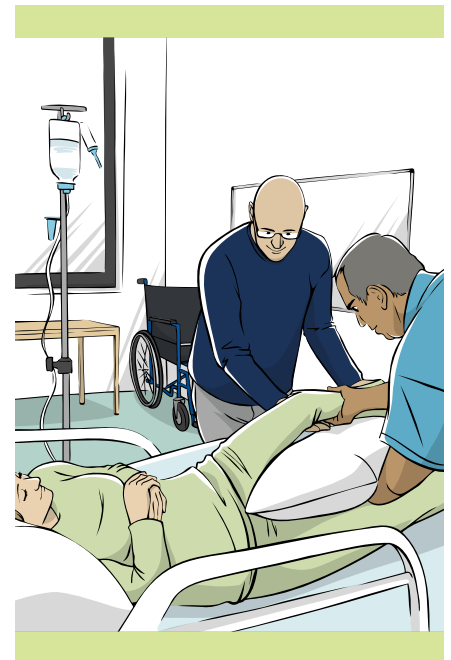
More information (in German) is available at www.bildung.shg-kliniken.de or www.netzwerk-iq.saarland.de
All previously published IQ Good Practice examples can be found at www.netzwerk-iq.de

Starting point/challenge

The delivery of taught clinical practice is the key bottleneck in adaptation periods for general nurses. For capacity reasons, it is often difficult or even impossible for the practice locations to provide practice mentors internally for participants. Training obligations and day-to-day necessities generally take priority.

Implementation of "project-integrated practice mentoring"

The IQ "Refresher training for nurses with qualifications acquired abroad" subproject from the provider SHG Bildung gGmbH in the IQ Network Saarland has initiated project-integrated practice mentoring (PiP) which undertakes the mentoring in all organisations. This enables participants to receive the necessary time to compensate for missing periods of training. It eases the burden on the organisations and at the same time ensures quality across various practice locations. Key to the successful deployment of the PiP is establishing a position of trust in the practice organisation. Only by establishing trust can it be guaranteed that the PiP will fulfil all of the institution's professional requirements, participate without intervening unasked in on-site procedures and guarantee confidentiality. In addition, the project-integrated practice mentor acts as a key contact person in working with language barriers and culturally sensitive communication. The completion of relevant training facilitates the delivery of content in a manner appropriate to the target group. The PiP coordinates the practice mentoring according to the requirements of participants. The needs are determined in discussion with participants, by means of practical exercises in the theory phase and by consulting with nursing managers, in-house practice mentors or the ward managers of the cooperating organisations with whom the placement dates are agreed. A PiP adopts a neutral role and is not employed in the operational practice of the placement organisation. This



avoids any conflict of interest between day-to-day work and training. One aspect is the high degree of dependability when keeping to the times for scheduled practical instruction. This is because the PiP is not part of the cooperating organisation and therefore cannot be used to support the day-to-day work on the ward if somebody suddenly falls sick in the nursing team.

Conclusion

A project-integrated practice mentor acts as the interface between the cooperating organisations and project management – a role which has proven successful in practice. The very positive feedback from all participants also confirms this. Participants feel they receive better supervision, acquire competencies more quickly and improve their status because, as a result of the PiP's mentoring, they are no longer perceived as "interns". In-house trainers value the reduced workload and the opportunity to exchange views and ideas with a colleague, and the organisation management teams are thankful for the external support.

Reviewing and scrutinising routines

Use of project-integrated practice mentoring for the recognition of immigrant skilled workers

The project-integrated practice mentor serves as a key contact person when working with language barriers and culturally sensitive communication. In order to be able to convey the relevant content and themes to participants in a manner appropriate to the addressees, the practice mentor is in constant contact with, and always feeds back to, the language training specialist. The joint teaching in the form of integrated professional language learning (IFSL), in particular at the start of the refresher training, mean the language teacher and the practice mentor form a close knit team. The practice mentor becomes a direct interface between theoretical teaching and practice. They are increasingly able to compensate for participant deficits, and are also encouraged to do

so. As part of this, country-specific differences in the occupational practice of nursing are addressed and participants are therefore made aware of the need to review and scrutinize their own routines with questions



such as “How is blood pressure measured in Serbia and how is it done in Germany?” or “Which storage techniques are used in Romania and which are used in Germany?”. Integrated language support and project-integrated practice mentors are the key innovating factor enabling a high-quality adaptation period to be created for general nurses and enabling this to be achieved more quickly. Missing periods of practice can be compensated for in a much more focused manner. The competent recognition authority in Saarland now also confirms this assessment. This approach is also currently being transferred to refresher training for general nurses from the Philippines which is being commissioned by the Ministry of Health.

Three questions for Sabrina Flaus, project manager of the subproject “IQ Refresher training for nurses with qualifications acquired abroad”

“Clarification with less bureaucracy”



What is innovative about project integrated mentoring?

PIPs support participants during the adaptation period in the practical teaching, mentor them and participate in the theoretical instruction. This ensures that nursing-relevant content which is taught theoretically is applied in the direct patient situation and without any shortcuts in terms of patient safety. Questions about the practical placement, such

as the examination procedure in the direct patient situation, can be resolved with “less bureaucracy”. The project-integrated practice mentor is also a constant point of reference for participants on the

adaptation period, who in each case are completing their practical training with various providers.

Is the format easily transferable?

Employing a qualified specialist to provide practice mentoring for the individualised refresher training can, above all, significantly increase capacity in the context of the recognition of general nurses. Effective coordination of communication processes for all those involved will ensure that the good practice example described here can be implemented simply and profitably for parties involved.

For how long can the format be used?

The mentoring, available at all times in the practical placement locations, enables participants to acquire new competencies and consolidate their existing competencies. This makes it possible to shorten the adaptation period – and participants will then be available to the labour market as skilled workers at an earlier stage.

Publication details

The project “IQ Refresher training for nurses with qualifications acquired abroad” is funded within the framework of the Network IQ. It is a subproject in the Network IQ Saarland.

Authors: Christiane Tieben-Westkamp (ebb GmbH), Sabrina Flaus (SHG Bildung gGmbH), Wolfgang Vogt, Nina Zimmer (Fitt gGmbH)
Editors: Christian Zingel (ebb GmbH)
Photos/Illustration: IQ Netzwerk Saarland, SHG Bildung gGmbH, Julia Schlax (RockABYTE GmbH)
Layout: Gereon Nolte, ZWH
Version: 2020
www.netzwerk-iq.de

Network IQ

The Network “Integration through Qualification (IQ)” aims to achieve sustainable improvement in the labour market integration of adults with a migration background. The Network “Integration through Qualification (IQ)” is funded by the Federal Ministry of Labour and Social Affairs (BMAS) and the European Social Fund (ESF). Strategic partners in implementing the programme are the German Federal Ministry of Education and Research (BMBWF) and the Federal Employment Agency (BA).

The Network “Integration through Qualification (IQ)” is a programme funded by the Federal Ministry of Labour and Social Affairs (BMAS) and the European Social Fund (ESF).

In cooperation with:

