Mentors’ competence in mentoring culturally and linguistically diverse healthcare students during clinical placement

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Background

• According to previous research, culturally and linguistically diverse healthcare students encounter the greatest challenges during completion of their clinical placements
  • Cultural differences
  • Language barriers

• Students can overcome these challenges and take responsibility of their own learning when mentored by competent mentors

Study

• **Aim:** To describe mentors’ competence in mentoring culturally and linguistically diverse healthcare students during clinical placement and identify the factors that affect mentoring.

• **Objective:** To produce information on mentors’ competence and factors that affect mentoring, which can be utilized in the development of mentoring practices

• Cross-sectional, descriptive explorative study design

• The analysis included descriptive statistics, nonparametric tests, exploratory factor analysis and binary logistic regression analysis
Data collection

• Data were collected during spring 2016 from all of the five university hospitals in Finland
  • Stratified sampling technique

• Instruments used in the study:
  • Mentors’ Competence Instrument (MCI)
  • Cultural and Linguistic Diversity in Mentoring scale (CALD+Ms)
  • Background information
Participants

• Total number of participants $n = 576$ (response rate 17.2%)
• Out of the total number of participants, 56% ($n = 323$) had prior experience mentoring CALD healthcare students during clinical placement
Main results- MCI instrument

• The majority of mentors (88%) rated their overall mentoring competence as ‘good’ or excellent.

• The sub-dimensions in the MCI (9) displayed mean values, which varied between 3.18 - 3.72 on the four-level Likert scale.

• The sum variable *reflection during mentoring* received the highest evaluation.

• *Student-centered feedback and evaluation* received the lowest evaluation.
Main results- CALD+Ms scale

• CALD+Ms scale consisted of 2 sub-dimensions

• Mentors evaluated their competence in cultural diversity in mentoring as good ($M=3.52$)
  • The item *I do not stereotype culturally diverse students* received the lowest evaluation ($M=3.34$)

• Mentors continue to face challenges related to linguistic diversity in mentoring ($M=2.58$)
Linguistic diversity in mentoring

• Mentors’ English language proficiency (OR = 0.20, P < 0.01)
• Experience living and/or working abroad (OR = 1.82, P = 0.05)
• Frequency of mentoring exchange students (OR = 3.46, P = 0.02)
• Sufficient knowledge of the students’ cultural background (OR = 1.89, P = 0.02)
• Time spent discussing cultural differences with students (OR = 2.14, P = 0.03)
• Integration of CALD students together with native students (OR = 2.36, P < 0.01)
• Need to receive additional support from colleagues (OR = 0.35, P < 0.01)

* significance level for all statistical tests was set at P < 0.05
Conclusion

• According to the results, mentors had varying expectations towards students’ Finnish or Swedish language proficiency
  • Harmonization of language competence requirements
  • Assessment and support of students’ language skills

• Students need successful orientation into their clinical placement in order to enhance familiarization with the clinical environment and the mentor. Mentors also need information on the students’ background.

• Innovative and effective strategies are needed to further develop mentors’ competence in mentoring CALD healthcare students

• Universities and healthcare organizations should continue to strive to strengthen collaboration


