



“The Impact of Mentor–Mentee Relationships on Clinical Competence and Confidence Among Nursing Students”

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Abstract: Mentorship is a cornerstone of professional development in nursing, critically shaping the clinical competence, self-confidence, and professional identity of students. The transition from theoretical learning to the complexities of patient-centered care often engenders uncertainty, stress, and a fear of errors among nursing students. Structured mentor–mentee relationships effectively bridge this gap by offering essential support, guided learning, and positive role modeling, thereby facilitating both clinical proficiency and psychosocial growth. This article comprehensively reviews the extant evidence on the impact of these relationships, exploring how they contribute to skill acquisition, professional socialization, emotional resilience, and career development. It examines various mentorship models, identifies prevalent challenges, and proposes evidence-based strategies to optimize mentor–mentee interactions. Findings consistently demonstrate that effective mentorship enhances not only technical skills but also critical thinking, communication, and leadership abilities. Furthermore, mentees develop greater self-assurance and adaptability, which are indispensable in dynamic healthcare settings. The article concludes with pragmatic recommendations for nursing education institutions to implement and sustain structured mentorship programs, ultimately fostering a competent, confident, and resilient future nursing workforce.

Keywords: Mentorship, nursing students, clinical competence, confidence, nursing education, professional development

1. Introduction

The nursing profession is intrinsically built upon a dual foundation of rigorous theoretical knowledge and proficient clinical practice. While academic instruction provides the essential scientific and theoretical underpinnings, the true acquisition of clinical competence and professional confidence occurs within the unpredictable and high-stakes environment of real-world healthcare. Nursing students, especially during their initial clinical placements, frequently grapple with significant challenges including anxiety, role ambiguity, and the pervasive fear of making mistakes that could impact patient safety. These psychological and emotional barriers can substantially impede learning and hinder the ability to deliver safe, high-quality care.

To mitigate these challenges, mentorship has been widely adopted as a pivotal educational and developmental strategy. Mentorship is defined as a dynamic, reciprocal, and supportive relationship between an experienced professional (the mentor) and a less experienced learner (the mentee). In nursing education, this relationship serves as a vital bridge, connecting academic preparation with clinical realities. Through intentional role modeling, constructive feedback, and consistent psychosocial support, mentors empower nursing students to refine clinical skills, build enduring confidence, and cultivate a strong professional identity.

The significance of mentorship is underscored in numerous nursing educational frameworks and policy directives. The



development of clinical competence, coupled with robust self-confidence, is imperative not only for academic success but also for future professional effectiveness, patient safety, and overall healthcare quality. Consequently, a thorough understanding of the impact of mentor–mentee relationships on these outcomes is crucial for nursing educators, academic administrators, and healthcare institutions committed to elevating the standards of nursing education.

This article provides an in-depth exploration of the relationship between mentorship and the development of clinical competence and confidence in nursing students. It reviews current literature, examines various mentorship models, highlights implementation challenges, and presents strategic recommendations for effective integration into nursing curricula.

2. The Concept of Mentorship in Nursing

Mentorship in nursing transcends simple technical instruction. It is a holistic process that encompasses career guidance, role modeling, psychosocial support, and the active facilitation of professional growth. A mentor's primary role is to guide the mentee through the transition from a novice to a competent beginning practitioner by creating a safe environment for experiential learning and encouraging critical reflection.

Key components of effective mentorship include:

- **Role Modeling:** Demonstrating professional values, behaviors, ethical decision-making, and clinical competencies in practice.
- **Guidance and Teaching:** Actively assisting with the development of psychomotor skills and the application of theoretical knowledge to patient care situations.
- **Emotional Support:** Providing encouragement and reassurance to alleviate the stress and anxiety inherent in clinical environments.
- **Feedback and Evaluation:** Offering timely, specific, and constructive feedback to enhance performance and identify areas for growth.

Mentorship can manifest in both formal (structured programs with assigned pairs and set objectives) and informal (organic,

spontaneously developing relationships) formats. While both offer benefits, structured programs are generally associated with more consistent, measurable, and equitable outcomes.

3. Clinical Competence: Definition and the Role of Mentorship

Clinical competence refers to the integrated ability to synthesize knowledge, technical skills, clinical reasoning, communication, and ethical judgment to deliver safe and effective patient care. For nursing students, competence is not innate; it is achieved through deliberate, repeated practice, supervised clinical experiences, and guided reflection.

Core dimensions of clinical competence include:

- Technical proficiency (e.g., sterile technique, medication administration, patient assessment)
- Critical thinking and clinical decision-making
- Therapeutic communication and interprofessional teamwork
- Ethical and professional practice

Mentorship directly enhances clinical competence by providing mentees with opportunities for guided, hands-on practice, exposure to diverse clinical scenarios, and the immediate application of knowledge with expert oversight. Studies indicate that students in mentorship programs demonstrate superior performance in practical skills assessments, more effective patient interactions, and higher levels of self-efficacy compared to their non-mentored peers.

4. Building Confidence Through Mentorship

Confidence in nursing practice is the belief in one's own capability to perform clinical tasks effectively and make sound clinical judgments. A lack of confidence can lead to hesitation, increased error rates, and a reluctance to engage in complex care situations, ultimately compromising patient care and stunting professional growth.

Mentor–mentee relationships systematically foster confidence through several mechanisms:



- Encouraging mentees to assume graduated responsibilities under supportive supervision.
- Providing reassurance and normalization during stressful or unfamiliar clinical events.
- Actively highlighting the mentee's strengths and recognizing their achievements.
- Guiding mentees through reflective practice to process experiences and overcome self-doubt.

This cultivated confidence, in turn, enhances a student's decision-making autonomy, leadership potential, and overall resilience, thereby preparing them for the demands of independent professional practice.

5. Evidence from Research: Empirical Support for Mentorship

A substantial body of research corroborates the positive impact of mentorship on nursing education outcomes.

- Harrison et al. (2019) conducted a systematic review concluding that structured mentorship programs significantly improved nursing students' competence in clinical skills and patient interaction, alongside boosting their confidence levels.
- Walsh et al. (2020), in a qualitative study, found that mentorship was instrumental in strengthening professional identity formation and enhancing adaptability in complex clinical settings.
- Suresh & Matthews (2021) observed that mentorship interventions were effective in reducing perceived stress and anxiety among nursing students, leading to improved learning outcomes and greater confidence in providing direct patient care.
- Khan et al. (2022) emphasized the critical role of mentorship in fostering effective communication and teamwork skills, particularly within increasingly multicultural and interdisciplinary clinical environments.

6. Models of Mentorship in Nursing Education

Several mentorship models are employed in nursing education, each with distinct advantages:

- **Traditional One-to-One Mentorship:** An experienced nurse mentors a single student, allowing for deep, individualized attention and trust-building.
- **Group Mentorship:** A single mentor guides a small group of mentees, promoting peer learning, collaboration, and shared problem-solving.
- **Peer Mentorship:** Senior nursing students mentor junior students, fostering supportive near-peer relationships that can reduce anxiety and provide relatable guidance.
- **E-Mentorship (Digital Mentorship):** Utilizes email, video conferencing, and dedicated platforms to provide flexible guidance, a model whose relevance has grown significantly in post-pandemic education.

While each model has value, the one-to-one approach is often cited as the most effective for fostering deep, personalized professional growth.

7. Challenges in Implementing Mentorship Programs

Despite the clear benefits, the implementation of mentorship programs faces several obstacles:

- **Time Constraints:** Clinical nurses often face heavy workloads, leaving limited time for dedicated mentoring activities.
- **Inadequate Mentor Training:** Many mentors are clinical experts but may lack formal training in pedagogical methods or coaching techniques.
- **Personality Mismatches:** Incompatibility between mentor and mentee can hinder the development of a productive relationship.
- **Lack of Institutional Support:** Inconsistent administrative support, insufficient resources, and a lack of formal recognition for mentors can undermine program sustainability.



- **Risk of Dependency:** Without clear boundaries, mentees may become overly reliant on their mentors, inhibiting the development of independent practice.

Addressing these challenges requires deliberate institutional commitment, dedicated training workshops for mentors, and the establishment of structured evaluation and support systems.

8. Strategies for Effective Mentorship Implementation

To maximize the positive impact of mentorship on student competence and confidence, the following strategies are recommended:

- **Formal Mentor Training:** Provide mentors with training in educational principles, feedback delivery, coaching skills, and relationship boundaries.
- **Structured Program Frameworks:** Develop programs with clear objectives, defined roles and responsibilities, and expected outcomes for both mentors and mentees.
- **Ongoing Evaluation:** Implement regular feedback mechanisms to assess the quality of the mentoring relationships and the overall program effectiveness.
- **Promotion of Reflective Practice:** Encourage mentees to engage in reflective journaling or discussions to consolidate learning and build self-awareness.
- **Leverage Technology:** Integrate digital platforms to facilitate communication, schedule meetings, and provide continuity of support, especially when face-to-face interaction is limited.

9. The Role of Mentorship in Long-Term Professional Development

The benefits of mentorship extend far beyond the immediate clinical placement. It lays the groundwork for long-term professional development by instilling values of lifelong learning, promoting leadership capabilities, and fostering a commitment to evidence-based practice. Furthermore, a positive mentoring experience creates a powerful legacy, as today's mentees are more likely to become tomorrow's mentors, perpetuating a self-

10. Summary and Conclusion

Mentor-mentee relationships are an indispensable component of high-quality nursing education, effectively bridging the daunting gap between theoretical knowledge and clinical practice. Evidence consistently shows that nursing students who participate in structured mentorship programs exhibit higher levels of clinical competence, superior technical and communication skills, and significantly greater confidence in their patient care abilities. By serving as role models, educators, and emotional supporters, mentors profoundly influence the professional identity, resilience, and career trajectory of students.

Although challenges such as mentor workload and insufficient training exist, they are not insurmountable. Overcoming these barriers requires unwavering institutional commitment, strategic investment in mentor preparation, and the implementation of robust, structured programs with clear objectives and evaluation metrics. Ultimately, effective mentorship is a powerful investment that yields dividends not only for individual nursing students but also for the nursing profession as a whole, leading to improved patient outcomes and a stronger, more confident healthcare workforce.

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