Current Awareness

Mentorship

This Quarterly Current Awareness Bulletin is produced by Library staff in Somerset Partnership and Musgrove Park Academy to provide staff with a range of mentor-related resources to support practice. It includes guidance, recently published research articles, news and policy items.

This guide provides a selection of resources relevant to the subject area and is not intended to be a comprehensive list. All websites have been evaluated and details are correct at the time of publications.

Details correct at time of going to print. Please note that resources are continuously updated.

For further help or guidance, please contact a member of library staff.

Upcoming dates for Mentor & Sign-off Mentor Updates

**Somerset Partnership**

Mentors updates:

**Tuesday 26th April 2016**
Charter House, Yeovil 1pm- 3pm

**Wednesday 25th May 2016**
Wincanton Hospital 1pm- 3pm

**Thursday 16th June 2016**
South Petherton Hospital 1pm- 3pm

**Monday 21st June 2016**
Shepton Mallet Hospital 1pm- 3pm

**Monday 1st August 2016**
South Petherton Hospital 1pm- 3pm

Booking via: training@sompar.nhs.uk
Telephone: (01749) 846649 or (01749) 846659

**Musgrove**

**Friday 8th April 2016**
Training Room 2, Musgrove Park Academy

**Friday 6th May 2016**
Jenner Room, Musgrove Park Academy

**Friday 17th June 2016**
Jenner Room, Musgrove Park Academy

Face to face Mentors update
[PD061] 10:30am-12:30pm

Face to face Sign-off update
[PD058] 12:30pm-1:30pm

Further details @ http://intranet.tsft.nhs.uk/learndevelop/MentorUpdateInformation/tabid/11072/language/en-GB/Default.aspx

Issue 3
April 2016
## Contents

Click on a section title to navigate contents

<table>
<thead>
<tr>
<th>Guidance</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recent journal articles</strong></td>
<td>3-8</td>
</tr>
<tr>
<td>1. Establishing effective working relationships</td>
<td>3</td>
</tr>
<tr>
<td>2. Mentoring and the 6Cs</td>
<td>3-8</td>
</tr>
<tr>
<td>3. Clinical supervision and nursing students' professional competence: support-seeking behaviour and the attachment styles of students and mentors</td>
<td>3-8</td>
</tr>
<tr>
<td>4. The value of personal mentorship</td>
<td>3-8</td>
</tr>
<tr>
<td>5. Standards to support learning and assessment in practice</td>
<td>3-8</td>
</tr>
<tr>
<td>6. Accessing specialist nurse roles on placement</td>
<td>3-8</td>
</tr>
<tr>
<td>7. Summative assessment of clinical practice of student nurses: A review of the literature</td>
<td>3-8</td>
</tr>
<tr>
<td>8. An Evidence-based Nursing Faculty Mentoring Program</td>
<td>3-8</td>
</tr>
<tr>
<td>9. Learning Professional Ethics: Student Experiences in a Health Mentor Program</td>
<td>3-8</td>
</tr>
<tr>
<td>10. An Integrative Review of Peer Mentorship Programs for Undergraduate Nursing Students</td>
<td>3-8</td>
</tr>
<tr>
<td>11. Evaluating a nurse mentor preparation programme.</td>
<td>3-8</td>
</tr>
<tr>
<td>12. BREAKTHROUGH to Nursing. When the Students Become the Mentors.</td>
<td>3-8</td>
</tr>
<tr>
<td>13. The effectiveness and implementation of mentoring program for newly graduated nurses: A systematic review.</td>
<td>3-8</td>
</tr>
<tr>
<td>14. 'Big Five' of sports medicine: preparation, teamwork, passion, mentorship and collaboration.</td>
<td>3-8</td>
</tr>
<tr>
<td>15. Developing a Successful Master of Health Administration Student Mentor-Mentee Program.</td>
<td>3-8</td>
</tr>
<tr>
<td>16. Professional Development and Mentorship Needs of Nurse Practitioners.</td>
<td>3-8</td>
</tr>
<tr>
<td>17. Mentors in waiting.</td>
<td>3-8</td>
</tr>
<tr>
<td>18. First year undergraduate nursing students and nursing mentors: An evaluation of their experience of specialist areas as their hub practice learning environment.</td>
<td>3-8</td>
</tr>
<tr>
<td>19. The views of patients, mentors and adult field nursing students on patients' participation in student nurse assessment in practice.</td>
<td>3-8</td>
</tr>
<tr>
<td>20. Patterns of clinical mentorship in undergraduate nurse education: A comparative case analysis of eleven EU and non-EU countries.</td>
<td>3-8</td>
</tr>
<tr>
<td>22. Mentors can come from near or far.</td>
<td>3-8</td>
</tr>
<tr>
<td>23. Fearlessness and mentorship: a recipe for success.</td>
<td>3-8</td>
</tr>
<tr>
<td>24. Supporting nurses’ transition to rural healthcare environments through mentorship.</td>
<td>3-8</td>
</tr>
</tbody>
</table>

### News

1. Women's mentoring campaign

### eLearning

### Literature search service

### Training and Athens

### Books

### Library contact details:

Library
Musgrove Park Academy
Musgrove Park Hospital
Taunton, Somerset, TA1 5DA

Tel: 01823 34 (2433)
Email: library@tst.nhs.uk
Blog: [http://librarymph.wordpress.com](http://librarymph.wordpress.com)
@musgrovesompar

This guide has been compiled by:
David Chambers
Library e-Resources Co-ordinator
Musgrove Park Hospital Library Service
david.chambers@tst.nhs.uk
This is a list of journal articles on the topic of mentoring. Some articles are available in the library or on-line via an Athens password by following the full text link. If you would like an article which is not available as full text then please contact library staff.

**Title:** Establishing effective working relationships  
**Citation:** Nursing Standard, Feb 2016, vol. 30, no. 26, p. 41-48, 0029-6570 (February 24, 2016)  
**Author(s):** Houghton, Trish  
**Abstract:** Student Mentorship series 2. This article, the second in a series of 11, provides support and offers advice to new and existing mentors and practice teachers to enable them to progress in their role and develop a portfolio of evidence. In particular, the article discusses how to establish effective working relationships and emphasises the importance of the student-mentor or student-practice teacher relationship. It examines the essential qualities, attributes and characteristics of an effective mentor or practice teacher. The article provides learning activities and suggests ways in which mentors and practice teachers can undertake various self-assessments, enabling them to gather relevant evidence to demonstrate how they can meet and maintain the requirements for these roles as stipulated by the Nursing and Midwifery Council. References  
**Full Text:** Available from NURSING STANDARD in Library MPH

**Title:** Mentoring and the 6Cs  
**Citation:** Nursing Standard, Feb 2016, vol. 30, no. 24, p. 61-62, 0029-6570 (February 10, 2016)  
**Author(s):** Young, Lorna  
**Abstract:** A CPD article showed Lorna Young how useful the 6Cs of nursing could be in mentoring students in practice [Reflection on Continuing Professional Development, NS806 on integrating the 6Cs of nursing into mentorship practice] References  
**Full Text:** Available from NURSING STANDARD in Library MPH

**Title:** Clinical supervision and nursing students' professional competence: support-seeking behaviour and the attachment styles of students and mentors  
**Citation:** Journal of Advanced Nursing, Feb 2016, vol. 72, no. 2, p. 316-327, 0309-2402 (February 2016)  
**Author(s):** Moked, Zahava, Drach-Zahavy, Anat
Abstract: Aims. To examine whether the interdependent attachment style of students is positively related to their support-seeking behaviour during supervision and whether their overdependent and counter-dependent attachment styles are negatively related to it. Second, to determine whether the mentors’ attachment styles moderate the relationship between the students’ support-seeking behaviours and their professional competence, such that this relationship is stronger when supervisors are characterized by higher independent attachment style. Background. The mentor-student encounter during nursing clinical supervision is expected to create a supportive environment aimed at promoting support-seeking behaviours and subsequent positive supervision outcomes. Bowlby’s attachment theory suggests that the three attachment styles - independent, counter-dependent and over-dependent - may have implications for clinical supervision. Design. A correlative-prospective study. Method. One hundred and seventy-eight students and 66 clinical mentors completed questionnaires at the beginning and end of a clinical supervision session during 2012-2013. Results. Results demonstrated that high compared with low independent nursing students tended to seek less support. Second, students who seek less support evaluated their professional competence as higher than students who seek more support. Third, mentor’s counter-dependent attachment style moderated the relationship between students’ support-seeking behaviour and their professional competencies. Conclusions. The results allude to the detrimental meaning of support-seeking in the eyes of nursing students. Results can guide administrators in promoting supervision processes that are compatible with the students’ independent learning style, while also preventing the negative implications of autonomic learning. Furthermore, as mentors’ counter-dependent attachment style can hinder students’ support-seeking, attachment styles should be considered in the selection of mentors. References

Title: The value of personal mentorship

Citation: Journal of Health Visiting, Feb 2016, vol. 4, no. 2, p. 66, 2050-8719 (February 2016)

Author(s): Bigwood, Pauline

Abstract: Are you unclear about the direction of your professional journey? Passionate about making a difference, but not sure what the next step is? Consider a mentor, a guide for continuing professional development along your career path. It could be life-changing... References

Title: Standards to support learning and assessment in practice

Citation: Nursing Standard, Jan 2016, vol. 30, no. 22, p. 41-46, 0029-6570 (January 27, 2016)

Author(s): Houghton, Trish

Abstract: Student Mentorship series 1. This is the first article in a series of 11 that will offer guidance to new and existing mentors and practice teachers to enable them to develop in their role and help them to gather a portfolio of evidence that meets the Nursing and Midwifery Council's Standards to Support Learning and Assessment in Practice (SSLAP). This article provides background to the development of the standards and outlines the SSLAP, including the four main stages of the framework, the eight domains and outcomes, and the five principles required for the roles of mentor, sign-off mentor and practice teacher. The requirements for maintaining the mentor and practice teacher roles are explored. References

Full Text: Available from NURSING STANDARD in Library MPH

Title: Accessing specialist nurse roles on placement

Citation: Nursing Times, Jan 2016, vol. 112, no. 3-4, p. 20-22, 0954-7762 (January 27, 2016)

Author(s): Carpenter-Timmis, Clare, Maryon, Beth

Abstract: It is important that clinical placements provide students with experience of working in a wide range of settings and nursing roles. However, the duration of some placements that involve specialist nurses is too short to allow education establishments to adequately assess their students in line with Nursing and Midwifery Council guidelines. This has a negative effect on the development of students, nursing research teams and mentors. This article describes a framework devised by one university in an attempt to address the issue with one of its placement providers and improve students' access to specialist nursing roles while on placement. References

Full Text: Available from Library MPH (lib307415) in NURSING TIMES
Title: Summative assessment of clinical practice of student nurses: A review of the literature

Citation: International Journal of Nursing Studies, Jan 2016, vol. 53, p. 308-319, 0020-7489 (January 2016)

Author(s): Helminen, Kristiina, Coco, Kirsi, Johnson, Martin, Turunen, Hannele, Tossavainen, Kerttu

Abstract: To provide an overview of summative assessment of student nurses' practice currently in use. Narrative review and synthesis of qualitative and quantitative studies. With the support of an information specialist, the data were collected from scientific databases which included CINAHL, PubMed, Medic, ISI Web of Science, Cochrane library and ERIC published from January 2000 to May 2014. Sources used in all of the included studies were also reviewed. 725 articles concerned with student nurse clinical practice assessment were identified. After inclusion and exclusion criteria, 23 articles were selected for critical review. Findings suggest that the assessment process of student nurses' clinical practice lacks consistency. It is open to the subjective bias of the assessor, and the quality of assessment varies greatly. Student nurses' clinical assessment was divided into 3 themes: acts performed before final assessment, the actual final assessment situation and the acts after the final assessment situation. Mentors and students need teachers to provide them with an orientation to the assessment process and the paperwork. Terminology on evaluation forms is sometimes so difficult to grasp that the mentors did not understand what they mean. There is no consensus about written assignments' ability to describe the students' skills. Mentors have timing problems to ensure relevant assessment of student nurses. At the final interview students normally self-assess their performance; the mentor assesses by interview and by written assignments whether the student has achieved the criteria, and the role of the teacher is to support the mentor and the student in appropriate assessment. The variety of patient treatment environments in which student nurses perform their clinical practice periods is challenging also for the assessment of student nurses' expertise. Mentors want clinical practice to be a positive experience for student nurses and it might lead mentors to give higher grades than what student nurses in fact deserve. It is very rare that student nurses fail their clinical practice. If the student nurse does not achieve the clinical competencies they are allowed to have extra time in clinical areas until they will be assessed as competent. Further research needs to be carried out to have more knowledge about the final assessment in the end of clinical practice. Through further research it will be possible to have better methods for high quality assessment processes and feedback to student nurses. Quality in assessment improves patient safety. 46 references

Title: An Evidence-based Nursing Faculty Mentoring Program

Citation: International Journal of Nursing Education, Jan 2016, vol. 8, no. 1, p. 41-46, 0974-9349 (Jan-Mar 2016)

Author(s): Hulton, Linda J, Sawin, Erika Metzler, Trimm, Donna, Graham, Amy, Powell, Nena

Abstract: Aim. This article describes a model for an evidence-based nursing-specific faculty mentoring program. Background. Given the current nursing faculty shortage internationally, recruiting and retaining expert nursing faculty is key. Experts in non-academic and practice settings who begin teaching are novices. Mentoring is recommended to support new faculty. Method. The mixed method evaluation design used focus groups and a cross-sectional online survey measuring the quality and learning of mentoring relationships. Results. Mentors and mentees indicated high levels of quality and learning. Focus group results included challenges with scheduling and role confusion, but a clear relationship evolution. Conclusion. This evidence-based mentoring model met faculty development needs of new faculty and their mentors.

Title: Learning Professional Ethics: Student Experiences in a Health Mentor Program.

Citation: Education for Health: Change in Learning & Practice (Medknow Publications & Media Pvt. Ltd.), 2016, vol./is. 29/1(10-15), 13576283

Author(s): Langlois, Sylvia, Lymer, Erin

Language: English

Title: An Integrative Review of Peer Mentorship Programs for Undergraduate Nursing Students.

Citation: Journal of Nursing Education, 2016, vol./is. 55/3(141-152), 01484834
Author(s): Wong, Carissa, Stake-Doucet, Natalie, Lombardo, Celia, Sanzone, Lia, Tsimicalis, Argerie

Language: English

Full Text: Available from ProQuest in Journal of Nursing Education

Title: Evaluating a nurse mentor preparation programme.

Citation: British Journal of Nursing, 2016, vol./is. 25/4(212-217), 09660461

Author(s): Gray, Olivia, Brown, Donna

Language: English

Full Text: Available from Mark Allen Group in British Journal of Nursing; Note: ; Notes: Click on 'Sign in' to top right, then choose OpenAthens option Available from EBSCOhost in British Journal of Nursing

Title: BREAKTHROUGH to Nursing. When the Students Become the Mentors.

Citation: Imprint (00193062), 2016, vol./is. 63/2(10-11), 00193062

Author(s): Jae Kook Lim

Language: English

Title: The effectiveness and implementation of mentoring program for newly graduated nurses: A systematic review.

Citation: Nurse Education Today, 2016, vol./is. 37/(136-144), 02606917

Author(s): Zhang, Yuanyuan, Qian, Yan, Wu, Juemin, Wen, Fule, Zhang, Yaqing

Language: English

Title: ‘Big Five’ of sports medicine: preparation, teamwork, passion, mentorship and collaboration.

Citation: British Journal of Sports Medicine, 2016, vol./is. 50/2(71-71), 03063674

Author(s): Drezner, Jonathan A.

Language: English


Title: Developing a Successful Master of Health Administration Student Mentor-Mentee Program.

Citation: Health Care Manager, 2016, vol./is. 35/1(47-57), 15255794

Author(s): Shaikh, Aliya, AlTurabi, Layla, West Jr., Daniel J.

Language: English

Title: Professional Development and Mentorship Needs of Nurse Practitioners.

Citation: Journal for Nurses in Professional Development, 2016, vol./is. 32/1(26-32), 21699798

Author(s): Jarrell, Lynda

Language: English
Title: Mentors in waiting.

Citation: Nurse Education in Practice, 2016, vol./is. 16/1(163-169), 14715953

Author(s): Duffy, Kathleen, McCallum, Jacqueline, McGuinness, Claire

Language: English

Full Text: Available from ProQuest in Nurse Education in Practice

Title: First year undergraduate nursing students and nursing mentors: An evaluation of their experience of specialist areas as their hub practice learning environment.

Citation: Nurse Education in Practice, 2016, vol./is. 16/1(182-187), 14715953

Author(s): McCallum, Jacqueline, Lamont, David, Kerr, Emma-Louise

Language: English

Full Text: Available from ProQuest in Nurse Education in Practice

Title: The views of patients, mentors and adult field nursing students on patients' participation in student nurse assessment in practice.

Citation: Nurse Education in Practice, 2016, vol./is. 16/1(202-208), 14715953

Author(s): McMahon-Parkes, Kate, Chapman, Linda, James, Jayne

Language: English

Full Text: Available from ProQuest in Nurse Education in Practice

Title: Patterns of clinical mentorship in undergraduate nurse education: A comparative case analysis of eleven EU and non-EU countries.

Citation: Nurse Education Today, 2016, vol./is. 36/(44-52), 02606917

Author(s): Dobrowolska, Beata, McGonagle, Ian, Kane, Roslyn, Jackson, Christine S., Kegl, Barbara, Bergin, Michael, Cabrera, Esther, Cooney-Miner, Dianne, Di Cara, Veronika, Dimoski, Zvonko, Kekus, Divna, Pajnikihar, Majda, Prlić, Nada, Sigurdardottir, Arun K., Wells, John, Palese, Alvisa

Language: English


Citation: Pediatric Nursing, 2016, vol./is. 42/1(37-38), 00979805

Author(s): Jakubik, Louise D.

Language: English

Full Text: Available from ProQuest in Pediatric Nursing
Available from EBSCOhost in Pediatric Nursing

Title: Mentors can come from near or far.

Citation: Registered Nurse Journal, 2016, vol./is. 28/1(7-), 14840863
Women’s mentoring campaign
To mark International Women’s Day 2016, NHS Employers, supported by, the HSJ Women Leaders Network is launching the #mymentor campaign. The campaign aims to encourage women leaders, aspiring women leaders, male and female mentors and mentees from the wider NHS community, to engage in a public celebration of the value of mentoring in the NHS.

Mentors lacking time for student feedback, finds patient safety commission
Nursing Times 14.3.2016 by Nicola Merrifield

Mentoring is an umbrella term which encompasses the activity of developing the learning of others. This eLearning module aims to support mentors develop and review their knowledge, understanding and skill base. It can also be used by students to develop their understanding of the mentoring role.
http://www.nottingham.ac.uk/nmp/sonet/rlos/placs/mentoring/

Looking for the latest evidence-based research but haven’t got time to trawl the databases?

Do you need a literature search carried out?
Do you need to find evidence to support an improvement?
Do you want to know how something has been done elsewhere and whether it worked?

Library staff provide a literature search service for busy clinicians who are pressed for time.
To request a search please complete and return the attached form, providing as much information as possible. Alternatively if you would like an assisted search training session, where we will sit down with you and go through the steps of a literature search, then please contact the library.

**TRAINING AND ATHENS**

Most electronic resources are available via an Athens password. You can register for this via the Library intranet page, or from home at [www.swice.nhs.uk](http://www.swice.nhs.uk) and following the link for Athens self-registration. Please note that registering from home will take longer as it will need to be verified that you are NHS staff/student on placement.

The library offers training on how to access and use Athens resources, as well as an introductory course on critical appraisal. You can book a course through the Learning and Development intranet page, or by

**BOOKS**

If you are looking for a paper copy all books listed below (includes all University of Plymouth reading list titles) are available for loan. **Ctrl + Click on book titles to check for availability**

- **Mentoring and supervision in healthcare** – Gopee, Neil [Sage] 2015
- **The Nurse Mentor’s Companion** – Craig, Kimberley, Smith, Barbara [Sage] 2015
- **Mentorship in healthcare** – Shaw, Mary E, Fulton, John [Keswick M&K] 2015 eBook
- **Successful Mentoring in Nursing** - Aston, Liz; Hallam, Paula [Learning Matters] 2014
- **Study skills for master’s level students: a reflective approach for health and social care** - Debbie Casey, Liz Clark and Sally Hayes. - rev. ed [Banbury] 2013
- **Mastering mentorship: a practical guide for mentors of nursing, health and social care students** - Julie Bailey-McHale, Donna Mary Hart [Sage] 2013
- **Mentoring nursing and healthcare students** - Kinnell, David, Hughes, Philip [Sage] 2010


Coaching and mentoring in health and social care: the essentials of practice for professionals and organisations - Foster-Turner, Julia [Radcliffe] 2006

Transforming practice through clinical education, professional supervision and mentoring - Rose, Miranda, Best, Dawn [Elsevier] 2005

The good mentoring toolkit for healthcare - Bayley, Helen, Chambers, Ruth, Donovan, Caroline, [Radcliffe] 2004


If you are unable to find a book, or require a book that is not on this list, please ask library staff who will be able to locate the book for you using interlibrary loan.

Book review

Useful links
- Nursing and Midwifery Council (NMC)
- Royal College of Nursing (RCN)
- Royal College of Midwifery (RCM)
- Healthcare Professions Council (HCPC)