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

Wednesday 31\textsuperscript{st} August 2016
Priory House, Wells 1pm- 3pm

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

Musgrove

Annual Mentor updates
All sessions at Musgrove Park Academy
[PD061] 10:30pm- 12:30pm
Friday 8\textsuperscript{th} July 2016 [Training room 2]
Friday 19\textsuperscript{th} August 2016 [Training room 2]
Friday 16\textsuperscript{th} September [Training room 2]

Sign-off Workshops (to become a sign-off mentor)
All sessions at Musgrove Park Academy
[PD058] 12:30pm- 1:30pm
Friday 19\textsuperscript{th} August 2016 [Training room 2]

Further details @

Issue 4
July 2016
## Contents

**Click on a section title to navigate contents**

| Guidance | 3 |
| Recent journal articles | 3-8 |

### Table of Contents

1. Walking alongside: a qualitative study of the experiences and perceptions of academic nurse mentors supporting early career nurse academics
2. Assessing a student midwife’s practice from a mentor’s perspective
3. The challenge of balancing women centred care with supervising midwifery students
4. Facilitation of learning: part 2
5. Student life - Management techniques
6. Mentoring students: exploring and managing incivil behaviour in community nursing placements
7. Creating an environment for learning
8. Mentoring Clinical Nurses to Write for Publication: Strategies for Success.
10. The effect of mentoring on clinical perioperative competence in operating room nursing students.
13. An exploration of the value of the role of the mentor and mentoring in midwifery.
17. Freedom to qualify as a mentor.
18. Mentorship and support.
19. Effective Mentoring in the Clinical Setting.
20. BEAR Cage: Mentoring through Engagement.
22. Importance of mentoring.
23. Enhancing nursing students' education by coaching mentors.
24. Nurses' perceptions and experiences of mentoring.
25. Mentors do not have time to mentor nurses.
26. Report flags student nurses' lack of feedback with mentors.
27. Identifying and managing underperformance in nursing students.

### Additional online resources

| 8 |
| Literature search service | 8-9 |
| Training and Athens | 9 |
| Books | 9-11 |
| Useful Links | 11 |
| Mentorship conference reminder | 12 |

### 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

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This guide has been compiled by:

- David Chambers
- Library e-Resources Co-ordinator
- Musgrove Park Hospital Library Service
- [david.chambers@tst.nhs.uk](mailto:david.chambers@tst.nhs.uk)
Guidance for mentors of nursing students and midwives: an RCN toolkit

Standards to support learning and assessment in practice

RECENT JOURNAL ARTICLES

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: Walking alongside: a qualitative study of the experiences and perceptions of academic nurse mentors supporting early career nurse academics.

Citation: Walking alongside: a qualitative study of the experiences and perceptions of academic nurse mentors supporting early career nurse academics, 2015, vol./is. 51/1(69-82), 10376178

Author(s): Jackson, Debra, Peters, Kath, Andrew, Sharon, Daly, John, Gray, Joanne, Halcomb, Elizabeth

Full Text: Available from ProQuest in Contemporary Nurse : a Journal for the Australian Nursing Profession

Title: Assessing a student midwife’s practice from a mentor’s perspective

Citation: MIDIRS 2016 26 (2) p145-148

Author(s): Phinah Agbakoba Ssengabadda

Full Text: Available from MIDIRS in Library MPH

Title: The challenge of balancing women centred care with supervising midwifery students

Author(s): Monica Carlon

Citation: MIDIRS 2016 26 (2) p156-158

Full Text: Available from MIDIRS in Library MPH

Title: Facilitation of learning: part 2

Citation: Nursing Standard, Apr 2016, vol. 30, no. 35, p. 41-48, 0029-6570 (April 27, 2016)

Author(s): Warburton, Tyler, Houghton, Trish, Barry, Debbie
Abstract: Student Mentorship series 5. The previous article in this series of 11, Facilitation of learning: part 1, reviewed learning theories and how they relate to clinical practice. Developing an understanding of these theories is essential for mentors and practice teachers to enable them to deliver evidence-based learning support. This is important given that effective learning support is dependent on an educator who possesses knowledge of their specialist area as well as the relevant tools and methods to support learning. The second domain of the Nursing and Midwifery Council's Standards to Support Learning and Assessment in Practice relates to the facilitation of learning. To fulfill this domain, mentors and practice teachers are required to demonstrate their ability to recognise the needs of learners and provide appropriate support to meet those needs. This article expands on some of the discussions from part 1 of this article and considers these from a practical perspective, in addition to introducing some of the tools that can be used to support learning. References

Full Text:
Available from NURSING STANDARD in Library MPH

Title: Student life - Management techniques

Citation: Nursing Standard, Apr 2016, vol. 30, no. 34, p. 66, 0029-6570 (April 20, 2016)

Author(s): Day-Calder, Mandy

Abstract: Listening skills, emotional intelligence and using your mentor will help you lead a team with confidence

Full Text:
Available from NURSING STANDARD in Library MPH

Title: Mentoring students: exploring and managing incivil behaviour in community nursing placements

Citation: British Journal of Community Nursing, Apr 2016, vol. 21, no. 4, p. 203-207, 1462-4753 (April 2016)

Author(s): Carr, Jacqui, Pitt, Margaret, Perrell, Elizabeth, Recchia, Natasha

Abstract: Students who demonstrate quiet incivility can be challenging and disrupt the learning that takes place in the community setting. Recognising incivility and acting to address this behaviour with students is difficult because the behaviour is not overt or obvious to others. The most important component in attempting to manage incivility is exploring the behaviour with the student to identify the potential cause, and negotiate a strategy to improve it. It is acknowledged that the behaviour may be due to personal, academic, or professional issues. If issues are not addressed, care activity and learning are affected, and this can result in failure to achieve in practice. References

Full Text:
Available from EBSCOhost in British Journal of Community Nursing

Title: Creating an environment for learning

Citation: Nursing Standard, Mar 2016, vol. 30, no. 29, p. 40-48, 0029-6570 (March 16, 2016)

Author(s): Houghton, Trish

Abstract: Student Mentorship series 3. This article, the third in a series of 11, provides guidance to new and existing mentors and practice teachers to enable them to progress in their role and develop a portfolio of evidence that meets the Nursing and Midwifery Council's Standards to Support Learning and Assessment in Practice (SSLAP). The importance of developing a high quality practice placement is discussed in relation to the fifth domain of the SSLAP, 'creating an environment for learning'. 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 of this domain. References

Full Text:
Title: Mentoring Clinical Nurses to Write for Publication: Strategies for Success.

Citation: American Journal of Nursing, 2016, vol./is. 116/5(48-55), 0002936X

Author(s): Oman, Kathleen S., Mancuso, Mary P., Ceballos, Kirtley, Flynn Makic, MaryBeth, Fink, Regina M.

Language: English

Publication Type: Academic Journal

Source: CINAHL

Full Text: Available from Ovid fulltext collection in AJN, American Journal of Nursing

Title: Mentoring medical students in your general practice.

Citation: Australian Family Physician, 2016, vol./is. 45/5(270-273), 03008495

Author(s): Fraser, John

Language: English

Abstract: Background: Mentoring medical students in general practices is becoming more common in Australia due to formalised scholarship programs and informal approaches by students. Objective: This paper defines mentoring in Australian general practice. Practical suggestions are made on how to structure a mentorship program in your practice. Discussion: Mentoring differs from leadership and teaching. It is a long-term relationship between a student and an experienced general practitioner. Avoiding summative assessment in mentorship is important to its success. Mentoring is about forming a safe place to confidentially discuss personal and professional issues between a mentor and student. This is based on defining roles and mutual trust. At the same time, students crave formative feedback. Unfortunately, present feedback models are based on teaching principles that can blur the differences between assessor, teacher and mentor. Mentorship can provide students with orientation and learning experiences so that they are prepared for practice as an intern.

Full Text: Available from ProQuest in Australian Family Physician

Title: The effect of mentoring on clinical perioperative competence in operating room nursing students.

Citation: Journal of Clinical Nursing, 2016, vol./is. 25/9/10(1319-1325), 09621067

Author(s): Mirbagher Ajorpaz, Neda, Zagheri Tafreshi, Mansoureh, Mohtashami, Jamileh, Zayeri, Farid, Rahemi, Zahra

Title: Personality and Mentoring: Stepping Off on the Right Foot.

Citation: Journal of Continuing Education in Nursing, 2016, vol./is. 47/5(201-203), 00220124

Author(s): Lee Crew, LCol Rhonda

Full Text: Available from ProQuest in Journal of Continuing Education in Nursing, The

Title: A review of mentorship measurement tools.
Citation: Nurse Education Today, 2016, vol./is. 40/ (20-28), 02606917

Author(s): Chen, Yanhua, Watson, Roger, Hilton, Andrea

Title: An exploration of the value of the role of the mentor and mentoring in midwifery.

Citation: Nurse Education Today, 2016, vol./is. 40/ (52-56), 02606917

Author(s): Moran, Margaret, Banks, David

Title: Mentor experiences of international healthcare students’ learning in a clinical environment: A systematic review.

Citation: Nurse Education Today, 2016, vol./is. 40/ (87-94), 02606917

Author(s): Mikkonen, Kristina, Elo, Satu, Tuomikoski, Anna-Maria, Kääriäinen, Maria

Title: An exploration of the structure of mentors’ behavior in nursing education using exploratory factor analysis and Mokken scale analysis.

Citation: Nurse Education Today, 2016, vol./is. 40/ (161-167), 02606917

Author(s): Chen, Yanhua, Watson, Roger, Hilton, Andrea

Title: Providing Hands-on Experiences in Health Care Research to Mentor New Research Scholars.

Citation: Nursing Education Perspectives, 2016, vol./is. 37/3(125-129), 15365026

Author(s): McCaffrey, Ruth G., Weglicki, Linda, Juyoung Park, Garrido, Jacinto

Full Text: Available from ProQuest in Nursing Education Perspectives
Available from EBSCOhost in Nursing Education Perspectives

Title: Freedom to qualify as a mentor.

Citation: Occupational Health, 2016, vol./is. 68/5(9-9), 00297917

Author(s): Zoelen, Sarah Van

Full Text: Available from EBSCOhost in Occupational Health

Title: Mentorship and support.

Citation: British Journal of Nursing, 2016, vol. /is. 25/8(425-), 09660461

Author(s): Peate, Ian

Abstract: An introduction is presented in which the editor discusses various reports within the issue on topics including mentorship and assessment of competence, changes in Health and Social Care Act in Great Britain and study of health education.

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: Effective Mentoring in the Clinical Setting.

Citation: American Journal of Nursing, 2016, vol./is. 116/4(64-68), 0002936X
**Title:** BEAR Cage: Mentoring through Engagement.

**Citation:** American Journal of Respiratory & Critical Care Medicine, 2016, vol. /is. 193/7(714-716), 1073449X

**Author(s):** Reiss, Theodore F., Moss, Joel, Watkins, Timothy R., Malhotra, Atul

**Full Text:** Available from ProQuest in American Journal of Respiratory and Critical Care Medicine

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**Title:** Mentoring students: exploring and managing incivil behaviour in community nursing placements.

**Citation:** British Journal of Community Nursing, 2016, vol./is. 21/4(203-207), 14624753

**Author(s):** Carr, Jacqui, Pitt, Margaret, Perrell, Elizabeth, Recchia, Natasha

**Full Text:** Available from EBSCOhost in British Journal of Community Nursing

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**Title:** Importance of mentoring.

**Citation:** Canadian Family Physician, 2016, vol. /is. 62/4(357-357), 0008350X

**Author(s):** Hall, Jennifer L.

**Full Text:** Available from Highwire Press in Canadian Family Physician

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**Title:** Enhancing nursing students' education by coaching mentors.

**Citation:** Nursing Management - UK, 2016, vol. /is. 23/1(30-32), 13545760

**Author(s):** Huggins, David

**Full Text:** Available from RCN Publishing in Nursing Management - UK; Note::; Notes: Click on 'Sign in' to top right, then choose OpenAthens option

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**Title:** Nurses' perceptions and experiences of mentoring.

**Citation:** Nursing Management - UK, 2016, vol. /is. 23/1(34-37), 13545760

**Author(s):** Douglas, Valerie

**Full Text:** Available from Royal College of Nursing in Nursing Management - UK; Note::; Notes: Click on 'Sign in' to top right, then choose OpenAthens option

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**Title:** Mentors do not have time to mentor nurses.

**Citation:** Nursing Times, 2016, vol./is. 112/12/13(8-9), 09547762

**Full Text:**
Title: Report flags student nurses' lack of feedback with mentors.

Citation: Nursing Times, 2016, vol./is. 112/11(7-), 09547762

Author(s): Merrifield, Nicola

Full Text:
Available from Library MPH (lib307415) in NURSING TIMES

Title: Identifying and managing underperformance in nursing students.

Citation: British Journal of Nursing, 2016, vol./is. 25/5(250-255), 09660461

Author(s): Elliott, Chris

Language: English

Abstract: Student nurses are the future of the profession and require high levels of commitment and skill from the registered nurses charged with mentoring and guiding them on the road to registration. Evidence suggests that mentors are failing to recognise underperformance and as such are missing opportunities to effectively manage and encourage improvement in failing students. The literature is also demonstrative of mentors failing to fail students who do not achieve requisite standards, thus allowing sub-optimal students to progress on towards registration. This article examines literature relating to effective management of underperforming students in clinical practice and the need to fail those who do not meet the required standards. The article seeks to provide mentors with an understanding of why some are 'failing to fail', as well as highlighting implications for skill improvement. It is the result of an ongoing local skill-improvement project. Key themes for improvement are discussed including issues of mentor confidence, early identification of underperformance, improving mentor--student relationships and the need for open, honest communication.

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: Reflections on Mentoring.

Citation: Journal of Law, Medicine & Ethics, 2016, vol. /is. 44/ (76-80), 10731105

Author(s): Crossley, Mary, Silverman, Ross D.

Full Text:
Available from EBSCOhost in Journal of Law, Medicine & Ethics

Title: Leadership Series: "How To" for Mentoring. Mentoring Practice and Mentoring Benefit 1: Welcoming and Belonging - An Overview and Application to Practice Using Mentoring Activities.

Citation: Pediatric Nursing, 2016, vol./is. 42/2(84-85), 00979805

Author(s): Jakubik, Louise D.

Full Text:
Available from ProQuest in Pediatric Nursing
Available from EBSCOhost in Pediatric Nursing
Additional online resources

The links below provide free online resources in clinical supervision and can be used for CPD points:

http://www.faculty.londondeanery.ac.uk/e-learning
http://www.clinedaus.org.au/

LITERATURE SEARCH SERVICE

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 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

Coaching and mentoring: theory and practice
Bob Garvey, Paul Stokes, David Megginson [Sage] 2014
Shelfmark: WX432

Coaching and mentoring at work: developing effective practice
Shelfmark: WX432
<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Editor</th>
<th>Publisher</th>
<th>Year</th>
<th>Shelfmark</th>
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<tr>
<td>Medical mentoring: supporting students, doctors in training and general practitioners</td>
<td>David Jeffrey [Royal College of General Practitioners]</td>
<td>2014</td>
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<td>Mentoring, learning and assessment in clinical practice: a guide for nurses, midwives and other health professionals</td>
<td>Ci Ci Stuart [Churchill Livingstone]</td>
<td>2013</td>
<td>WY56</td>
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<td>Mentorship and clinical supervision skills in health care</td>
<td>Lynne Wigen and Rachel Heathershaw [Cengage Learning]</td>
<td>2015</td>
<td>WX432</td>
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<tr>
<td>Mentorship in healthcare</td>
<td>edited by Mary E. Shaw and John Fulton</td>
<td>2015</td>
<td>WX432</td>
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<td>The reflective mentor</td>
<td>by Tony Ghaye and Sue Lillyman [Quay Books]</td>
<td>2008</td>
<td>WY55</td>
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<tr>
<td>Achieving competencies for nursing practice: a handbook for student nurses</td>
<td>edited by Sheila Reading and Brian Webster [Open University Press]</td>
<td>2013</td>
<td>WY100</td>
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<tr>
<td>Authentic success: essential lessons and practices from the world's leading coaching programme on success intelligence</td>
<td>Robert Holden [Hay House]</td>
<td>2008</td>
<td>WX426</td>
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<td>Coaching for performance: GROWing human potential and purpose: the principles and practice of coaching and leadership</td>
<td>John Whitmore [Nicholas Brealey]</td>
<td>2009</td>
<td>WX432</td>
<td></td>
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<tr>
<td>Coaching the team at work</td>
<td>David Clutterbuck [Nicholas Brealey]</td>
<td>2007</td>
<td>WX432</td>
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Managing coaching at work: developing, evaluating and sustaining coaching in organizations
Shelfmark: WX432

The practitioner as teacher
edited by Sue Hinchliff [Churchill Livingstone] 2009
Shelfmark: WY54

Skills of clinical supervision for nurses: a practical guide for supervisees, clinical supervisors and managers
Meg Bond and Stevie Holland [Open University Press] 2010
Shelfmark: WY55

Supervision in the helping professions
Peter Hawkins and Robin Shohet [Open University Press] 2012
Shelfmark: WX432

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
Available from EBSCOhost in Journal of Perioperative Practice

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Taunton and SomPar NHS staff - Have you visited the EBL eBook catalogue?
Follow the links below and login via OpenAthens to read online books free for 5-10 minutes each day, send requests for eBook loans or purchase suggestions

Taunton & Somerset eBook catalogue
Somerset Partnership eBook catalogue
About OpenAthens

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Useful links

- Nursing and Midwifery Council (NMC)
- Royal College of Nursing (RCN)
- Royal College of Midwifery (RCM)
- Healthcare Professions Council (HCPC)
Mentorship Conference Reminder

For further details see: http://www.eventbrite.co.uk/e/mentorship-conference-bournemouth-tickets-24456679587

Mentorship Conference 2016
Evidence Based Practice

A unique opportunity for mentors from all healthcare professions to meet with colleagues from practice and higher education to explore and consider ways of enhancing the role of mentoring and student learning within evidence based practice.

Tuesday
5 July 2016
Salisbury District Hospital
Ostock Road
Salisbury Wiltshire
SP2 8BJ

Wednesday
5 October 2016
Bournemouth University
Executive Business Centre Holdenhurst Road, Bournemouth
BH8 8EB

Wednesday
30 November 2016
Bournemouth University, Yeovil Campus
Preston Road
Yeovil
BA20 2DN

8.45am-4pm, Light lunch and refreshments included.

For further information contact the UPLA team: UPLA@bournemouth.ac.uk
Organised by the University Practice Learning Advisers Team

A free conference for all placement areas supporting Bournemouth University Health and Social Care students. Register for your free place online:

Salisbury: https://mentorshipconferenceSalisbury2016.eventbrite.co.uk
Bournemouth: https://mentorshipconferencebournemouth2016.eventbrite.co.uk
Yeovil: https://mentorshipconferenceyeovil2016.eventbrite.co.uk