Current Awareness

Mentorship

This Quarterly Current Awareness Bulletin is produced by Library staff to provide Somerset Partnership and Taunton & Somerset NHS Foundation Trust 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.

Sessions for Mentor & Sign-off Mentor Updates

Somerset Partnership

For details of dates for upcoming Mentor update Sessions contact

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

Musgrove

For dates on:

- Annual Mentor updates
- Sign-off Workshops (to become a sign-off mentor)

Visit

ONLINE MENTOR UPDATE

Issue 8
May 2017
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Library contact details:

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University of Plymouth

- Becoming a mentor or educator
- Mentorship modules
- Mentor/educator handbooks
- Mentor update page
- Changes to OARS – YouTube video

https://www.plymouth.ac.uk

Royal College of Nursing

- Key resources
- Guidance for mentors of nursing students and midwives
- Journal ‘Advice for mentors’ page (Athens authenticated)
- Helping students get the best from their practice placements
- Mentorship subject guide

https://www.rcn.org.uk/

Nursing and Midwifery Council

- Modern supervision in action: a practical guide for midwives (2009)
- Standards to support learning and assessment in practice

http://www.nmc-uk.org/

NHS Education for Scotland

- National approach to mentor preparation for nurses and midwives: core curriculum framework (2013)

http://www.nes.scot.nhs.uk

Department of Health

- Proposals for changing the system of midwifery supervision in the UK (policy paper)

https://www.gov.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.

1. Mentoring: Positively Influencing Job Satisfaction and Retention of New Hire Nurse Practitioners
Author(s): Horner, Diane Kostrey, MSN, FNP-C, DNP(C), CPSN, CNOR
Source: Plastic Surgical Nursing; 2017; vol. 37 (no. 1); p. 7
Publication Date: 2017
Publication Type(s): Feature
Abstract: The purpose of study was to determine whether mentoring based on Watson's Caring Model positively influences nurse practitioner (NP) job satisfaction. This nonexperimental mixed-methods study utilized an online survey, administered through Qualtrics containing demographic and mentoring variables. Job satisfaction results were obtained from the Misener Nurse Practitioner Job Satisfaction Scale (MNPJSS). Also, open-ended questions regarding mentoring were reported. There was a 54% response rate in which 37 of the 69 participants responded (n = 37), with statistical significance set at p < .05. All or 100% of participants reported that the mentor experience/relationship positively influenced job satisfaction. Scores from the MNPJSS ranged from 141 to 246, with a mean of 195.26 (SD = 28.29) corresponding to "minimally satisfied" or a mean of 4.44 on the 6-point scale. These results are similar to the MNPJSS score with a mean of 4.39. A mentoring experience can provide a positive environment, which can lead to increased job satisfaction. In turn, a higher level of satisfaction in the work environment can be associated with reduced turnover and improved retention and patient outcomes. Ultimately, a safer health care system will evolve and improve patient care and outcomes. Through Watson's Caring Model, a reciprocal relationship between the mentor and the mentee can provide a new NP hire a sense of community and direct availability. By experiencing a mentor relationship, job satisfaction can improve, which is a key factor in retaining NPs. As E-mentoring is a newer topic in nursing literature, further research is needed. Further studies could also review and develop one-on-one mentoring programs.

Database: BNI

2. Mentoring Practice and Mentoring Benefit 6: Equipping for Leadership and Leadership Readiness - An Overview and Application To Practice Using Mentoring Activities
Author(s): Eliades, Aris; Jakubik, Louise; Weese, Meghan; Huth, Jennifer
Source: Pediatric Nursing; 2017; vol. 43 (no. 1); p. 40-42
Publication Date: 2017
Publication Type(s): Article Case Study
Abstract: In this Part 7 of seven series, we will explore the sixth mentoring practice and mentoring benefit, including practice application through examples of mentoring activities and a case scenario. Equipping for leadership and leadership readiness are the sixth mentoring practice and benefit in the series of six mentoring practices and benefits. Equipping for leadership involves the mentor promoting opportunities for the protégé to lead others and develop leadership abilities. The workplace provides an environment that fosters leadership development, encourages taking on leadership roles, and sets a positive image of leadership in clinical practice (Weese, Jakubik, Eliades, & Huth, 2015). The essence of equipping for leadership is that people need leadership skills and opportunities to develop as leaders (Jakubik, 2015). Leadership readiness, the outcome of equipping for leadership, is demonstrated by the protégé’s improved confidence in leadership abilities, improved leadership and management competency, and actively seeking out opportunities to lead others (Weese et al., 2015). Achievement of this benefit is essential to fulfill the nursing leadership pipeline by facilitating individual leadership development and organizational succession planning. References

Database: BNI
3. Certified midwives' experiences of mentorship and supervision during internship in Lusaka, Zambia

**Author(s):** Mwiinga, Betty Miyanda; Maimbolwa, Margaret C.; Muleya, Mutinta C.

**Source:** African Journal of Midwifery and Women's Health; 2017; vol. 11 (no. 1); p. 33-45

**Publication Date:** 2017

**Publication Type(s):** Article

**Abstract:** Background: Mentorship is a programme aimed at preparing midwives to cement their knowledge and skills in order to provide quality services at all levels of the health-care delivery system. Understanding the experiences of those who undergo mentorship is important to improve the programme.

**Aims:** The main purpose of this study was to explore certified midwives' experiences of the mentorship and supervision received during internship at the University Teaching Hospital, Lusaka, Zambia.

**Methods:** A qualitative phenomenological study was used to elicit the experiences of the certified midwives who had taken part in an internship during their training. A total of 13 participants were purposively included in the study and in-depth interviews using an unstructured interview schedule were conducted and recorded. Content analysis using Nvivo software version 10 was used to analyse data following transcription of the recorded interview.

**Results:** Five major themes emerged from the interview data: clinical environment; the relationship that existed between mentors and mentees/ward staff; availability of human and material resources; mentors' knowledge, attitude and skills regarding mentorship and supervision; and lessons learned.

**Conclusions:** The results of this study show that certified midwives were not satisfied with the mentorship and supervision received during internship. Their experiences included instances of uncaring attitudes from the qualified staff, inadequate equipment and staffing, inadequate clinical supervision, non-availability of mentors in the wards and the labelling of certified midwives. It can therefore be concluded that there are still some gaps that need to be reviewed by the policy makers in order for the programme to be beneficial.

**References**

**Database:** BNI

4. World Café: a proactive approach to working with mentors

**Author(s):** O'Connor, Megan; Cotrel-Gibbons, Liz

**Source:** Nursing Management (UK); May 2017; vol. 24 (no. 2); p. 26-29

**Publication Date:** May 2017

**Publication Type(s):** Article

**Abstract:** Mentors are vital for supporting nursing students' learning in practice, but increasing demands on registered nurses can make this a challenging part of their role. This article describes how a new education team in Jersey used the World Café approach to working with mentors on a mentor update day. It explains how the café environment helped mentors to share ideas, develop opportunities to support students' learning in practice areas, increase interdepartmental working and increased communication between the education department and mentors.

**Database:** BNI

5. An exploration of the transformational potential of supportive mentorship relationships within midwifery education and practice

**Author(s):** Sidebotham, Mary

**Source:** Nurse Education in Practice; May 2017; vol. 24; p. 90

**Publication Date:** May 2017

**Publication Type(s):** Journal Article

**Abstract:** While provision of supportive peer mentors is essential to guide socialisation and familiarisation with university processes as demonstrated by McKellar it is imperative that the student receives adequate teaching and support in the clinical environment within a formal mentorship arrangement. Fisher et al in their paper describe a scoping exercise undertaken across the United Kingdom to explore the practice of monitoring and grading clinical practice in order to inform the development of consistent guidelines.

**Database:** BNI

6. Reframing nursing preceptor development: a comprehensive approach to improve education, standardize processes, and decrease costs

**Author(s):** Senyk, Johanna; Staffileno, Beth A.

**Source:** Journal for Nurses in Professional Development; May 2017; vol. 33 (no. 3); p. 131-137
Abstract: High preceptor turnover and mandates for cost efficiency in a rapidly changing healthcare environment require innovative approaches for developing and supporting nurse preceptors. Responding to new organizational strategic and cost containment initiatives, a quality improvement project was initiated that combined several evidence-based approaches to align traditional processes and programs. The resultant preceptor development program decreased costs and standardized processes. It also showed improved learning and preceptor satisfaction and increased educational, networking, and recognition opportunities. References

Database: BNI

7. Implementing a Mentoring Program in the Operating Suite
Author(s): Nicholson, Patricia
Source: Australian Nursing and Midwifery Journal; May 2017; vol. 24 (no. 10); p. 44
Publication Date: May 2017
Publication Type(s): Journal Article
Abstract: While initiatives such as recruitment and retention may resolve staffing issues in the short term in the perioperative environment, long term strategies aimed at promoting quality within the workplace should also be considered. [...]this is further supported by Sheila Grossman (2013) who states that, 'due to our chaotic healthcare system and volatile economy, there has never been a greater need for nurses to gain new skills and knowledge to empower themselves" (p163). An important aspect of mentoring includes being a role model for the less experienced nurse, helping them develop clinical skills and critical thinking while providing safe competent care in an unfamiliar environment. THE BENEFITS OF DEVELOPING A MENTORING RELATIONSHIP IN NURSING INCLUDE IMPROVED JOB SATISFACTION AND TEAM MORALE, INCREASED RECRUITMENT AND RETENTION, AND THE OPPORTUNITY TO DEVELOP NEW SKILLS AND KNOWLEDGE References Amrein, K. 2012. Dr Patricia Nicholson is Associate Professor, Perioperative Course Director in the School of...

Database: BNI

8. AORN Position Statement on Responsibility for Mentoring
Source: Association of Operating Room Nurses. AORN Journal; May 2017; vol. 105 (no. 5); p. 503
Publication Date: May 2017
Publication Type(s): Journal Article
Abstract: The Association for Operating Room Nurses (AORN) position statement on responsibility for mentoring is presented. With the potential retirement of perioperative nurses within the next ten years, there is a need to recruit and retain new nurses to the perioperative specialty. Mentorship is a strategy that can be used to successfully socialize nurses to practice; prepare them for the professional expectations of the discipline; boost confidence; and provide for personal, professional, and intellectual growth and development.

Database: BNI

9. Student-mentor friction debated.
Source: Nursing Standard; May 2017; vol. 31 (no. 38); p. 9-9
Publication Date: May 2017
Publication Type(s): Academic Journal
Abstract: The article reports on a debate at the 2017 Royal College of Nursing (RCN) Congress on the challenging behavior of nursing students towards their mentors.

Database: CINAHL

10. Nursing students’ experience of research during clinical placements.
Author(s): Whitehouse, Claire Louise
Source: Nursing Standard; May 2017; vol. 31 (no. 38); p. 47-55
Publication Date: May 2017
Publication Type(s): Academic Journal
Aim: To investigate pre-registration nursing students' experience of research during clinical placements, and to identify any positive aspects or barriers to gaining experience of research during clinical placements. Method: Qualitative, phenomenological, semi-structured interviews were undertaken with pre-registration degree-level nursing students. The students were attending one university in the east of England, and were on clinical placements at one of three hospital sites in two trusts. Data were reviewed using thematic analysis. Findings: The main themes that emerged from the interview data were: visibility, mentor influence, placement culture, student mindset, and role of the university. The study participants provided suggestions that could be adopted by universities and trusts to improve nursing students' experience of research during clinical placements, such as increasing opportunities to shadow research teams, introducing research earlier in the pre-registration course, and including a practical research module in the course. Conclusion: Nursing students' experience of research during their clinical placements varied. It is important for trusts and universities to identify ways to improve nursing students' experience of research and to enhance their research learning, since research activity drives innovation and best practice.

Database: CINAHL

11. Nursing students’ experiences of mentorship in their final placement.

Author(s): Thomson, Robert; Docherty, Angie; Duffy, Raymond

Source: British Journal of Nursing; May 2017; vol. 26 (no. 9); p. 514-521

Publication Date: May 2017

Publication Type(s): Academic Journal

Available in full text at British Journal of Nursing - from EBSCOhost

Abstract: The aim of this study was to explore final-year students’ experiences of the mentorship role in their final placement and, in particular, to establish their expectations of the mentorship role, as well as their support and supervision needs. Method: Seven final-placement students were recruited from one Scottish university, using purposive sampling. Heideggerian phenomenology was chosen as the underpinning philosophical approach because of its emphasis on the ‘lived experience’. Data were generated using unstructured interviews and analysed using a modified version of Colaizzi’s procedural steps. Results: Five themes emerged from the data: ‘being more independent’, ‘support’, ‘belongingness’, ‘feedback’ and ‘anticipatory anxiety’. Discussion: Participants who had a positive experience of mentorship were exposed to a ‘good’ learning environment. As a result, they felt supported, received adequate opportunities to practise management skills, had a sense of ‘belonging’ within the nursing team and had regular feedback. Those who had a negative experience complained of not getting the opportunity to develop essential management skills and being dismissed for trying to be proactive. In addition, feedback was reported to be lacking. This experience resulted in reduced confidence levels, which left them feeling unprepared for the transition to registered nurse. Conclusion: The clinical learning environment itself and support from the mentor are key factors that influence student preparation for registration. Without this level of support, students may be left feeling unprepared to deal with the transition.

Database: CINAHL

12. Being hostile towards mentorship is a mistake.

Author(s): Bennett, Maggie; McGowan, Brian

Source: Nursing Standard; May 2017; vol. 31 (no. 36); p. 27-27

Publication Date: May 2017

Publication Type(s): Academic Journal

Available in full text at Library MPH - from NURSING STANDARD

Abstract: The author discusses why removing the word mentoring from the Nursing and Midwifery Council (NMC) education standards would demoralise mentors who need support in Great Britain. Topics discussed include the current standards which have been described as overly prescriptive and bureaucratic, how assessment of mentors' skills works and disadvantages of hostility towards the term "mentorship."

Database: CINAHL

13. FOCUS: Peri / Post Op Care. IMPLEMENTING A MENTORING PROGRAM IN THE OPERATING SUITE.
| **14.** Seven strategies for research success during residency.  
**Author(s):** Schulman, Ariel  
**Source:** Urology Times; Apr 2017; vol. 45 (no. 5); p. 22-22  
**Publication Date:** Apr 2017  
**Publication Type(s):** Periodical  
**Abstract:** The article presents seven strategies for research success for urologists during residency. These strategies include being proactive, finding good mentorship, starting early and creating a long-term timeline, broadening one's exposure, working with a statistician, using a project management tool, and getting rewarded for one's hard work.  
**Database:** CINAHL |
| **15.** Student nurse mentoring: an evaluative study of the mentor's perspective.  
**Author(s):** Rylance, Rebecca; Barrett, Julie; Sixsmith, Pam; Ward, Donna  
**Source:** British Journal of Nursing; Apr 2017; vol. 26 (no. 7); p. 405-409  
**Publication Date:** Apr 2017  
**Publication Type(s):** Academic Journal  
**Abstract:** An evaluative study aimed to capture the ‘mentor voice’ and provide an insight into the mentoring role from the perspective of the nurse mentor. Participants from each of the four fields of nursing practice were asked to comment on the satisfying and frustrating aspects of their mentoring role. The narrative data gleaned from the evaluation were qualitatively analysed and subsequently organised into key themes around the student–mentor relationship and the clinical environment. Given that the landscape of nurse education is set to change, in terms of new standards from the professional bodies and the political drivers, not to mention the changing profile of the student nurse, it is hoped that the findings may help to shape the relationship between the mentor, the student and the higher education institution.  
**Database:** CINAHL |
| **16.** How expert mentoring can pave the way to successful leadership.  
**Author(s):** Holliday, Laura; Dawson, Paula; Hall, Carol  
**Source:** Nursing Children & Young People; Apr 2017; vol. 29 (no. 3); p. 20-22  
**Publication Date:** Apr 2017  
**Publication Type(s):** Academic Journal  
**Abstract:** The article presents an interview with Professor Dame Elizabeth Fradd and Angela Horsley, head of children, young people and transition at National Health Service (NHS) Improvement, is presented. Topics covered include Fradd’s and Horsley’s reasons for participating in the University of Nottingham’s pioneering module for mentoring nurses who want to have careers nursing children and their roles as expert mentors.  
**Database:** CINAHL |
| **17.** Mentorship the way forward?  
**Author(s):** BRYANT, LIZ  
**Source:** Practice Nurse; Apr 2017; vol. 47 (no. 4); p. 24-27  
**Publication Date:** Apr 2017 |
18. Establishing a nurse mentor program to improve nurse satisfaction and intent to stay
Author(s): Jones, Sara Jane
Source: Journal for Nurses in Professional Development; Mar 2017; vol. 33 (no. 2); p. 76-78
Abstract: Mentoring is an intervention to foster development and socialization of new registered nurses to an organization or unit. A nurse mentor program was developed and implemented with the purpose to improve new registered nurse satisfaction and intent to stay. A pre- and post-intervention design was used in a rural emergency department to evaluate nurse job satisfaction and intent to stay in the job. Intent to stay in the job mean scores increased, and the registered nurse participants reported program satisfaction through verbal and written feedback. [MEDIUM] References
Database: BNI

Author(s): Edlund, Barbara J.
Source: Journal of Gerontological Nursing; Mar 2017; vol. 43 (no. 3); p. 3-4
Abstract: The article discusses the benefits of positive mentoring experience for the mentor and mentee, and mentions of some valuable forms of mentoring like, peer-to-peer mentoring and group mentoring.
Database: CINAHL

20. What nursing students reveal about and learn from mentors when using stories of clinical practice.
Author(s): Edwards, Sharon
Source: Nursing Management - UK; Mar 2017; vol. 23 (no. 10); p. 32-39
Abstract: Aim This article considers findings from a narrative research analysis that illustrate what nursing students can reveal about being mentored through their stories of clinical practice experience. The aim is to advocate the use of stories as tools to assist mentors in their roles, and to express to them students’ concerns, sensitivities and priorities about clinical placement experiences. The findings are extracted from the author's unpublished doctoral thesis Learning from Practice: The Value of Story in Nurse Education (Edwards 2013). Method: The data are drawn from nursing students' stories about clinical practice experiences when engaged in the care of patients, and their perceived learning from them. Results Findings suggest stories can help develop understanding of nursing students' concerns, sensitivities and priorities, and can support mentors' important roles in students' learning. Conclusion The article illustrates the value of stories as learning tools in the workplace and, by looking at nursing students' stories about clinical practice, shows that paying attention to their concerns, sensitivities and priorities can improve the already significant role played by mentors in student learning.
Database: CINAHL

21. Implementing a mentor support system for general practice nurse mentors.
Author(s): Chambers, Anthony; Smith, Debra
Source: Primary Health Care; Mar 2017; vol. 27 (no. 2); p. 21-25
Abstract: Aim This article considers findings from a narrative research analysis that illustrate what nursing students can reveal about being mentored through their stories of clinical practice experience. The aim is to advocate the use of stories as tools to assist mentors in their roles, and to express to them students’ concerns, sensitivities and priorities about clinical placement experiences. The findings are extracted from the author's unpublished doctoral thesis Learning from Practice: The Value of Story in Nurse Education (Edwards 2013). Method: The data are drawn from nursing students' stories about clinical practice experiences when engaged in the care of patients, and their perceived learning from them. Results Findings suggest stories can help develop understanding of nursing students' concerns, sensitivities and priorities, and can support mentors' important roles in students' learning. Conclusion The article illustrates the value of stories as learning tools in the workplace and, by looking at nursing students' stories about clinical practice, shows that paying attention to their concerns, sensitivities and priorities can improve the already significant role played by mentors in student learning.
Database: CINAHL
Abstract: This article discusses the need for nurse mentors to receive adequate support to ensure that their experience, and the students, is a positive one. The authors explore how the development of the advanced training practice (ATP) scheme in general practice (GP) has helped general practice nurse mentors to meet the demand for more student placements and provide the best learning experience possible for students. The article features a framework that can be used in other ATP schemes to support mentors in GP ‘hub and spoke’ practices.

Database: CINAHL

22. Identifying and managing underperformance in nursing students: lessons from practice
Author(s): Elliott, Chris
Source: British Journal of Nursing; Feb 2017; vol. 26 (no. 3); p. 166-171
Publication Date: Feb 2017
Publication Type(s): Article
Available in full text at British Journal of Nursing - from EBSCOhost
Abstract: This article presents an analysis of the reflective practice of mentors and student nurses who were interviewed as part of a personal skill improvement project. Colleagues and students were asked to provide feedback on their perceptions of how the author demonstrated the skill of identifying and managing underperformance in nursing students. Their narratives were examined with the intention of identifying areas for improving underperformance and how it could be managed in future. Key findings were the requirement for mentors to increase engagement with students, especially in terms of protected time, participatory learning, honest and open dialogue and the need for a commitment to building a supportive and effective mentor-student relationship. This article offers insight into how current mentors and students perceive the management of underperformance and raises awareness of related issues in an attempt to improve mentoring practice. References
Database: BNI

23. Mentoring clinical trainees: a need for high touch
Author(s): Wilkes, Michael; Feldman, Mitchell D
Source: The Lancet; Jan 2017; vol. 389 (no. 10065); p. 135
Publication Date: Jan 2017
Publication Type(s): Journal Article
Available in full text at Lancet, The - from ProQuest
Available in print at LANCET - from Library MPH (lib307415)
Abstract: Skilled mentors have learned to devote time to their mentoring commitments, and are equipped with communicative expertise and personal qualities such as honesty, empathy, and open-mindedness that allow mentors to encourage trainees to maintain personal and professional balance.7 Similar to effective teaching, mentoring skills can be taught with demonstrated improvement in mentor-related knowledge and confidence.8 Although some attention has been focused on the need for recruiting research mentors (at least in the USA), to address the expanding biomedical research workforce and to improve satisfaction among these trainees,9 much less attention has been paid to the mentoring needs of our clinical trainees. Successful mentoring relationships also require a sense of reciprocity and clear expectations on both ends of the relationship.10 The mentee must share responsibility for the mentoring process, and learn to manage and shape the relationship.11 As part of their professional development, trainees should also be supported and encouraged to engage in peer and near-peer mentorship.
Database: BNI

24. Using mentorship activities to assist nurses and midwives with their revalidation requirements
Author(s): Jolly, Sara Nicola; Hyatt, Simon Andrew; Dadge, Jean Ruth; Summerhill, Katie
Source: Nursing Standard; Jan 2017; vol. 31 (no. 20); p. 45-52
Publication Date: Jan 2017
Publication Type(s): Article
Available in print at Library MPH - from NURSING STANDARD
Available in full text at Nursing Standard - from RCN Publishing; Notes: Click on 'Sign in' to top right, then choose OpenAthens option
Abstract: Before the Nursing and Midwifery Council (NMC) introduced revalidation in 2016, the proposed model for revalidation was piloted in 19 healthcare organisations in the UK. Aneurin Bevan University Health Board (ABUHB) was among the pilot sites, and invited more than 1,000 registered nurses and
midwives to take part. One of these participants, a member of the ABUHB practice facilitator team, used this experience to identify links between mentorship activities and the NMC requirements for revalidation. This article discusses how becoming a mentor and maintaining mentor status can provide registered nurses and midwives with evidence to assist them in their revalidation.

References

Database: BNI

25. Peer mentoring: A grassroots approach to high-quality care

**Author(s):** Fleming, Kathryn, PhD, RN, CPHQ, NEA-BC

**Source:** Nursing Management; Jan 2017; vol. 48 (no. 1); p. 12

**Publication Date:** Jan 2017

**Publication Type(s):** Feature

**Abstract:** Evidence shows that the implementation of an effective nurse mentorship program impacts the course of their profession by empowering nurses to make confident, well-informed decisions regarding patient care; improving their overall job satisfaction; and creating a long-term commitment to high-level professional development. Healthcare organizations also benefit from cost savings related to the hiring and training of new nurses. And, ultimately, strong, effective mentorship leads to higher-quality patient care and better patient outcomes. Their metrics include peer mentor engagement, program growth, and multidisciplinary collaboration. Engagement is defined as attendance at the monthly peer mentor meetings. Growth is identified by the increase in the number of peer mentors. These metrics were rolled out before the end of 2015. Engagement improved 66% and growth increased 125%. In addition, all five campuses are now represented. A well-defined measurement of multidisciplinary collaboration is proving to be one of the challenges for the peer mentor program.

Database: BNI

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

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 the literature search request 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 contacting the library directly.

BOOKS

Author(s) Freeman, Eleanor  
Source Journal of Perioperative Practice; May 2017; vol. 27 (no. 5); p. 93-93  
Language English  
Publication Date May 2017  
ISSN 17504589  
Publication Type(s) Academic Journal  
Database CINAHL  
Available in full text at Journal of Perioperative Practice from EBSCOhost

If you are looking for a paper copy all books listed below are available for loan.

Click on book titles below to check for availability

NEW Books recently added to stock

A-Z of Reflective Practice  
Fiona Timmins [Palgrave] 2015  
Shelfmark: L57

The Reflective Practice Guide  
Barbara Bassot [Routledge] 2016  
Shelfmark: L57

Mentoring and supervision in healthcare  
Shelfmark: WX432

The Nurse Mentor’s Companion  
Craig, Kimberley, Smith, Barbara [Sage] 2015  
Shelfmark: WY55
Mentorship in healthcare
Shaw, Mary E, Fulton, John [Keswick M&K] 2015 eBook
Shelfmark: WX432

Reading list titles

Successful Mentoring in Nursing
Shelfmark: WY55

The nurse mentor’s handbook: supporting students in clinical practice
Walsh, Danny [Oxford University Press] 2014
Shelfmark: WY55

Study skills for master’s level students: a reflective approach for health and social care
Shelfmark: L125

Quinn’s principles and practice of nurse education
Shelfmark: WY55

Practice-based learning in nursing, health and social care: mentorship, facilitation and supervision
Shelfmark: WY55

Mastering mentorship: a practical guide for mentors of nursing, health and social care students
Julie Bailey-McHale, Donna Mary Hart [Sage] 2013
Shelfmark: WY55

Mentoring nursing and healthcare students
Kinnell, David, Hughes, Philip [Sage] 2010
Shelfmark: WY55

The nurse mentor and reviewer update book
Shelfmark: WY55

Learning to learn in nursing practice
Sharples, Kath [Learning Matters] 2009
Shelfmark: WY54

Being an effective mentor: how to help beginning teachers succeed
Shelfmark: L70

Coaching and mentoring in health and social care: the essentials of practice for professionals and organisations
Foster-Turner, Julia [Radcliffe] 2006
Shelfmark: WX432

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