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.

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Nurse Mentoring on the Ward
(demonstration video produced by Alexandra Hospital in Redditch)
https://www.youtube.com/watch?v=IzyVbUOiH5s
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Guidance for mentors of nursing students and midwives: an RCN toolkit

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.

6Cs in mentorship
A CPD article enhanced my knowledge of how the 6Cs relate to mentorship
Rosalind Ponomarenko-Jones
Nursing Standard 2015 30 (9) p61-62

Title: Midwifery Basics: Mentorship 7. Mentor update and support: what do mentors need from an update?
Citation: Practising Midwife, Apr 2015, vol. 18, no. 4, p. 40-43, 1461-3123 (April 2015)
Author(s): Phillips, Mari, Marshall, Joyce

Abstract: Mentorship is the 14th series of 'Midwifery basics' targeted at practising midwives. The aim of these articles is to provide information to raise awareness of the impact of the work of midwives on women's experience, and encourage midwives to seek further information through a series of activities relating to the topic. In this seventh article Mari Phillips and Joyce Marshall consider some of the key issues related to mentor update and support and consider what mentors need from their annual update.

Title: Partnership work in mentorship for students: facilitators and constraints
Citation: Nursing Times, Mar 2015, vol. 111, no. 13, p. 18-19, 0954-7762 (March 25, 2015)
Author(s): Anon., Anon.

Abstract: A complex network of partnerships between higher education institutions and healthcare personnel ensures that student nurses are placed with appropriately qualified mentors in approved clinical learning environments during the practical component of their course. These partnerships then support mentors in guiding and assessing students, so are central to assuring that students are fit for practice at the point of registration. Drawing on National Nursing Research Unit research (NNRU, 2012; Robinson, 2003), this Policy Plus focuses on partnership working in delivering student nurse mentorship and considers the implications of factors that facilitate and constrain its operation. [PUBLICATION] 9 references

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

Title: Mentorship: at the heart of nursing education.
Citation: Practice Nurse, Mar 2015, vol. 45, no. 3, p. 27-29, 0953-6612 (March 13, 2015)
Author(s): Greenfield, Jenny

Abstract: Becoming a mentor in general practice nursing can be immensely satisfying but carries great responsibilities - both for the individual you are mentoring and for the future of the primary care workforce.

Full Text:
Title: **Midwifery Basics: Mentorship 6. Challenges of mentorship**  
**Citation:** Practising Midwife, Mar 2015, vol. 18, no. 3, p. 36-40, 1461-3123 (March 2015)  
**Author(s):** Kenyon, Charlotte, Hogarth, Stephen, Marshall, Joyce  

**Abstract:** Mentorship is the 14th series of 'Midwifery basics' targeted at practising midwives. The aim of these articles is to provide information to raise awareness of the impact of the work of midwives on women's experience, and encourage midwives to seek further information through a series of activities relating to the topic. In this sixth article Charlotte Kenyon, Stephen Hogarth and Joyce Marshall consider some of the challenges to mentorship and possible solutions to these. [PUBLICATION] 19 references

Title: **The archaeology and genealogy of mentorship in English nursing**  
**Citation:** Nursing Inquiry, Mar 2015, vol. 22, no. 1, p. 39-49, 1320-7881 (March 2015)  
**Author(s):** Fulton, John  

**Abstract:** In the United Kingdom, the concept of mentorship has been central to nurse education since the 1980s. Mentorship has become the definitive term used to denote the supervisory relationship of the student nurse with a qualified nurse who monitors and evaluates their skill development in the clinical area. The background against which the concept was established is examined through a consideration of the concepts of archaeology of knowledge and genealogy of knowledge as conceptualised by Michel Foucault. In particular, the Foucauldian concepts of power, discourses and the gaze are used to direct and shape the analysis. The paper explores the interplay of managerial dominance and professionalism and the ways in which mentorship can be used as a means of control and surveillance. [PUBLICATION] 52 references

Title: **Mentors: supporting learning to improve patient care**  
**Citation:** British Journal of Healthcare Assistants, Mar 2015, vol. 9, no. 3, p. 132-137, 1753-1586 (March 2015)  
**Author(s):** Norman, Kay, Roche, Kairen  

**Abstract:** Mentorship is becoming an important aspect of professional development among all healthcare professionals. What was once understood as purely the domain of nurse registrants in teaching and assessing student nurses is now being considered to support healthcare assistants (HCAs) in their professional development. This article introduces some of the benefits of mentorship for HCAs and how this can ultimately improve care delivery. [PUBLICATION] 0 references

**Full Text:** Available from BRITISH JOURNAL OF HEALTHCARE ASSISTANTS in Library MPH

Title: **Mentorship part 1: the role in the learning environment**  
**Citation:** British Journal of Nursing, Jan 2015, vol. 24, no. 1, p. 50-53, 0966-0461 (January 8, 2015)  
**Author(s):** Vinales, James Jude  

**Abstract:** Mentors play a vital role in the education of preregistration nursing students. Because the learning environments in which the students are placed are crucial for the development of the future workforce, it could be argued that mentors are the 'gatekeepers' of the nursing profession. However, the mentor's role is not an easy one and, with the added pressures of modern health care, there appear to be greater demands placed on nurses, which in turn affect the mentor's role. This article will be the first in a series of five looking at aspects of the mentor and the mentor's role in practice. This first article will focus on the mentor and the role of the mentor in practice, together with the identification of 'toxic mentors', who can hinder learning in the clinical environment. It is in working together with the mentor that students will learn the true nature of nursing from a 'hands-on' perspective, applying in practice the knowledge learned in class. [PUBLICATION] 31 references

**Full Text:** Available from BRITISH JOURNAL OF NURSING in Library MPH  
Available from EBSCOhost in British Journal of Nursing
Title: 'My mentor kicked a dying woman’s bed. . .' Analysing UK nursing students' 'most memorable' professionalism dilemmas
Citation: Journal of Advanced Nursing, Jan 2015, vol. 71, no. 1, p. 169-180, 0309-2402 (January 2015)
Author(s): Rees, Charlotte E., Monrouxe, Lynn V., McDonald, Laura A.

Abstract: Aim. To provide depth and breadth in the analysis of nursing students' written narratives of 'most memorable' professionalism dilemmas. Background. While nursing students are taught professionalism through formal curricula, they commonly experience workplace-based professionalism dilemmas. Although non-UK studies have begun to explore students' lived experiences of dilemmas, they lack detail about when and where dilemmas occur, who is involved, what students do and why and how students feel.
Design. Online survey of healthcare students including 294 nursing students from 15 UK nursing schools.
Method. Nursing students provided a written narrative of their most memorable dilemma (December 2011-March 2012) as part of a survey examining the impact of professionalism dilemmas on moral distress. We conducted thematic and discourse analysis of all narratives and narrative analysis of one exemplar.
Findings. The most common themes were patient care dilemmas by healthcare personnel or students, student abuse and consent dilemmas. Of the dilemmas, 496% occurred over 6 months previously, 762% occurred in hospitals and 519% of perpetrators were nurses. 793% of students reported acting in the face of their dilemma. Of the narratives, 884% contained negative emotion talk and numerous significant relationships existed between types of emotion talk and dilemmas. Our narrative analysis demonstrates the impact of dilemma experiences through emotion talk and more subtle devices like metaphor. Conclusion. Findings extend previous research with nursing and medical students. Nurse educators should help students construct emotionally coherent narratives to make sense of their experiences, actions and identities and to better prepare them for future professionalism dilemmas. [PUBLICATION] 49 references

Title: Nursing students' expectations and experiences of mentorship
Citation: Nurse Education Today, Jan 2015, vol. 35, no. 1, p. 18-24, 0260-6917 (January 2015)
Author(s): Foster, Helen, Ooms, Ann, Marks-Maran, Di

Abstract: The literature related to nursing students' mentorship experiences is surprisingly limited and research findings related to students' experiences of mentorship is often integrated with other components of clinical placement experiences. This study aimed to gain a greater understanding of students' expectations and experiences of mentorship and to identify the kind of support provided by the mentor that is most valued by the student, the role of the link lecturer in mentorship and how the university might further enhance the mentorship experience of their students. Mixed-methods exploratory sequential design was used. This study was conducted in one university in south west London. All final year pre-registration nursing students enrolled on a Diploma/BSc in Health Studies course (n = 129) were invited to participate. Participation was voluntary resulting in a convenience sample. Fifty-three students completed the questionnaire (response rate = 45%). The research involved two stages: a semi-structured focus group in the first stage and an online questionnaire in the second. Quantitative analysis was undertaken of Likert-style questions using SPSS version 18 and qualitative analysis was undertaken using the Framework Method. Students' experiences were largely positive. A picture emerged about the most valued mentor activities which included teaching and explaining, support and supervision and encouragement. Students differentiated encouragement from what they labelled as support. Contrary to the literature, the mentor role in practice assessment was not identified as highly important. Support from link lecturers was less well evaluated and students felt that the university needs to support mentors better. Students in this university valued the teaching, support and encouragement they received from mentors but the university needs to address ways of strengthening the link lecturer involvement in mentorship which includes the imperative for the university to explore ways of better supporting mentors in their role. [PUBLICATION] 59 references

Title: Midwifery Basics: Mentorship 4. Assessing students
Citation: Practising Midwife, Jan 2015, vol. 18, no. 1, p. 36-39, 1461-3123 (January 2015)
Author(s): Parkin, Julie, Marshall, Joyce

Abstract: Mentorship is the 14th series of 'Midwifery basics' targeted at practising midwives. The aim of these articles is to provide information to raise awareness of the impact of the work of midwives on women's experience, and encourage midwives to seek further information through a series of activities relating to the topic. In this fourth article, Julie Parkin and Joyce Marshall consider some of the key issues related to the responsibility of the sign-off mentor in the process of assessing student midwives' competence in clinical practice. [PUBLICATION] 59 references

Title: Support and mentorship is important for the professions.
The mentor as a role model and the importance of belongingness.

Citation: British Journal of Nursing, 01 June 2015, vol./is. 24/10(532-535), 09660461

Author(s): Vinales, James Jude

Abstract: Nursing staff are frontline workers and service users are constantly observing their behaviour and what, how and when they do things. Being professional at all times is essential for nurses and other health professionals. Student nurses in the learning environment will emulate staff nurses and mentors as role models for their future practice. This article will focus on the importance of role modelling and 'belongingness' in practice, and how mentors may influence the pre-registration student nurse while in the learning environment. This is the final article in a series of five articles on mentoring.

Reflections on mentorship.

Citation: American Journal of Orthodontics & Dentofacial Orthopedics, 02 May 2015, vol./is. 147/5(0-4), 08895406

Author(s): Nanda, Ravindra

Title: 8. How mentorship affects the transition from student to qualified midwife.

Citation: Practising Midwife, 01 May 2015, vol./is. 18/5(42-45), 14613123

Author(s): Walker, Emma, Marshall, Joyce

Mentoring Students, Part 2.

Citation: ASRT Scanner, 01 April 2015, vol./is. 47/4(15-15), 01613863

Author(s): Schuck, Amber

On Mentoring.

Citation: Journal of Perinatal & Neonatal Nursing, 01 April 2015, vol./is. 29/2(187-188), 08932190

Author(s): Miller, Lisa A.

Mentorship: at the heart of nursing education.

Citation: Practice Nurse, 13 March 2015, vol./is. 45/3(27-29), 09536612

Author(s): Greenfield, Jenny

Why are mentors failing to fail students who do not meet clinical performance standard?

Citation: Nordic Journal of Nursing Research & Clinical Studies / Vård i Norden, 01 March 2015, vol./is. 35/1(20-28), 01074083

Author(s): Westad Hauge, Kari

Mentorship in Healthcare.

Citation: Nordic Journal of Nursing Research & Clinical Studies

Author(s): Price, Bob
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?

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Library staff provide a literature search service for busy clinicians who are pressed for time.

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