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 9
August 2017
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Library contact details:

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Musgrove Park Hospital
Taunton, Somerset, TA1 5DA

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

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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. A systematic review of evidence relating to clinical supervision for nurses, midwives and allied health professionals.
   **Author(s):** Pollock, Alex; Campbell, Pauline; Deery, Ruth; Fleming, Mick; Rankin, Jean; Sloan, Graham; Cheyne, Helen
   **Source:** Journal of Advanced Nursing; Aug 2017; vol. 73 (no. 8); p. 1825-1837
   **Publication Date:** Aug 2017
   **Publication Type(s):** Academic Journal
   **Abstract:**
   Aim The aim of this study was to systematically review evidence relating to clinical supervision for nurses, midwives and allied health professionals. Background Since 1902 statutory supervision has been a requirement for UK midwives, but this is due to change. Evidence relating to clinical supervision for nurses and allied health professions could inform a new model of clinical supervision for midwives. Design A systematic review with a contingent design, comprising a broad map of research relating to clinical supervision and two focussed syntheses answering specific review questions. Data sources Electronic databases were searched from 2005 - September 2015, limited to English-language peer-reviewed publications. Review methods Systematic reviews evaluating the effectiveness of clinical supervision were included in Synthesis 1. Primary research studies including a description of a clinical supervision intervention were included in Synthesis 2. Quality of reviews were judged using a risk of bias tool and review results summarized in tables. Data describing the key components of clinical supervision interventions were extracted from studies included in Synthesis 2, categorized using a reporting framework and a narrative account provided. Results Ten reviews were included in Synthesis 1; these demonstrated an absence of convincing empirical evidence and lack of agreement over the nature of clinical supervision. Nineteen primary studies were included in Synthesis 2; these highlighted a lack of consistency and large variations between delivered interventions. Conclusion Despite insufficient evidence to directly inform the selection and implementation of a framework, the limited available evidence can inform the design of a new model of clinical supervision for UK-based midwives.
   **Database:** CINAHL

2. New model for student supervision.
   **Author(s):** Deave, Toity; Novak, Claire; Brook, Judy; Salmon, Debra
   **Source:** Community Practitioner; Aug 2017; vol. 90 (no. 8); p. 45-47
   **Publication Date:** Aug 2017
   **Publication Type(s):** Academic Journal
   **Available in full text at:** Community Practitioner - from EBSCOhost
   **Available in full text at:** Community Practitioner - from ProQuest
   **Abstract:**
   The article discusses the peripatetic approach to student practice supervision taken by the Somerset Partnership NHS Trust. Topics covered include the opportunity for practice teachers to supervise up to three specialist community public health nurses (SCPHN) students, the evaluation made to establish the quality and value of the approach and the students' recognition of the varied experience of health visiting practices.
   **Database:** CINAHL

3. Mentors' and mentees' intellectual-partnership through the lens of the Transformative Learning Theory
   **Author(s):** Margarethe Santos Zanchetta; Bailey, Annette; Kolisnyk, Olesya; Baku, Lorena; Schwind, Jasna; Osino, Eunice; Aksenchuk-Metersky, Kateryna; Niyat Mehari; Babalola, Oluwafunmibi; Joneet Christopher; Aafreen Hassan; Leong, Newton; Mohamed, Mohamed; Nemhbard-Wedderbrun, Patrice; Rodrigues, Ann; Sales, Rona; Salvador-Watts, Liana; Lira Santiago; Sizto, Terry; Stevenson, Melissa; Yu, Lina
   **Source:** Nurse Education in Practice; Jul 2017; vol. 25; p. 111
   **Publication Date:** Jul 2017
4. Using action research to build mentor capacity to improve orientation and quality of nursing students' aged care placements: what to do when the phone rings

**Author(s):** Lea, Emma J; Andrews, Sharon; Stronach, Megan; Marlow, Annette; Robinson, Andrew L

**Source:** Journal of Clinical Nursing; Jul 2017; vol. 26 (no. 13-14); p. 1893

**Publication Date:** Jul 2017

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

**PubMed ID:** 38644

**Abstract:** Aims and objectives To describe whether an action research approach can be used to build capacity of residential aged care facility staff to support undergraduate nursing students' clinical placements in residential aged care facilities, using development of an orientation programme as an exemplar. Background Aged care facilities are unpopular sites for nursing students' clinical placements. A contributing factor is the limited capacity of staff to provide students with a positive placement experience. Strategies to build mentor capability to shape student placements and support learning and teaching are critical if nursing students are to have positive placements that attract them to aged care after graduation, an imperative given the increasing care needs of the ageing population worldwide. Design Action research approach employing mixed-methods data collection (primarily qualitative with a quantitative component). Methods Aged care facility staff (n = 32) formed a mentor group at each of two Tasmanian facilities and met regularly to support undergraduate nursing students (n = 40) during placements. Group members planned, enacted, reviewed and reflected on orientation procedures to welcome students, familiarise them with the facility and prepare them for their placement. Data comprised transcripts from these and parallel student meetings, and orientation data from student questionnaires from two successive placement periods (2011/2012). Results Problems were identified in the orientation processes for the initial student placements. Mentors implemented a revised orientation programme. Evaluation demonstrated improved programme outcomes for students regarding knowledge of facility operations, their responsibilities and emergency procedures. Conclusion Action research provides an effective approach to engage aged care facility staff to build their capacity to support clinical placements. Relevance to clinical practice Building capacity in the aged care workforce is vital to provide appropriate care for residents with increasing care needs.

**Database:** BNI

5. Nursing students' spiritual talks with patients - evaluation of a partnership learning programme in clinical practice

**Author(s):** Strand, Kari; Carlsen, Liv B; Tveit, Bodil

**Source:** Journal of Clinical Nursing; Jul 2017; vol. 26 (no. 13-14); p. 1878

**Publication Date:** Jul 2017

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

**PubMed ID:** 38644

**Abstract:** Aims and objectives To evaluate the impact of a partnership learning programme designed to support undergraduate nursing students' competence in speaking with patients about spiritual issues. Background Spiritual care is an oft-neglected and underexposed area of nursing practice. Despite the increasing amount of research on spiritual care in educational programmes, little is known about nursing students' experiences with existential/spiritual talks and the process of learning about spiritual care in the clinical placement. Design The project used a qualitative evaluation design to evaluate the impact of a partnership-initiated intervention focusing on student learning of spiritual care in a hospital ward. Methods Data were collected through three focus group interviews with bachelor of nursing students from one Norwegian university college and supplemented with notes. Data were analysed by means of qualitative
interative content analysis. Results The intervention was found to enhance students’ competence in spiritual talks. The students developed an extended understanding of spirituality, became more confident in speaking with patients about spiritual issues and more active in grasping opportunities to provide spiritual care. Participating nurses significantly contributed to the students' learning process by being role models, mentoring the students and challenging them to overcome barriers in speaking with patients about spiritual issues. Conclusions The partnership learning programme proved to be a useful model in terms of enhancing students’ confidence in speaking with patients about spiritual concerns. Relevance to clinical practice Collaboration between nursing university colleges and clinical placements could help nursing students and clinical nurses to develop competencies in spiritual care and bridge the gap between academic education and clinical education, to the benefit of both.

Database: BNI

6. Problems with your mentor?
Author(s): Day-Calder, Mandy
Source: Nursing Standard; Jul 2017; vol. 31 (no. 45); p. 35-35
Publication Date: Jul 2017
Publication Type(s): Academic Journal
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: The article offers tips on improving the nursing student-mentor relationship. Basing the relationship on mutual respect, setting clear professional boundaries and allowing for honest feedback on the student's progress are suggested. When efforts to maintain effective communication fail, students are advised to seek support from their university or union and to document their concerns.
Database: CINAHL

7. Effectiveness of an Evidence-Based Practice Nurse Mentor Training Program
Author(s): Spiva, LeeAnna ; Hart, Patricia L; Patrick, Sara; Waggoner, Jessica; Jackson, Charon; Threatt, Jamie L
Source: Worldviews on Evidence-Based Nursing; Jun 2017; vol. 14 (no. 3); p. 183
Publication Date: Jun 2017
Publication Type(s): Journal Article
Abstract: Background Multiple reasons are cited for why nurses do not incorporate evidence into clinical practice, including lack of knowledge and skills, training, time, and organizational support. Aims To investigate the effectiveness of a mentor training program on mentors' perceptions of knowledge, attitude, skill, and confidence levels, and organizational readiness related to evidence-based practice (EBP) and research utilization; and to investigate the effectiveness of creating a formalized structure to encourage EBP in order to prepare nurses to incorporate EBP into clinical practice on nurses' perceptions of knowledge, attitude, skill levels, barriers, nursing leadership, and organizational support related to EBP and research utilization. Methods A two-group pretest-posttest quasi-experimental, interventional design was used. A convenience sample of 66 mentors and 367 nurses working at a five hospital integrated healthcare system located in the Southeastern United States participated. Findings Nurse mentors' knowledge, attitude, skill level, and organizational readiness related to EBP, t = -8.64, p < .001, and confidence, t = -6.36, p < .001, improved after training. Nurses' knowledge, attitude, and skill level related to EBP, t = -19.12, p < .001, and barriers to research utilization, t = 20.86, p < .001, EBP work environment t = -20.18, p < .001, and EBP nurse leadership, t = -16.50, p < .001, improved after a formalized structure was implemented. Linking Evidence to Action EBP mentors are effective in educating and supporting nurses in evidence-based care. Leaders should use a multifaceted approach to build and sustain EBP, including developing a critical mass of EBP mentors to work with point of care staff.
Database: BNI

8. Don't meddle with mentors.
Author(s): Rose, Dana
Source: Nursing Standard; Jun 2017; vol. 31 (no. 44); p. 30-30
Publication Date: Jun 2017
Publication Type(s): Academic Journal
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
Database: CINAHL
9. Should mentors be replaced by supervisors and assessors?
Author(s): Ramdeen, Beverley; Ferrier, Lauren; Athey, Daniel; Payne, Drew
Source: Nursing Standard; Jun 2017; vol. 31 (no. 43); p. 33-33
Publication Date: Jun 2017
Publication Type(s): Academic Journal
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: The article presents insights on whether mentors should be replaced by supervisors and assessors. Topics covered include the association between mentorship and nursing students’ learning, the role confusion that might result from the move and the challenge posed by the shift towards academic qualifications.
Database: CINAHL

10. Developing and evaluating a foundation preceptorship programme for newly qualified nurses.
Author(s): Forde-Johnston, Carol
Source: Nursing Standard; Jun 2017; vol. 31 (no. 42); p. 42-52
Publication Date: Jun 2017
Publication Type(s): Academic Journal
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: In 2014, an innovative, three-tiered foundation preceptorship programme for newly qualified nurses was developed in Oxford University Hospitals NHS Foundation Trust. The programme was to be mandatory for newly qualified nurses commencing Band 5 posts in the trust, and has a structured curriculum that integrates skills development, preceptorship and clinical supervision. Aim To evaluate the Oxford University Hospitals NHS Foundation Trust foundation preceptorship programme for newly qualified nurses commencing Band 5 posts in the trust. Method Data were collected through questionnaires and focus groups with newly qualified nurses and nurse managers in the trust. Findings Respondents indicated the foundation preceptorship programme had positive value and improved the experience of newly qualified nurses during their first year of clinical practice. Newly qualified nurses wished to regularly reflect with experienced nurses and obtain feedback on their practice from clinical experts to develop their clinical skills. A professionally-regulated agreed percentage of preceptor-preceptee supervision time may enhance preceptorship standards. Conclusion The foundation preceptorship programme had several benefits for newly qualified nurses and nurse managers, and their feedback on the programme was positive. The development and evaluation of the foundation preceptorship programme may inform the future education and training of newly qualified nurses during their first year in clinical practice.
Database: CINAHL

11. Missing out on good mentors.
Author(s): Wright, Steve
Source: Nursing Standard; Jun 2017; vol. 31 (no. 41); p. 30-30
Publication Date: Jun 2017
Publication Type(s): Academic Journal
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
Database: CINAHL

12. Clinical Coaching and Transitioning Into the Professional Role Using Nurse Mentors.
Author(s): Coughlin, Vincenza; Skariah, Marin; Tavarez, Vanessa; Best, Annette; Prendergast, Edith M.
Source: JOGNN: Journal of Obstetric, Gynecologic & Neonatal Nursing; Jun 2017; vol. 46
Publication Date: Jun 2017
Publication Type(s): Academic Journal
Abstract: The article discusses the New York University Langone Medical Center Obstetric Nursing Mentorship Program which was designed to assist newly hired staff in transitioning to their professional roles. Topics discussed include need for clinical coaching of newly hired nurses, promoting communication, and a team-building environment among newly hired staffs, and staff engagement.
Database: CINAHL

13. The mentoring manifesto: Advice from a mentor.
14. Peer mentoring supports the learning needs of nurses providing palliative care in a rural acute care setting.

Author(s): Rabbetts, Lyn
Source: International Journal of Palliative Nursing; Jun 2017; vol. 23 (no. 6); p. 280-286
Publication Date: Jun 2017
Publication Type(s): Academic Journal
Abstract: Background: A specific set of assessment scales can underpin the management of distressing symptoms of patients requiring palliative care. A research assistant supported nurses working in a rural hospital setting during the introduction of these scales. Aim: A secondary analysis was conducted to further explore the qualitative data of a previously reported mixed-method study. In particular, the experiences of nurses working alongside a research assistant in the facilitation of using a new assessment form. Method: Purposeful sampling was employed: participating nurses were invited to attend one of three focus group meetings. Findings: Data analysis revealed three main themes: a contact person, coach/mentor and extra help initiatives. Three to four subthemes corresponded with each main theme. Conclusion: Findings suggest nurses benefit from having someone to assist in learning about new documentation. Nurses respond positively to mentorship and practical guidance when integrating a new assessment form into routine evidence-based practice.

Database: CINAHL

15. Implementation of a Mentorship Program to Increase Staff Satisfaction and Retention in Critical Care.

Author(s): Vergara, Jeremy Yves
Source: Nurse Leader; Jun 2017; vol. 15 (no. 3); p. 207-212
Publication Date: Jun 2017
Publication Type(s): Periodical
Abstract: A hospital-based mentorship program was developed to decrease staff turnover rates and increase nurse satisfaction in a 45-bed critical care department. The project resulted in a reduction in the yearly turnover rates and an increase in staff satisfaction.

Database: CINAHL

16. Role models, mentoring, & a basket of vegetables.

Author(s): MEEUWENBERG, LINDA
Source: RDH; Jun 2017; vol. 37 (no. 6); p. 20-22
Publication Date: Jun 2017
Publication Type(s): Periodical
Abstract: The author presents a personal narrative of her experiences of having role models and mentors during her childhood and in her career as a clinical dental hygienist and an educator.

Database: CINAHL

17. Clinical learning environment and supervision of international nursing students: A cross-sectional study

Author(s): Mikkonen, Kristina; Elo, Satu; Miettunen, Jouko; Saarikoski, Mikko; Kääriäinen, Maria
Source: Nurse Education Today; May 2017; vol. 52; p. 73
Publication Date: May 2017
Publication Type(s): Journal Article
PubMed ID: 78689
Abstract: Background: Previously, it has been shown that the clinical learning environment causes challenges for international nursing students, but there is a lack of empirical evidence relating to the background factors explaining and influencing the outcomes. Objective: To describe international and national students’ perceptions of their clinical learning environment and supervision, and explain the
related background factors. Design: An explorative cross-sectional design was used in a study conducted in eight universities of applied sciences in Finland during September 2015-May 2016. Methods: All nursing students studying English language degree programs were invited to answer a self-administered questionnaire based on both the clinical learning environment, supervision and nurse teacher scale and Cultural and Linguistic Diversity scale with additional background questions. Participants (n = 329) included international (n = 231) and Finnish (n = 98) nursing students. Binary logistic regression was used to identify background factors relating to the clinical learning environment and supervision. Results: International students at a beginner level in Finnish perceived the pedagogical atmosphere as worse than native speakers. In comparison to native speakers, these international students generally needed greater support from the nurse teacher at their university. Students at an intermediate level in Finnish reported two times fewer negative encounters in cultural diversity at their clinical placement than the beginners. Conclusion: To facilitate a successful learning experience, international nursing students require a sufficient level of competence in the native language when conducting clinical placements. Educational interventions in language education are required to test causal effects on students’ success in the clinical learning environment.

Database: BNI

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/

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.
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 contacting the library directly.

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**OPEN FORUM: Book Reviews. The Nurse Mentor's Companion.**
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.

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**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: WY40

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
Shelfmark: WY55

The good mentoring toolkit for healthcare
Bayley, Helen, Chambers, Ruth, Donovan, Caroline, [Radcliffe] 2004
Shelfmark: WX432

Mentoring, preceptorship and clinical supervision: a guide to professional roles in clinical practice
Morton-Cooper, Alison, Palmer, Anne, [Blackwell] 2000
Shelfmark: WY55
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

Enabling learning in nursing and midwifery practice: a guide for mentors
Shelfmark: WY55

Medical mentoring: supporting students, doctors in training and general practitioners
David Jeffrey [Royal College of General Practitioners] 2014
Shelfmark: WA154

Mentoring in nursing: a dynamic and collaborative process
Sheila C. Grossman [Springer] 2013
Shelfmark: WY55

Mentoring, learning and assessment in clinical practice: a guide for nurses, midwives and other health professionals
Ci Ci Stuart [Churchill Livingstone] 2013
Shelfmark: WY56

Mentorship and clinical supervision skills in health care
Lynne Wigens and Rachel Heathershaw 2013 [Cengage Learning]
Shelfmark: WX432

Mentorship in healthcare
edited by Mary E. Shaw and John Fulton 2015
Shelfmark: WX432

Practical skills for mentoring in healthcare: a guide for busy practitioners
Shelfmark: WY55

The reflective mentor
by Tony Ghaye and Sue Lillyman [Quay Books] 2008
Shelfmark: WY55

Successful mentoring in nursing
Shelfmark: WY55

Achieving competencies for nursing practice: a handbook for student nurses
edited by Sheila Reading and Brian Webster [Open University Press] 2013
Shelfmark: WY100

Authentic success: essential lessons and practices from the world’s leading coaching programme on success intelligence
Shelfmark: WX426

Coaching for performance: GROWing human potential and purpose: the principles and practice of coaching and leadership
John Whitmore [Nicholas Brealey] 2009
Shelfmark: WX432
Coaching the team at work
David Clutterbuck [Nicholas Brealey] 2007
Shelfmark: WX432

Guided reflection: a narrative approach to advancing professional practice
edited by Christopher Johns [Wiley-Blackwell] 2010
Shelfmark: WY54

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.

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