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

Booking through Mollie:

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

Click on the links above to book a place

Issue 12
August 2018
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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
- eOAR electronic Ongoing Achievement Record

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 trainee psychologists: learning from lived experience.
   **Author(s):** Prytherch, Hannah; Lea, Laura; Richardson, Matthew
   **Source:** Journal of Mental Health Training, Education & Practice; Aug 2018; vol. 13 (no. 4); p. 197-208
   **Publication Date:** Aug 2018
   **Publication Type(s):** Academic Journal
   **Abstract:** Purpose The purpose of this paper is to examine service-users' experiences of mentoring trainee clinical psychologists as part of an involvement initiative on a doctoral training course. Design/methodology/approach: Seven service-users were paired with trainee clinical psychologists. Pairs met for one hour monthly over six months. Meetings were unstructured, lacked a formal agenda and were not evaluated academically. All seven mentors were interviewed. They were asked about positive and negative experiences, as well as about the support provided. Transcripts were subject to thematic analysis and themes were reviewed by mentors in a follow-up meeting. Findings Overall, the results demonstrate that service-users can be involved in training in a way that they find meaningful and contribute to their recovery. Seven themes were identified: giving hope and optimism; making a difference; personal and professional development; the process; practicalities/logistics; support (positives); and support (areas for improvement). Practical implications The importance of designing involvement initiatives in a way which implicitly supports service-user values was highlighted. Recommendations for designing effective support structures are given. The authors were also involved in the scheme which could have introduced bias. Originality/value The research exploring service-users' experiences of involvement in training health professionals is limited. This was the first study to explore in depth service-users' perspectives of involvement in a scheme such as the mentoring scheme. If initiatives are to seriously embrace the values of the service-user movement then seeking service-users' perspectives is vital.
   **Database:** CINAHL

   **Source:** ASRT Scanner; Aug 2018; vol. 50 (no. 6); p. 43-43
   **Publication Date:** Aug 2018
   **Publication Type(s):** Periodical
   Available at ASRT Scanner - from EBSCO (CINAHL Complete)
   **Database:** CINAHL

   **Author(s):** Duffy, Kathleen; Gillies, Alan
   **Source:** Nursing Management - UK; Aug 2018; vol. 25 (no. 3); p. 17-21
   **Publication Date:** Aug 2018
   **Publication Type(s):** Academic Journal
   Available at Nursing Management - from RCN Publishing Company Click on ‘Sign in’ to top right, then choose OpenAthens option
   **Abstract:** In the UK, mentors of pre-registration nurses must achieve the stage 2 outcomes of the Nursing and Midwifery Council (NMC) (2008) standards to support learning and assessment in practice. Approval for new standards for student supervision and assessment was granted at the NMC meeting in March 2018 (NMC 2018a). The introduction of the new standards will see the dissolution of mentorship and the emergence of new roles to support students in academic and practice environments. This article gives an overview of these standards and, drawing on the recommendations from a collaborative event hosted by NHS Education for Scotland and some of the findings from a rapid literature review undertaken for that event, provides nurse managers with information to help inform their discussions as they work in partnership with approved education institution colleagues to realise, support and sustain the roles outlined in the new standards. The article concludes with some questions to consider during these collaborative discussions.
   **Database:** CINAHL
4. A Successful Mentoring Relationship.  
Author(s):  
Source: AACN Bold Voices; Jul 2018; p. 22-22  
Publication Date: Jul 2018  
Publication Type(s): Periodical  
Database: CINAHL

5. RESEARCH INTO MIDWIFERY MENTORSHIP THE CHALLENGE OF EXPLORING RELUCTANT MENTORS’ PERSPECTIVE OF THEIR ROLE.  
Author(s): Gray, Michelle  
Source: Australian Nursing & Midwifery Journal; Jul 2018; vol. 26 (no. 1); p. 35-35  
Publication Date: Jul 2018  
Publication Type(s): Periodical  
Available at Australian Nursing & Midwifery Journal - from EBSCO (CINAHL Complete)  
Available at Australian Nursing & Midwifery Journal - from ProQuest (Hospital Premium Collection) - NHS Version  
Abstract: The article discusses researches that show the negative interactions experienced by midwifery students from unsupportive midwifery mentors in Australia as of 2018. Topics covered include the casual status of the majority of the midwifery workforce, the absence of regular mentorship to the same student, and the potential difficulty in assessing students’ abilities over time. Also noted is the need to research the views of midwives on the issue.  
Database: CINAHL

6. Measuring Clinical Supervision; how beneficial is yours and how do you know?  
Author(s): White, Edward  
Source: Journal of Advanced Nursing; Jul 2018; vol. 74 (no. 7); p. 1437-1439  
Publication Date: Jul 2018  
Publication Type(s): Academic Journal  
Abstract: The article presents the author's views on clinical supervision (CS). Topics discussed include a new tool (Manchester Clinical Supervision Scale (MCSS) promoted by government as the first validated tool designed specifically to measure the impact of Clinical Supervision; increase in so-called home-spun CS checklists; and argument that claims to the benefits of wider outcomes of CS should be further investigated.  
Database: CINAHL

7. An online model of international clinical mentoring for novice physical therapists.  
Author(s): Westerville, Karen C.; Hing, Wayne; McGovern, Mary Claire; Banks, Lora; Carney, Carolyn; Kunker, Katrina; Magoon, Ashley; Sibold, Jeremy; Crane, Linda  
Source: Journal of Manual & Manipulative Therapy (Maney Publishing); Jul 2018; vol. 26 (no. 3); p. 170-180  
Publication Date: Jul 2018  
Publication Type(s): Academic Journal  
Abstract: Objectives: Clinical mentoring is important for novice clinicians as they are developing advanced critical-thinking skills. Research exploring innovative mentoring strategies to reduce barriers and enhance learning is needed. The purpose of this study was to examine the effects of providing online clinical mentoring to small international groups of novice clinicians treating patients with spinal dysfunction in the outpatient setting. Methods: Eleven novice and four expert clinicians were allocated into small international groups. Four one-hour group video-conference mentoring sessions were held in which each novice clinician presented a case study. Data were collected from pre- and post-participation surveys and post-participation focus groups. Data were evaluated with a mixed-methods phenomenological analysis.  
Results: Four themes emerged from the novice qualitative data: improved confidence, enhanced critical thinking, appreciation of the structured design and accessibility to peers and mentors. The quantitative data revealed significant improvement in three confidence measures, improvement of 1.48 points on self-selected clinical goals, and 82.0% reported improved clinical decision-making. Two themes emerged from the expert data: value of the model to fill a need within the profession and viability of the model to stand alone or as part of an educational program. All participants rated their experience on average at 8.76/10 and expressed interest in future mentoring programs. Discussion: Online small group international clinical mentoring appears to be an effective strategy to provide clinical mentoring to promote confidence and critical-thinking skills. This research could provide a viable model to increase accessibility to clinical mentors and fill a need within the profession.
8. Exploring the Student Peer Mentor’s Experience in a Nursing Peer Mentorship Program.
**Author(s):** Vandal, Nadine; Leung, Katerina; Sanzone, Lia; Filion, Françoise; Tsimicalis, Argerie; Lang, Ariella
**Source:** Journal of Nursing Education; Jul 2018; vol. 57 (no. 7); p. 422-425
**Publication Date:** Jul 2018
**Publication Type(s):** Academic Journal
Available at Journal of Nursing Education - from ProQuest (Hospital Premium Collection) - NHS Version
**Abstract:** Background: The mentor’s role is often underreported in the literature. Given the pivotal role peer mentors play in mentorship efforts, the current study sought to explore the experiences and perceptions of peer mentors enrolled in a university-affiliated, nursing student, peer mentorship program. Method: A qualitative descriptive design was conducted using purposive and snowball sampling techniques. A one-time interview was conducted with participants using a semistructured interview guide. Inductive thematic content analysis occurred concurrently with data collection. Results: Eight mentors participated revealing four major themes: Doing What I Wish Someone Had Done for Me, Initial Face-to-Face Contact Is Key, Being Thrown to the Wind, and Practicing What I Will Use as a Nurse. Conclusion: Aspects of self-directed learning may benefit future careers for student peer mentors. Opportunities for program enhancement include coping and communication skills for peer mentors. Future “scaled-up” evaluations are needed for ongoing quality improvements using multimethod approaches.

9. Developing a Culture of Caring and Support Through a Peer Mentorship Program.
**Author(s):** Kramer, Deborah; Hillman, Sandra M.; Zavala, Mirian
**Source:** Journal of Nursing Education; Jul 2018; vol. 57 (no. 7); p. 430-435
**Publication Date:** Jul 2018
**Publication Type(s):** Academic Journal
Available at Journal of Nursing Education - from ProQuest (Hospital Premium Collection) - NHS Version
**Abstract:** Background: Academic leaders are concerned about the retention rate of nursing students; peer mentoring may be one strategy for student success. Research studies on mentoring indicate the benefits of mentoring accrue for both mentors and mentees. Method: A peer voluntary mentorship program operated in coordination with an academic resource center for a decade. It included training and weekly meetings. Mentors were senior nursing students who had a minimum B+ average and faculty recommendations. All mentors kept journal logs of their time and reflections of their experience. Results: Journal statements revealed that mentored nursing students felt more successful in their coursework, gained test-taking skills, and did better on examinations. Mentors gained confidence about their skills and were better prepared for the NCLEX. Mentees formed a natural support group. Mentors expressed concern about their students’ success beyond the program. Conclusion: This program generated a culture of caring and support to the nursing students, with the understanding that they would give back to others what they had received.

10. Transitioning from Registered Nurse to Nurse Practitioner.
**Author(s):** Owens, Nancy G.
**Source:** Kentucky Nurse; Jul 2018; vol. 66 (no. 3); p. 15-16
**Publication Date:** Jul 2018
**Publication Type(s):** Academic Journal
Available at Kentucky Nurse - from EBSCO (CINAHL Complete)
Available at Kentucky Nurse - from ProQuest (Hospital Premium Collection) - NHS Version
**Abstract:** The article identifies the stages of transition into practice for the new nurse practitioner. Topics covered include identification of internal and external stressors faced during role transition, recommendations for facilitating transition into practice, and the need for innovative strategies to promote efforts that will help in satisfaction and retention.

11. Midwifery students in health visitor placements: the importance of student-mentor relationships.
**Author(s):** Olander, Ellinor K; Raiment, Juliet; Bryar, Ros; Brook, Judy
**Source:** Midwifery; Jul 2018; vol. 62; p. 49-51
**Publication Date:** Jul 2018
**Publication Type(s):** Academic Journal
Abstract: Objective The aim of this study was to explore midwifery students and health visitor practice mentors experiences of a health visiting placement for midwifery students, focusing on the student-mentor relationship. Design Interview study Setting East London, United Kingdom Participants Eighteen students and eighteen mentors were invited to take part in an interview. Ten midwifery students (55.5%) and fifteen health visitor practice mentors (83.3%) took part in interviews or provided information via email. Thematic analysis was used to analyse findings. Findings: The main study finding was that students reported valuing practice mentors who took the time to get to know them, were welcoming and enthusiastic and planned their time in advance. The mentors in turn spoke highly of the students who were keen and enthusiastic about the placement, but noted that not all students had appeared interested. Key conclusions The findings from this small interview study show that taking time to make the students feel welcome was important to facilitate a student-mentor relationship. Another important factor in whether a student enjoyed their placement was the mentors’ advance planning.

Database: CINAHL

12. Passionate about the value of good mentorship.
Author(s): Dean, Erin
Source: Primary Health Care; Jul 2018; vol. 28 (no. 5); p. 16-16
Publication Date: Jul 2018
Publication Type(s): Academic Journal
Available at Primary Health Care - from RCN Publishing Company Click on 'Sign in' to top right, then choose OpenAthens option
Abstract: The article features Angela Cheesmond, a nurse who has a passion for mentorship.
Database: CINAHL

Author(s): Donley, Caroline; Norman, Kay
Source: Primary Health Care; Jun 2018; vol. 28 (no. 4); p. 36-42
Publication Date: Jun 2018
Publication Type(s): Academic Journal
Available at Primary Health Care - from RCN Publishing Company Click on 'Sign in' to top right, then choose OpenAthens option
Abstract: General practice continues to increase in use as a placement area for nursing students in England. Introducing new general practice placements requires intensive preparation to ensure there is a quality learning environment and the placement is successful. A qualitative study used interviews and focus groups to understand nine nursing students' perspectives of factors that affected their clinical learning experiences in general practice placements. Students identified factors aiding their learning that were congruent with the characteristics of a good clinical learning environment proposed by the Willis Commission (2012). These included nurse mentorship qualities, interdisciplinary practices, opportunities to share learning, being given a new focus and motivation for learning. The findings suggest GP placements can provide a high-quality learning environment, the factors identified enabling the development of analytical decision-making and professional autonomy, which students regarded as being important components of their successful learning in practice. Further investment and support to increase mentor development in general practice will ensure a wider exposure and positive experience in this clinical practice area for nursing students. This may lead to fewer difficulties in recruiting practice nurses in future.
Database: CINAHL

14. REFLECTIVE PRACTICE: UNDERSTANDING OURSELVES AND OUR WORK.
Author(s): Sharp, Lori-Anne
Source: Australian Nursing & Midwifery Journal; May 2018; vol. 25 (no. 10); p. 48-48
Publication Date: May 2018
Publication Type(s): Periodical
Available at Australian Nursing & Midwifery Journal - from EBSCO (CINAHL Complete)
Available at Australian Nursing & Midwifery Journal - from ProQuest (Hospital Premium Collection) - NHS Version
Abstract: The article focuses on reflective practice, the purposeful questioning and self-examination of an incident or experience, under the guidance of a professional supervisor. Topics discussed include the benefits of incorporating reflective practice in the professional life and stages of Gibbs’ reflective cycle.
Database: CINAHL

Author(s): Burden, Sarah; Topping, Anne Elizabeth; O’Halloran, Catherine
Source: Journal of Advanced Nursing; May 2018; vol. 74 (no. 5); p. 1078-1089
Publication Date: May 2018
Publication Type(s): Academic Journal
Abstract: Abstract: Aim: To investigate how mentors form judgements and reach summative assessment decisions regarding student competence in practice. Background: Competence assessment is a significant component of pre-registration nursing programmes in the United Kingdom. Concerns exist that assessments are subjective, lack consistency and that mentors fail to judge student performance as unsatisfactory. Design: A two-stage sequential embedded mixed-methods design. Data collected 2012–2013. Methods: This study involved a whole student cohort completing a UK undergraduate adult nursing programme (N = 41). Stage 1: quantitative data on mentor conduct of assessment interviews and the final decision recorded (N = 330 from 270 mentors) were extracted from student Practice Assessment Documents (PADs). Stage 2: mentor feedback in student PADs was used in Stimulated Recall interviews with a purposive sample of final placement mentors (N = 17). These were thematically analysed. Findings were integrated to develop a theoretically driven model of mentor decision-making. Results: Course assessment strategies and documentation had limited effect in framing mentor judgements and decisions. Rather, mentors amassed impressions, moderated by expectations of an "idealized student" by practice area and programme stage that influenced their management and outcome of the assessment process. These impressions were accumulated and combined into judgements that informed the final decision. This process can best be understood and conceptualized through the Brunswik’s lens model of social judgement. Conclusion: Mentor decisions were reasoned and there was a shared understanding of judgement criteria and their importance. This impression-based nature of mentor decision-making questions the reliability and validity of competency-based assessments used in nursing pre-registration programmes.
Database: CINAHL

16. Seeking out great mentorship as a student.
Author(s): Elsey, Abbygail
Source: Journal of Paramedic Practice; May 2018; vol. 10 (no. 5); p. 219-219
Publication Date: May 2018
Publication Type(s): Academic Journal
Abstract: In this month’s Student Column, Abbygail Elsey ponders whether great mentorship creates good students, or whether good students seek out great mentorship…
Database: CINAHL

Author(s): Wood, Charlotte M.
Source: Maryland Nurse; May 2018; vol. 19 (no. 3); p. 21-21
Publication Date: May 2018
Publication Type(s): Trade Publication
Available at Maryland Nurse - from EBSCO (CINAHL Plus with Full Text)
Available at Maryland Nurse - from EBSCO (CINAHL Complete)
Database: CINAHL

18. Peer mentoring: Enhancing the transition from student to professional.
Author(s): Fisher, Margaret; Stanyer, Rachel
Source: Midwifery; May 2018; vol. 60; p. 56-59
Publication Date: May 2018
Publication Type(s): Academic Journal
Abstract: Objective to share the experience of a model of peer mentoring in a pre-qualification midwifery programme Design description of the framework and benefits of the model Setting University and practice Participants third year midwifery students Interventions practical activities meeting regulatory body requirements in a pre-qualification mentorship module Measurements and findings informal evaluations by students of key activities undertaken during peer mentoring demonstrated a range of positive outcomes. These included enhanced confidence, self-awareness, interpersonal and teaching skills, team-working and leadership – factors also associated with emotional intelligence. Students developed an appreciation of the accountability of the mentor including making practice assessment decisions. They stated that the learning achieved had aided their professional development and enhanced employability. Key conclusions and implications for practice this module equips students with skills for their future role in facilitating learners and contributes to development of a ‘professional persona’, enhancing their transition to qualified
midwives. The Peer Mentoring Model would be easily adapted to other programmes and professional contexts.

**Database**: CINAHL

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**19. New Nurse Graduate Residency Mentoring: A Retrospective Cross-Sectional Research Study.**

**Author(s)**: Williams, Felecia S.

**Source**: Nursing Economic$; May 2018; vol. 36 (no. 3); p. 121-127

**Publication Date**: May 2018

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

Available at [Nursing Economic$](https://nursingeconomic.com) - from EBSCO (CINAHL Complete)

Available at [Nursing Economic$](https://nursingeconomic.com) - from ProQuest (Hospital Premium Collection) - NHS Version

**Abstract**: The article investigates the impact of one-to-one and group mentoring on new graduate nurses' transition to practice. Topics discussed include the ways by which both types of mentoring affect nurses' professional development and ability to manage stress, the factors that influence nurse turnover within an organization and the various strategies and interventions used in transition programs and residencies for nurses in the U.S.

**Database**: CINAHL

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**20. Supervisory Bullying Has Not Changed..."Seeking Civility Among Faculty," December 2017**

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

**Source**: ASHA Leader; Apr 2018; vol. 23 (no. 4); p. 4-4

**Publication Date**: Apr 2018

**Publication Type(s)**: Trade Publication

Available at [ASHA Leader](https://asha.org) - from EBSCO (CINAHL Complete)

Available at [ASHA Leader](https://asha.org) - from ProQuest (Hospital Premium Collection) - NHS Version

**Database**: CINAHL

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**21. Burnout and depression in medical students and mentors: Cynicism is contagious, but we can take steps to bring joy back to our specialty.**

**Author(s)**: LOCKWOOD, CHARLES J.

**Source**: Contemporary OB/GYN; Apr 2018; vol. 63 (no. 4); p. 5-7

**Publication Date**: Apr 2018

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

Available at [Contemporary OB/GYN](https://contemporaryobgyn.com) - from EBSCO (CINAHL Complete)

Available at [Contemporary OB/GYN](https://contemporaryobgyn.com) - from ProQuest (Hospital Premium Collection) - NHS Version

**Abstract**: The article discusses the prevalence of burnout among medical students and physicians in the U.S. Topics covered include percentage of medical students who reported burnout, alcohol abuse/dependence or depressive symptoms based on a survey of over 12,000 medical students, factors contributing to the epidemic of trainee burnout, the crisis of physician burnout, and steps taken by medical schools to help students who need mental health support.

**Database**: CINAHL

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**22. The Value of Peer Mentorship as an Educational Strategy in Nursing.**

**Author(s)**: Andersen, Tannis; Watkins, Kathy

**Source**: Journal of Nursing Education; Apr 2018; vol. 57 (no. 4); p. 217-224

**Publication Date**: Apr 2018

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

Available at [Journal of Nursing Education](https://jnursingeducation.com) - from ProQuest (Hospital Premium Collection) - NHS Version

**Abstract**: Background: The emphasis of this article is to provide nursing instructors with a valuable educational strategy grounded in andragogical principles for reflection and implementation in their educational practice. Method: An expository review of the value of peer mentorship as an educational strategy that fits within the humanistic adult education philosophy and social constructivism theory was conducted. Results: The value in peer mentorship is greatest for nursing students as mentors and mentees, predominantly in encouraging self-directed learning, building relationships, providing emotional and educational support, and developing collaboration and leadership skills. In addition, peer mentorship provides value to instructors and educational institutions by supporting a positive student-centered learning environment that enhances student success. Conclusion: Peer mentorship as a valuable educational strategy can be recognized for future use within all levels of nursing education and can be applied universally to teaching and learning within other health care educational settings.

**Database**: CINAHL
23. "A memo about mentoring".
Author(s): Kohlhardt, Jenny
Source: Journal of the Australasian Rehabilitation Nurses' Association (JARNA); Apr 2018; vol. 21 (no. 1); p. 4-4
Publication Date: Apr 2018
Publication Type(s): Academic Journal
Available at Journal of the Australasian Rehabilitation Nurses' Association (JARNA) - from EBSCO (CINAHL Complete)
Database: CINAHL

24. Supervision, direction and delegation -- what do the terms means?
Author(s): Hughes, Margaret; Kirk, Ray; Dixon, Alison
Source: Kai Tiaki Nursing New Zealand; Apr 2018; vol. 24 (no. 3); p. 22-24
Publication Date: Apr 2018
Publication Type(s): Academic Journal
Available at Kai Tiaki Nursing New Zealand - from EBSCO (CINAHL Complete)
Available at Kai Tiaki Nursing New Zealand - from ProQuest (Hospital Premium Collection) - NHS Version
Database: CINAHL

25. Supporting successful mentoring...Part 2 of two-part series
Author(s): Goodyear, Caryl
Source: Nursing Management; Apr 2018; vol. 49 (no. 4); p. 49-53
Publication Date: Apr 2018
Publication Type(s): Academic Journal
Abstract: The article examines how nurse managers can help staff members with their own mentoring program. Topics covered include the responsibility of nurse manager to engage staff members in the development of a healthy workplace, four areas in which mentors enjoy the benefits of a mentoring relationship, and the positive impact of mentoring programs on nurse retention.
Database: CINAHL

Author(s): Oates, Jennifer
Source: Nursing Management - UK; Apr 2018; vol. 25 (no. 1); p. 34-41
Publication Date: Apr 2018
Publication Type(s): Academic Journal
Available at Nursing management (Harrow, London, England: 1994) - from RCN Publishing Company Click on 'Sign in' to top right, then choose OpenAthens option
Abstract: Aim The aim of this article is to present selected findings from a doctoral study on the subjective well-being and subjective experience of mental health problems in UK mental health nurses. Here the concept of 'nurses' well-being' is explored. Method Data were drawn from a survey of 237 mental health nurses about their mental health and well-being and from interviews with 27 mental health nurses with personal experience of mental health problems and high subjective well-being. Results: While nurses' subjective well-being is relatively low, some use strategies to support their well-being in and outside the workplace. Activities outside work that improved their wellbeing were physical exercise, mindfulness practice, spending time in nature and listening to music. Well-being was associated with clear boundaries between home and work life, regular clinical supervision and translating learning from work with patients to nurses' own lives. Conclusion Healthcare employers' staff health and well-being strategies should be informed by nurses' insights into what works for them. This may mean offering opportunities to take part in well-being activities. There are also opportunities to improve staff well-being through shared initiatives open to nurses and patients, and through an inclusive and empowering approach to staff engagement.
Database: CINAHL

27. Next steps for mentoring project.
Author(s):
Source: Osteopath; Apr 2018 ; p. 16-16
Publication Date: Apr 2018
Publication Type(s): Periodical
Database: CINAHL

28. The voice of nurses: Novice nurses’ first experiences in a clinical setting. A longitudinal diary study
Aims and objectives: To gain greater understanding of which personal and professional demands novice nurses are confronted with and what can be done to improve the transition from novice to professional staff nurse.

Background: Novice nurses are confronted with a lot of physical, emotional and intellectual changes in the role-transition process from student nurse to professional staff nurse, which are often related to feelings of confusion, uncertainty and stress. Few studies have investigated, on a longitudinal basis, the lived experiences of novice nurses in the clinical setting.

Design: The study adopted a qualitative longitudinal approach to investigate the described experiences of novice nurses during their first 2 years after graduation. Written diaries were selected for optimal data collection.

Methods: A sample of eighteen novice nurses was recruited from several wards at a University Medical Center in the Netherlands. The inclusion criteria were a Bachelor's degree in nursing, aged under 30, and no more than 1 year’s work experience. Data were collected from weekly measurements from September 2013–September 2014.

Results: Eight major themes emerged from the diaries (n = 580): relatedness, competence, development, organisational context, existential events, goals, autonomy and fit. This study revealed that the need for relatedness was by far the most reported theme. Support and positive feedback from colleagues appeared to be crucial for novices starting work in a highly complex environment.

Conclusion: This study showed that one of the strategies novice nurses use to deal with challenging and existential situations is to share their experiences with colleagues. Therefore, novice nurses should always work in a safe environment which enables this.

Relevance to clinical practice: Identification of key issues around understanding novice nurses’ first clinical experiences may help to improve their transition from novice to professional staff nurse. The presence and support from supervisors and mentors are inevitable to keep novice nurses motivated for the profession.

Author(s): Byerley, Julie Story
Source: JAMA: Journal of the American Medical Association; Mar 2018; vol. 319 (no. 12); p. 1199-1200
Publication Date: Mar 2018
Publication Type(s): Academic Journal
PubMedID: 29584847
Abstract: In this narrative essay, the author wonders what effect the #metoo phenomenon will have on mentoring between male mentors and junior female trainees and faculty and recalls male mentors who were supportive of her and other women colleagues' professional development in a plea for diversity and inclusion among leaders in medicine that supports the entire academic medical community.
Database: CINAHL

30. Making the transition from student to mentor.
Author(s): Cowen, Emma
Source: Nursing Children & Young People; Mar 2018; vol. 30 (no. 2); p. 13-13
Publication Date: Mar 2018
Publication Type(s): Academic Journal
Available at Nursing Children and Young People - from RCN Publishing Company Click on 'Sign in' to top right, then choose OpenAthens option
Abstract: The author reflects on her experience of making the transition from a nursing student to a mentor in Great Britain.
Database: CINAHL

31. Mentoring Series, Part 1: Career development for nurse managers
Author(s): Goodyear, Caryl; Goodyear, Marilu
Source: Nursing Management; Mar 2018; vol. 49 (no. 3); p. 49
Publication Date: Mar 2018
Publication Type(s): Journal Article
Abstract: The current healthcare environment, with regulatory burden, uncertain financial reimbursement, health inequities, and structure and process complexity, challenges healthcare providers in ensuring quality and safety for optimal patient outcomes. As always, the nursing profession keeps focused by putting patients and families at the center of care. For managers, this means supporting units and departments in a way that allows nurses and other healthcare providers to navigate the complex environment with ease to achieve excellence in caring and healing practices. Managers are challenged with steering through this
environment while, at the same time, ensuring departmental operational success. Mentoring and coaching that provides education and support is vital to obtaining this skill set. In addition, nurse managers must realize that mentoring and coaching are just as important for their staff members to grow, develop, and handle current workplace challenges. The mentoring relationship supports the nurse manager in building a leadership skill set.

**Database: BNI**

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### 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.faculty.londondeanery.ac.uk/e-learning)

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Fiona Timmins [Palgrave] 2015
Shelfmark: L57

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

**Mentoring and supervision in healthcare**
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**The Nurse Mentor’s Companion**
Craig, Kimberley, Smith, Barbara [Sage] 2015
Shelfmark: WY55

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Shaw, Mary E, Fulton, John [Keswick M&K] 2015 eBook
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**Mentoring in nursing and healthcare: supporting career and personal development**
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The nurse mentor’s handbook: supporting students in clinical practice
Walsh, Danny [Oxford University Press] 2014
Shelfmark: WY55

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

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Kinnell, David, Hughes, Philip [Sage] 2010
Shelfmark: WY55

The nurse mentor and reviewer update book
Shelfmark: WY55

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Sharples, Kath [Learning Matters] 2009
Shelfmark: WY54

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Foster-Turner, Julia [Radcliffe] 2006
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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
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One minute mentoring: how to find and work with a mentor- and why you’ll benefit from being one
Ken Blanchard and Claire Diaz-Ortiz [London: Thorsons] 2017
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Coaching and mentoring: theory and practice
Bob Garvey, Paul Stokes, David Megginson [Sage] 2014
Shelfmark: WX432

Coaching and mentoring at work: developing effective practice
Mary Connor and Julia Pokora [Open University Press] 2017
Shelfmark: WX432

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Eric Parsloe and Melville Leedham [Sage] 2017
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Enabling learning in nursing and midwifery practice: a guide for mentors
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Medical mentoring: supporting students, doctors in training and general practitioners
David Jeffrey [Royal College of General Practitioners] 2014
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Sheila C. Grossman [Springer] 2013
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Ci Ci Stuart [Churchill Livingstone] 2013
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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
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Skills of clinical supervision for nurses: a practical guide for supervisees, clinical supervisors and managers
Meg Bond and Stevie Holland [Open University Press] 2010
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