

Mentorship

Current Awareness Bulletin

February 2019

This Current Awareness Bulletin is produced by the Yeovil Academy Library to provide staff with a range of mentorship-related resources to support practice. It includes recently published guidelines and research articles, as well as news and policy items.

Standards



Standards to support learning and assessment in practice

Preparation for mentors, practice teachers and teachers

[Download PDF](#)

Future nurse: standards of proficiency for registered nurses, London: NMC.

- New standards of proficiency represent the skills, knowledge and attributes all nurses must demonstrate.
- [View page](#)

Realising professionalism: standards for education and training, London: NMC.

- [Part 1: Standards framework for nursing and midwifery education](#)
- [Part 2: Standards for student supervision and assessment](#)
- [Part 3: Standards for pre-registration nursing programmes](#)

Nursing and Midwifery Council (2018)

The Code: professional standards of practice and behaviour for nurses, midwives and nursing associates, London: NMC.

- [View page](#)



Royal College of Nursing (2017)

RCN guidance for mentors of nursing and midwifery students, London: RCN.

- [View page](#)

Royal College of Nursing (2017)

Helping nursing students get the best from their placements, London: RCN.

- [View page](#)

Journal Articles

Please click on the blue link (where available) to access the full text. You may need an OpenAthens username and password. To register for an OpenAthens account [click here](#).

If you would like help obtaining any of the articles, please contact the Library.

NICE Healthcare Databases

1. Collaborative learning: Application of the mentorship model for adult nursing students in the acute placement setting.

Author(s): Harvey, Sarah; Uren, Claire D.

Source: Nurse Education Today; Mar 2019; vol. 74 ; p. 38-40

Publication Date: Mar 2019

Publication Type(s): Academic Journal

Abstract:Abstract Traditionally mentorship of pre-registration student nurses in clinical practice has followed a 1:1 model. Students are allocated a named mentor for the duration of the placement and they are responsible for supporting and assessing the learner. Many studies have identified problems with this approach to mentorship, including lack of time to facilitate learning on a 1:1 basis. In response to some of these challenges, a collaborative model of mentorship is being adopted both internationally and nationally. This involves placing a range of 1st, 2nd and 3rd year students on placement together, with students being allocated specific patients to care for collaboratively, under supervision. This model has already become established in Amsterdam, as an effective approach to mentorship (Lobo et al., 2014). In addition collaborative learning in practice has also been introduced in Ireland, Australia and the United States of America. This paper discusses the implementation of a collaborative model of learning by a district hospital and higher education institute (HEI) in the South West of England, commencing with a preliminary study in one placement area. Following success of this project this model is being implemented in other placement areas within the Trust.

Database: CINAHL

2. Group mentorship programme for graduating nursing students to facilitate their transition: A pilot study.

Author(s): Lavoie-Tremblay, Mélanie; Sanzone, Lia; Primeau, Gilbert; Lavigne, Geneviève L.

Source: Journal of Nursing Management; Jan 2019; vol. 27 (no. 1); p. 66-74

Publication Date: Jan 2019

Publication Type(s): Academic Journal

Abstract: Aim: The present study aims to describe and evaluate a group mentorship programme for graduating nursing students following the first pilot testing. Background: A mentoring relationship has been found to be beneficial in easing the challenging transition from nursing student to nurse.

However, very few mentoring programmes have been formally developed to pair students with clinical nurses before graduation. Methods: A group mentoring programme for graduating nursing students was developed where clinical nurse mentors met with student mentees twice before graduation and once shortly after graduation to address relevant challenges. Mentees and mentors completed a survey after the last session. Results: Eighteen mentees and 12 mentors completed the survey. Results suggest a high level of satisfaction with the programme from both mentees and mentors, as well as a positive impact on mentees' transition into the workplace and levels of stress and self-confidence.

Conclusions: The pilot testing of the group mentorship programme is believed to have been successful.

Implications for Nursing Management: This pilot project highlights the value to nursing leadership of group mentoring partnerships between academic and clinical settings, which can improve the integration of new nurses in the workplace and increase mentors' awareness of the needs of these nurses.

Database: CINAHL

3. UVMNC Nursing Mentorship Program.

Author(s): Golden, Janet

Source: Vermont Nurse Connection; Oct 2018; vol. 21 (no. 4); p. 5-5

Publication Date: Oct 2018

Publication Type(s): Periodical

Available at [Vermont Nurse Connection](#) - from EBSCO (CINAHL Plus with Full Text)

Database: CINAHL

4. Developing Minority Nursing Students: Evaluation of an Innovative Mentorship and Leadership Program.

Author(s): Snowden, Kenya; Foronda, Cynthia; Gonzalez, Juan; Ortega, Johis; Salani, Deborah; de Tantillo, Lila; Hooshmand, Mary; Montano, Nena Peragallo

Source: Journal of Nursing Education; Sep 2018; vol. 57 (no. 9); p. 526-534

Publication Date: Sep 2018

Publication Type(s): Academic Journal

Available at [Journal of Nursing Education](#) - from ProQuest (Hospital Premium Collection) - NHS Version

Abstract:Background: There is disparity in the nursing workforce of minority leaders. The aim of this article is to describe and evaluate an innovative program designed to provide mentorship and increase leadership skills of minority nursing students. Method: An innovative mentorship program was developed including coordination of financial aid meetings, incorporating technology, enacting an online preimmersion course, choosing and training mentors, hosting a lunch-and-lead leadership series, and using intensive review sessions and tutoring. Program evaluation data were analyzed using mixed methods. Results: All 40 participants passed the NCLEX-RN and had obtained employment after the program. Of the 20 respondents, 25% already had obtained a leadership role in nursing. Qualitative data about the program revealed categories of leadership, networking, mentorship, more time, and gratitude. Conclusion: This program was successful in promoting retention, graduation, and development of future minority nurse leaders.

Database: CINAHL

5. 'Seek a mentor and don't be afraid to ask for feedback'

Author(s):

Source: Nursing Children and Young People (2014+); Jan 2019; vol. 31 (no. 1); p. 15

Publication Date: Jan 2019

Publication Type(s): Journal Article

Abstract:Why did you become a children's nurse?After finishing my A levels, I wanted to go into a career that gave me hands-on training and would enable me to grow professionally and personally. It's what drew me to nursing and it's a decision I have never regretted.

Database: BNI

6. Mentoring Researchers in Resource-Poor Countries: The Role of the Clinical Nurse Specialist as Mentor

Author(s): Ibrahim, Abdullahi S; Hartjes, Tonja M; Rivera, Lorena; Adebayo, Adeyinka; Pierre, Louisdon; Scruth, Elizabeth

Source: Clinical Nurse Specialist; 2019; vol. 33 (no. 1); p. 7

Publication Date: 2019

Publication Type(s): Commentary

Abstract:Ibrahim et al discuss the role of Clinical Nurse Specialist as mentor in resource-poor countries. Mentorship has been identified as an important component of professional development within both academic faculty and healthcare provider's roles. The benefits from mentoring relationship can be found within the literature and include improved retention, career satisfaction, productivity, collaboration, professional development, and successful outcomes.

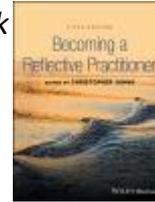
Database: BNI

Library Resources

The books listed below are a selection of those that can be found at the library. To search the library catalogue in full, visit swims.nhs.uk.

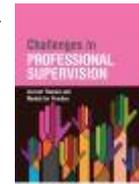
[Becoming a reflective practitioner \(5th ed\) \(2017\)](#)
Johns, Christopher
[Christopher Johns, Christopher](#)
[\(Editor\)](#)

[WY54](#) Book



[Challenges in professional supervision : current themes and models for practice \(2016\)](#)
Beddoe, Liz; Davys, Allyson

[WY55](#) Book



[Clinical instruction and evaluation : a teaching resource \(3rd ed\) \(2015\)](#)
O'Connor, Andrea B.
[O'Connor, Andrea](#)
[B. \(Author\)](#)

[WY55](#) Book



[Mentoring and supervision in healthcare \(3rd ed\) \(2015\)](#)
Gopee, Neil
[Gopee, Neil](#)
[\(Author\)](#)

[WX432](#) Book



[Mentoring in nursing and healthcare : supporting career and personal development \(2017\)](#)
Woolnough, Helen M. ; Fielden, Sandra L.
[Woolnough, Helen M. ; Fielden,](#)
[Sandra L.](#)

[WY55](#) Book



[Mentorship in healthcare \(2nd ed\) \(2015\)](#)
Shaw, Mary E.; Fulton, John
[Shaw, Mary E.](#)
[\(Editor\)](#)

[WX432](#) Book



[The nurse mentor's companion \(2015\)](#) [Craig, Kimberley](#) [WY55](#) Book
Craig, Kimberley; Smith, Barbara [\(Author\)](#)



[Supporting struggling students on placement : a practical guide \(2017\)](#) [Finch, Jo \(Author\)](#) [WY55](#) Book
Finch, Jo



In the News

[NMC announces the end of 'mentorship' - NursingNotes](#)

2 Oct 2018 - The Nursing and Midwifery Council has announced the introduction of 'academic assessors', 'practice supervisors', and 'practice assessors' in replacement of traditional mentorship.

[The student-mentor relationship is a two-way ... - Nursing Times](#)

17 Oct 2018 - Placement experiences can vary greatly among student *nurses* for a number of reasons

[New nurses to be mentored by retired staff in Scotland | News ...](#)

09 Oct 2018 - Newly qualified *nurses* and midwives will be mentored by recently retired NHS staff, under a pilot scheme due to launch in Scotland next year.

["The stage 1 mentor role for new nurses needs questioning" | Clinical ...](#)

7 Dec 2018 - I began my nursing career in the late 1970s as a healthcare assistant (or auxiliary nurse as I was called back then), and was fortunate to be supported by a sister who saw the "nurse" in me and encouraged me to enter nurse training.

[New standards on the supervision and assessment of ... - Nursing Times](#)

12 Nov 2018 - The Nursing and Midwifery Council has published new standards on nurse and midwifery proficiency and education. This article outlines what will change in terms of student nurse supervision and assessment.

Mentors - Nursing Times

6 Feb 2019 - Newly-qualified mental health nurses are not being adequately trained for the role, while mentoring and supervision of students and staff are being undervalued and given too little funding, a new workforce report has found.

Role modelling as a teaching method for student ... - Nursing Times

7 Dec 2018 - Nurses, midwives and health visitors are under increasing pressure due to overwork and stress, which is compounded by the need to maintain standards of care (Allen, 2001). In addition to their clinical roles, they have a duty to facilitate student nurses' development.

Creating supportive environments for students | Clinical | Nursing Times

7 Dec 2018 - While placements are essential to help students develop skills and relate theory to practice, unsupportive mentors can increase anxiety and prevent students from learning.

This current awareness bulletin contains an inexhaustive selection of information that has not been critically appraised by library staff. It is therefore the responsibility of the reader to appraise this information for accuracy and relevance.

For further information or support please contact Tom Welham, Yeovil Academy Library, Level 4, Yeovil District Hospital, Higher Kingston, Yeovil, BA21 4AT; tel 01935 38(4495) or 01935 38(4697), library@ydh.nhs.uk or visit the library blog at yeovilacademylibrary.com.