

Erna Tichelaar, Olga Riklikiene, Karen Holland, Andrea Pokorna,
Ileana Antohe, Éva Nagy, Tony Warne & Mikko Saarikoski

EMPOWERING THE NURSING PROFESSION THROUGH MENTORSHIP

Handbook 2: Guidance for Programme Teacher



COURSE MATERIAL 77

COMMENTS

REPORTS

RESEARCH REPORTS

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Handbook 2: Guidance for Programme Teacher



TURUN AMMATTIKORKEAKOULU
TURKU UNIVERSITY OF APPLIED SCIENCES

Partners of the EmpNURS project

“Gr.T. Popa” University of Medicine and Pharmacy of Iasi, Romania

University Emergency Hospital “Sf. Spiridon” Iasi, Romania

Lithuanian University of Health Sciences, Kaunas, Lithuania

Kaunas Clinical Hospital, Lithuania

Masaryk University, Brno, the Czech Republic

Teaching Hospital Brno Bohunice, the Czech Republic

National Institute for Quality- and Organizational Development
in Healthcare and Medicines (GYEMSZI), Budapest, Hungary

National Institute for Medical Rehabilitation, Budapest, Hungary

University of Salford, the United Kingdom

Windesheim University of Applied Sciences, Zwolle, the Netherlands

Turku University of Applied Sciences, Turku, Finland (coordinator)

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PREFACE – INTRODUCTION TO THE MENTORSHIP PROGRAMME

The profession of nursing varies greatly in how it is both viewed by others and how this is delivered and developed across Europe. In part, this is a consequence of the significant differences in the way nurses are educated. One important aspect of this educational experience is the contribution of qualified nurses in the supervision of student nurses during their clinical placements. It is noted that a crucial factor within nurse education systems should therefore be the educational relationship between the qualified nurses and student which would ensure successful learning experience. In many countries this is known as mentorship, and provision is made for the formal education of qualified nurses as mentors to students in the clinical learning environment. However, such approaches are not universal because some mentorship models commonly used by organisations in some countries can be relatively unknown in others; there are countries where qualified nurses do not engage in this process at all. With the modernisation and harmonization of European nursing education the project sought to address such incongruence, and in so doing, promote an empowered and better educated nursing profession across Europe.

The Empowering the Professionalization of Nurses through Mentorship (EmpNURS) project was an international one and it aimed to benefit nurse educators, student and qualified nurses. The overall action model of management and delivery of the project was based on previous work by members of the project team (Saarikoski et al., 2008; Warne et al., 2010). In this project, the initial EmpNURS Mentorship programme was developed and then implemented in four relatively new member states within the European Union. An impact evaluation of the EmpNURS project was undertaken using both quantitative and qualitative methods, as well as an on-going critical evaluation and support in the development of the Mentorship programme. It was agreed that the pedagogical underpinning of the course should be based on Work-Based Learning, which was in keeping with the nature of nursing as a practice based profession and of engaging both students and practitioners in learning in the working environment.

The EmpNURS consortium consisted of 11 full-partner organisations. Seven of these organisations were Educational Institutes and four were teaching hospitals working in collaboration with each other in the local pilots of the project. These organisations were located in the Czech Republic (CZ), Hungary (HU), Finland (FI), Lithuania (LT), Romania (RO), the Netherlands (NL) and the United Kingdom (UK). The Mentorship pilot programmes took place in Brno (CZ), Budapest (HU), Kaunas (LT) and Iasi (RO).

There was a collaborative team of a delegate from an Educational Institute and a hospital, who led each of the four Mentorship pilot programmes. The role of the partners from Finland, the Netherlands and the UK focused on supporting the implementation of the Mentorship pilot programmes. Turku University of Applied Sciences from Finland was the coordinator of the EmpNURS project.

The specific aims of the EmpNURS project were:

- to improve the quality of nurse education by advancing a new supervision culture of student nurses during their clinical practice
- to increase the readiness of registered clinical nurses to act as supervisors and mentors for student nurses during their clinical placements
- to pilot a mentorship model developed by the project partner organisations in the collaborating hospitals and universities of 4 new EU countries
- to evaluate the introduction of a mentorship model in relation to changes in current practice and future developments.

The first key concept of the project, **empowerment**, refers to the positive conception and experience of one's capability to cope with different kind of challenges. The concept has mainly been used at an individual level (challenges in person's life), but it can be also used when describing some collective features of a group (e.g. family, profession). In this project the concept of empowerment refers to the anticipated outcomes for the nursing professionals who will experience mentorship, both as the mentor and mentee.

The second key concept of the project is **supervision**, which acts as an overarching term which refers to the guidance, support and assessment of student nurses by qualified clinical nurses. It can take place with an individual supervisory relationship or in group supervision. In the case of individual supervisory relationship, we use the term **Mentor**, which is used specifically to describe the role of a qualified nurse who acts as named personal supervisor of a student during a clinical placement. **Mentorship** is seen as the relationship between a student and her/his 'own' supervisor.

It was anticipated that the project would promote the professional identity of student nurses and qualified nursing staff. Following the collaborative development and agreement of the Mentorship training programme, this was then delivered by four city universities in Brno, Budapest, Iasi and Kaunas. In these cities each participating Educational Institute and its teaching hospital worked together to implement and evaluate the programme in the clinical practice environments. The pilot training programme was initially developed in English and then translated into different languages for implementation by educators and clinical staff, and then shared with the student nurses who would also be educated about the new way of supervising them in clinical practice.

We anticipated that the evaluated and piloted Mentorship programme would then be adopted in the participating Educational Institutes and in their partnership teaching hospitals and would subsequently be transformed as permanent practice in many similar educational environments in these countries as well as others as part of the valorisation process of the EmpNURS project. This collaboration between the universities and hospitals to deliver the pilot Mentorship programme was an essential part of the EmpNURS approach.

The implementation and evaluation of the Mentorship programme was completed within the agreed timescale and with varying degrees of success. However in terms of impact on those mentors and students taking part in the pilot programmes as well as on the programme teachers the outcomes have been extremely positive. Their inputs into the evaluation of the process of implementation of the programme as well as the course materials and additional resources have led to the final production of the material in the Handbooks for the Programme Teacher, the Mentor and the Student Nurse. An explanation of how to use these handbooks can be found in the chapter *How to Use the Programme Material* (Handbook 1).

The material can also be adapted for use in the development of mentorship in other professional groups, where the principles of work-based learning can be applied, as well as that of reflective practice, and developing excellent clinical learning environments and the collaborative supervision of the student between the Educational Institutes and the clinical organisations.

We would like to wish everyone who uses the material every success in implementing this introduction to the Mentorship programme and to the empowerment in work-based learning of both students and practitioners who act as mentors.

References

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The EmpNURS project team

Ileana Antohe, Mariann Bodi, Camelia Bogdanici, Karen Holland, Nicole Janmaat, Grazvyde Masiliuniene, Éva Nagy, Ovidiu Petris, Andrea Pokorna, Olga Riklikiene, Mikko Saarikoski, Camilla Strandell-Laine, Zdenka Surá, Ildikó Szögedi, Erna Tichelaar, Heini Toivonen & Tony Warne

ROLE OF MENTORSHIP IN NURSE EDUCATION

Nursing is a practice-based profession and therefore the quality of the clinical learning environment in relation to student nurses and their teachers is an important part of their nurse education experience (McBrien, 2006; Warne et al., 2010). Ali and Panther (2008; 35, 36) support this view noting that:



Clinical experience plays an important role in developing nursing students' learning and also suggest that in order to enhance this clinical experience it is important to provide students with appropriate support and guidance.

Spouse (2001) describes how this support and guidance can be offered through effective mentorship which increases the ability of students to adjust to practice and to learn. In a study by Saarikoski et al. (2007) it was found students are more satisfied with their learning experience in practice when they have a formal mentorship relationship. Student nurses benefit from being taught by a trained mentor and to receive practice based teaching relevant to their specific needs (Nash & Scammell, 2010).

The importance for students learning through the introduction of the role of the mentor is also, as Dadge and Casy (2009) highlight, essential in ensuring the safety of patients and in turn the reputation of the nursing profession. Strategies such as mentorship, contract learning and reflective practice can provide the best possible opportunities for clinical learning (McBrien, 2006). The mentor is the key person in the clinical learning environment who supports and helps nursing students to develop the necessary skills to become competent and knowledgeable practitioners. This is the term that has been adopted in The EmpNURS Mentorship programme (as it is the most common throughout the EU countries) to identify those practitioners who will have specific responsibility for teaching, assessing and guiding student nurses in the (clinical) learning environment.

Harmonization of nursing education within the European Union (EU) in accordance with Directive 36/2005 EC has to be supported by high quality clinical education and training of student nurses (Salminen et al., 2010). This can be made possible through well-organized mentorship systems in the clinical environment and the appropriate practical placements for student learning (Warne et al., 2010).

The purpose of this handbook is to provide information on the underpinning principles, the specific content and structure of the Mentorship programme, as well as examples of the mode of delivery, and the assessment and evaluation of learning strategies.

This will then enable teachers and their colleagues in the clinical learning environment to deliver the programme in their own country and support the mentors in undertaking the programme as well as the student nurses being mentored by them. The material can also be developed for use in training mentors in other health care professions, such as midwives, physical therapists, occupational therapists, and physicians.

I SECTION A – OUTLINE OF THE PROGRAMME

I.1 PHILOSOPHY UNDERPINNING THE MENTORSHIP PROGRAMME

The participants of the mentorship programme are anticipated to be qualified nurses, working in practice, and are considered to be adult learners. Most of them will have multiple commitments in life to family, friends and work. They are also experienced professionals. In reflecting this profile the underlying philosophies of this mentor programme are based in Work-Based Learning and Flexible Learning.

Work-Based Learning brings the principles of self-knowledge, expertise at work and formal knowledge together into the formal learning experience (Flanagan et al., 2000). Within Work-Based Learning the workplace is considered as an environment with great learning potential and therefore indispensable for the development of job-relevant competences (Blokhuis, 2006). Owens and Rutherford (2007) also believe that Work-Based Learning encourages practitioners and teachers to work together as partners, moreover as joint owners of knowledge and skills to be developed in the student. They describe Work-Based Learning as an **empowerment model** which supports the development of a more skilled and flexible workforce. In the work underpinning the development of this Mentorship programme material the concept of empowerment was an essential criterion to be taken into account and therefore was an added incentive for using the principles of Work-Based Learning.

The concept of **Flexible Learning** is also of importance because choices about where, when, and how to learn can be made individually considering personal and professional circumstances (Sadler-Smith & Smith, 2004). This concept of Flexible Learning works well when adopting that of Work-Based Learning, combining to support the practitioners attending the Programme who have a huge expertise in their own field of practice as nurses, together with requiring a flexible approach to their learning experience which fits in with both their personal and professional lives.

Because of this flexible way of learning (which takes into account their personal and professional expertise and knowledge) a variety of learning and teaching strategies have to be employed so that the programme can meet individual differences in cognitive style, learning styles and instructional preferences of the participants.

Complimentary to the concepts of Work-Based Learning and Flexible Learning is the additional concept of **Evidence-Based Practice** that is central to the mentorship programme. In practice it is important to base clinical practice on the best evidence available. Therefore, professional nurses undertaking this Mentorship programme also have to learn how to support students in applying an evidence base for their own practice (Holland & Rees, 2010). It should follow that besides awareness of evidence and best practice-based knowledge of mentor's own area of health care, the mentor will also seek to ensure the highest standards of support for student learning in practice. (Gopee, 2008).

1.2 METHOD OF DELIVERY: REFLECTIVE PRACTICE AND CASE STUDY APPROACH

The EmpNURS Mentorship programme is based on the concepts of Work-Based Learning, Flexible Learning and Evidence-Based Practice. Central to these concepts is the ability to reflect on both practical experiences and learning. Therefore reflective practice is interwoven into the mentorship programme. Experiences of the participants are important as a base for reflection and observation. Gopee (2008, 48) points out that



From reflection new concepts for hypothesis and theory building arise to be considered in new situations and then theory is confirmed, adjusted or advanced.

In the Mentorship programme the mentor's own case studies will be used to relate their practice and experiences to theoretical concepts (bridging the gap between theory and practice). The purpose is to get mentors to reflect on present or future cases in their developmental process to become a mentor. According to Davis and Wilcock (2003, 4)



The case study approach will encourage active learning, also provide an opportunity for the development of key skills such as communication, group working and problem solving and finally increase the students' enjoyment of the topic and hence their desire to learn.

A case study in this programme will consist of the descriptions of 'problems', 'challenging situations' or 'positive experiences' from daily practice which will be used as the focus point in most of the learning activity sessions. The case study will help the mentor see how the theory they are learning fits in with the reality of their work in clinical practice with student nurses and will also prepare them for their mentoring role in the future.

1.3 STRUCTURE OF THE MENTORSHIP PROGRAMME

The Mentorship programme will normally be delivered in 5 days with a minimum of 6 contact hours per day (e.g. lectures, individual work) and a minimum two weeks of mentoring process in practice with students nurse. Whilst these timings can be adapted according to local needs, the programme should include the same number of learning hours in total (See 'Handbook 1: Introduction to Programme Implementation').

1. Theoretical part: 4 days – theoretical elements with practical exercises.
2. Mentoring process with students in practice (minimum two weeks) (if needed the mentor can contact the Programme teacher for additional support).
3. Theoretical part: 1 day after the mentoring process with students in clinical practice – theoretical content and overall programme evaluation.



FIGURE 1. *An example of the schematic structure of the Mentorship programme.*

1.4 BASIC PROGRAMME STRUCTURE: EXAMPLES OF SESSION CONTENT (SEE INDIVIDUAL SESSIONS)

- Content of the nursing curriculum, tasks and outcomes of practical training (appropriate to your organization)
- Concepts of mentoring
- The professional role of the mentor
- Basic principles on learning, coaching and reflection
- Creating an environment for learning
- Methods in teaching and learning; facilitation of learning
- Coaching strategies, methods and reflection
- Assessment principals and evaluation of learning outcomes
- Portfolio development
- Continuous professional development (as lifelong learning).

1.5 SPECIFIC CRITERIA FOR UNDERTAKING THIS EMPNURS PROGRAMME

The following criteria are recommended for qualified nurses who are nominated to attend this mentorship programme and to be the mentor for a student nurse in practice area following completion of their studies:

- Have to be working as a qualified nurse for at least 1 year
- Have experience in working with and supporting the learning of student nurses in one or more clinical placements
- Are able to complete the whole programme – both theoretical and practical parts.

1.6 ROLE AND RESPONSIBILITIES OF THE MENTOR

In this Mentorship programme the mentor has to take responsibility for their own learning, in particular for:

- Attendance and contribution to all group sessions (5 days).
- Carrying out the mentoring process with the student nurses during the practical period, between day 4 and day 5 of the programme.
- Completion of all associated tasks and assignments, according to the programme.
- Contribution to the evaluation of the programme.
- Completion of portfolio following the format taught sessions, using a special file for keeping all their programme documents and evidence of any learning activities they undertake.
- Arranging time to prepare and discuss questions with the teacher about content and progress of their development as a mentor, both during the programme and also most importantly during their time actually undertaking the role with student nurses in clinical practice. The mentor is responsible for their own learning, but they are encouraged to ask for additional support from the Programme teacher, if needed.

1.7 CRITERIA FOR ASSESSMENT OF THE MENTORSHIP PROGRAMME

As this is a formal programme of study and learning, there is a requirement that the student's performance is assessed in some way. The main method of assessment is through the use of reflective accounts, records of significant events and actions taken, teaching sessions planned and acted upon, and the assessment of both the student and practitioner in the clinical environment. All this evidence as well as other additional material by the mentors will be gathered into one document known as the Portfolio.

The Portfolio

Mentors will need to keep a portfolio, in the form of a special file for gathering documents and evidence of learning. A portfolio supports the mentor to access on going records of practice-based qualifications and of the knowledge and skills needed to lead and support students in practice (Timmins, 2008). Using a portfolio can also provide evidence for evaluation and appraisal (Jones, 2010).

In the portfolio, the mentor collects and demonstrates evidence of their learning in theory and in practice. This evidence base should illustrate their continuing improvement of knowledge, skills, attitudes, and understanding in their role as professional mentor.

As the programme teacher it will be your responsibility to ensure that all material is present as well as assessing that it meets the requirements of the programme content and will enable the mentor to be able to undertake the role of 'novice' mentor with students in the clinical learning environment (See Aston & Hallam, 2011, for a range of activities to assess mentor learning).

The Portfolio: compulsory evidence for completion of Mentorship programme

1. Evidence of each teaching session (with evaluation by mentor)
2. Description of current professional activities with student nurses in practice (assignment day 2)
3. Kolb's learning style test (or similar) (assignment day 2)
4. Evidence of evaluation of learning environment and meaning for their practice area (day 3)
5. Evidence of own learning experience. This will include: reflection record of each of the following:
 - The Learning Environment of the student nurse (description of the student placement area and reflection on beginning the mentor role)
 - Teaching a student session (reflection on one teaching session)

- Assessment of student session (reflection on one session where you assessed student's knowledge / skills / professional behaviour & attitude)
 - Completion of the mentorship practice for the Programme (reflection on the total experience as a mentor during the Programme practice period and identification of ONE Learning Goal for their future practice as a mentor)
6. Evidence e.g. hand-out presentation, as planned on day 5 of the programme, about being a 'professional' mentor following actual experience in practice (using different examples from practice which presents integration of theory and practice) (assignment day 4)
 7. A short summary (using the reflective diary as a resource) of the implementation of the activities identified in the programme and what they think they have learnt.

The programme teacher will assess the portfolio after Day 5 and offer constructive feedback to the mentor following their review of the portfolio and each successful mentor will subsequently receive a 'certificate' from the educational institute for attendance on the programme and for completing the programme components in a satisfactory manner.

1.8 SUPPORT AND RESOURCES TO DELIVER THE MENTORSHIP PROGRAMME

Role of the ward manager

According to Warne et al. (2010; 110)



It is often the ward manager that is most responsible for promoting a particular approach to the supervision of students learning.

The ward manager is considered a key person in helping to create a good learning environment for student nurses, and also for the mentor who is attending the mentorship programme. The ward manager has to be aware that mentors have a triple role to fulfil: namely professional nursing, caring for patients and learning to become a professional mentor. This will mean being allowed to work with and support the learning experience of the student nurse for part of their work time. Therefore it can be expected that mentors will possibly have an increased workload. The ward manager can improve the learning environment for the mentor encouraging the colleagues on the ward to

understand and value the mentor's learning activities whilst undertaking the course of study and understand the benefits of good mentorship for both staff and patients alike in the longer term (Flanagan, 2000).

It is important therefore that the ward manager on the clinical area where the mentor works has been informed about the requirements of the mentorship programme prior to the mentor commencing the programme and before they recommend that they undertake the programme itself.

It is essential that this Mentorship programme is seen as an active collaboration between the clinical learning environment and that of the learning environment in the educational institute. Effective communication between the teacher and the ward manager (or equivalent) is a pre-requisite of the mentors starting the actual programme.

Computers and library resources

Mentors will need access to a library whenever possible and also a computer for producing the necessary documentation and most importantly, for searching the evidence base. They need to have the opportunity to communicate (via email, phone or any other communication means agreed upon) with their programme teacher when they are undertaking the study days as well as when they are in the practice environment undertaking the teaching and assessment of student nurses. It has to be noted that the majority of mentors undertaking this programme will also be undertaking their normal work, caring for patients in their own working environment. This is an example of the concept of Flexible Learning in action.

Recommended materials for the delivery of the mentorship programme

- Paper and pencils for classroom activity
- Nameplates for the desks and also for each student to be identified clearly
- Flip chart paper or white board with appropriate pens
- Multimedia, projector and computer or laptop to use e.g. Power Point or Prezi for teaching
- Copies of documentation and materials for each session
- Mentors will need their own Mentorship programme file and a diary
- File for mentor portfolio, and assessment documentation.

2 SECTION B – STRUCTURE OF THE MENTORSHIP PROGRAMME: TEACHER'S GUIDELINES FOR EACH SESSION

DAY 1 SESSION TITLE: BEING A MENTOR



This is an important session as it sets the scene for the whole programme.

Learning outcomes

By the end of Day 1 the mentor should:

1. be able to understand and be aware of the purpose of the mentorship programme
2. be able to understand and be aware of the role of the mentor
3. be able to discuss their own teaching and learning experiences with student nurses
4. be aware of and be able to discuss their triple role of: being a colleague, a mentor and a professional nurse
5. be able to identify their personal strengths and weaknesses to undertake the mentor's role
6. be able to identify with being a learner
7. be able to identify their own learning style and the influence it has on their own learning and how student nurses may learn
8. be able to understand the principles of reflection and reflective practice
9. be able to understand the use of a reflective diary and reflection records
10. be able to understand the use of portfolio as an evidence of professional development.

(Example) Schedule for Day 1

- Introduction and information about the mentorship programme in general
- Information about the sessions for the day
- Introduction to each other and to the teacher(s)
- Introduction to mentorship
- Group discussion (small groups)
 - What are the mentors' (those undertaking the programme) current experiences with teaching and learning and assessing student nurses?
 - How to recognize and reflect on their own learning style in day to day activities and with students (including completion of a basic learning style inventory). They can complete the document during this group activity and discuss in a later session.
 - Explore and discuss the essential characteristics which are necessary to be a mentor for student nurses.

Teacher will need to link the results of the group discussion to the basic concepts of mentoring, learning styles (e.g. by Kolb), and learning theories.

- Group discussion (small groups with feedback to larger group)
 - What are their expectations about the mentorship programme?
- Teacher explains and discusses within the group the basic principles of learning, coaching and reflection
- Teacher explains the benefits of a professional portfolio and a reflective diary
- Mentors receive documentation on portfolio development
- Teacher explains the use and benefits of reflective records in the developmental process of the mentor (needs to be compulsory evidence in the portfolio – see Appendix 1). (Mentors can plan the development of the reflection records independently according to their work and learning environment and individual work circumstances)
- Teacher explains and discusses within the group the benefit of a learning agreement between student nurse and mentor
- Evaluation of Day 1

At the end of each day there will be some reading of an article or other activity chosen by the teacher.

Whatever is asked from the student it must not place undue pressure on them especially if the course is undertaken in a 4 day plus 1 session.

Preparation for Day 2 of the Mentorship programme: Activity 1

- Teacher explains the assignment in preparation for Day 2:

Write down what you think about your role as a mentor and describe your current professional activities with student nurses in practice. (Mentor has to bring the written material to Day 2)

Recommended Materials – Day 1 Activities: Teacher responsibility

- **‘Handbook 3: Guidance for Mentors’**
- **‘Handbook 4: Guidance for Student Nurse’ (for information only in relation to clinical learning practice experience)**
- Learning styles tool – (supported by hand-out on Kolb’s model)
- Individual Case studies of mentorship experiences for discussion points during the day
- Reflection models: basic information
- Documentation on portfolio development
- Documentation on keeping a reflective diary
- Documentation on reflective records (See Appendix 1)

DAY 2 SESSION TITLE: BECOMING A MENTOR



Learning outcomes

By the end of Day 2 the mentor should:

1. be able to identify and discuss their current practices as a mentor
2. be able to identify the mentor role and being a role model for student nurses in practice
3. be introduced to and discuss the nursing curriculum, educational programme: theory and practice that their student nurses are undertaking (country / educational institute specific)
4. be introduced to and discuss the nursing curriculum: educational programme

- assessments documentation (country /educational institute specific)
5. be able to identify and discuss the mentor's role in developing nursing student competencies
 6. be able to examine different types of assessment tools in practice and theory.

(Example) Schedule for Day 2

- Information of the day programme
- Revision on Day 1
- Portfolio: inquiry about process of portfolio development of each mentor
- Reflective diary: inquiry about process of using a diary
- Reflection records: inquiry about development of reflection records
- Current mentorship practices of the mentors: discussion (good, best practices, difficulties, challenges) in little groups (assignment given on Day 1 – current professional activities as a mentor: mentors to bring written examples for discussion)
- Group work: exploring the meaning of current mentorship practices
- Teacher links the results of the group discussion to:
 - The professional role of the mentor (as a person)
 - Functions of the mentor: planning, organizing and counselling
 - Professional accountability and relationships
 - Responsibilities (triple role: colleague, mentor and nurse)
 - Communication and collaboration (mentor, colleagues [socialization, learning environment], students, patients and relatives)
 - The meaning of being a role model
- Teacher explains and discusses within the group the curriculum outlines, tasks and outcomes of practical training, different study year, learning approaches, individual needs of students and assessment
- Teacher explains and discusses within the group:
 - Assessments forms, means and documentation. Discussion on how they currently use them, what are the main mistakes often made in evaluation and how to avoid them.
- Reflection activity (chosen by teacher)
- Evaluation of Day 2.

Preparation for Day 3 of the Mentorship programme

- Teacher explains assignment in preparation for Day 3:
Read the article (chosen by the teacher) discussing the ward as a learning environment (see Handbook 1 for additional material for this session).

Example article:

Papp et al., 2003. Clinical environment as a learning environment: student nurses' perceptions concerning clinical learning experiences. *Nurse Education Today* 23(4); 262–268.

(Recommended) Materials for Day 2

- The nursing curriculum (country / educational institute specific) with the focus on practical training part
- Assessment of the practical training: documentation within the curriculum (as above)
- Documentation on portfolio development (given to mentors on Day 1)
- Documentation on keeping a reflective diary (given to mentors on Day 1)
- Documentation on reflection records (see Appendix 1)
- Articles about learning environment (in English and in native language, if possible) (See 'Handbook 1: Introduction to Programme Implementation' for additional literature and web-based resource links).

Examples of articles that the mentor can read for this session

1. Burns I. & Paterson I.M., 2005. Clinical practice and placement support: supporting learning in practice. *Nurse Education in Practice* 5; 3–9.
2. Higgins A, & McCarthy M., 2005. Psychiatric nursing students' experience of having a mentor during their first practice placement: an Irish perspective. *Nurse Education in Practice* 5; 218–224.
3. Price L., Hastie L., Duffy K., Ness V. & McCallum J., 2011. Supporting students in clinical practice: Pre-registration nursing students' views on the role of the lecturer. *Nursing Education Today* 31; 780–784.

DAY 3 SESSION TITLE: DOING THE ROLE OF MENTOR: HOW TO TEACH AND COACH THE STUDENT NURSE



Learning outcomes

By the end of Day 3 the mentor should:

1. be able to continue to explore their current practice of teaching and assessing student nurses
2. be able to understand and be aware of the concepts in teaching and learning
3. be able to understand and be aware of the concepts of coaching strategies
4. be able to understand the principles of learning in the working place
5. be able to understand their role in developing a quality learning environment.

(Example) Schedule for Day 3

- Hand-out information of the day's programme
- Re-cap on Day 2 discussions
- Portfolio: discussion about process of portfolio development of each mentor
- Reflective diary: discussion about the process of using a diary
- Reflection records: discussion about development of reflection records
- What are current experiences of the mentors with teaching and learning? (Small groups with key questions focused on teaching and learning: what are good, best practices, difficulties and challenges?)
- Teacher relates the experiences of the mentors to concepts in teaching and learning (methods, strategies, tools, etc.).
- **Assignment from Day 2: article about learning environment**
Group discussion: teacher links the group discussion to:
 - Best practices (EBP) of a good learning environment; the effects of a learning environment on the process of learning
 - What are current practices of the mentors with coaching (good, best

- practices, difficulties, challenges)
- Small groups with key questions focused on coaching and supervision: active learning.
- Teacher relates the experiences of the mentors to concepts in coaching strategies, methods and reflection
- Evaluation of Day 3.

Preparation for Day 4 of the Mentorship programme

- Teacher explains assignment in preparation for Day 4:
Reflect on an experience where you assessed a student nurse (good or bad) and bring with you to Day 4 your written notes on this reflection.

Recommended Materials day 3

- Documentation on portfolio development (delivered by the teacher Day 1)
- Documentation on keeping a reflective diary (delivered by the teacher Day 1)
- Documentation on reflection records (See Appendix 1).

Examples of reading material for this session (See Handook I for extended material)

1. Dolan G., 2003. Assessing student nurse clinical competency: will we ever get it right? *Journal of Clinical Nursing* 12(1); 132–41.
2. Mallik M, & McGowan B., 2007. Issues in practice based learning in nursing in the United Kingdom and the Republic of Ireland: results from a multi Professional scoping exercise. *Nurse Education Today* 27; 52–59.

DAY 4 SESSION TITLE: ROLE AND RESPONSIBILITIES OF THE MENTOR IN ASSESSMENT OF THE STUDENT NURSE



Learning outcomes

By the end of Day 4 the mentor should:

1. be able to understand and be aware of the principles of assessment of learning
2. be able to understand and be aware of assessments in practice: systems and criteria
3. be able to understand and be aware of the principles of giving feedback to nursing students on their learning in practice and its importance to becoming a qualified nurse
4. be able to understand and be aware of how to deal with failing students
5. be able to understand and be aware of managing nursing students with special learning needs
6. be able to understand and be ready to undertake the role of the mentor during the course practice period.

(Example) Schedule for Day 4

- Hand out any information about the Day 4 session Revision and Reflection about Day 3
- Portfolio: inquiry about process of portfolio development of each mentor
- Reflective diary: inquiry about process of using a diary
- Reflection records: inquiry about development of reflection records
- Assignment Day 3: Reflection exercise of the mentor's own experiences in assessing a nursing student (good or bad)
- Teacher links the experiences of the mentors to:
 - Principles of assessment
 - Giving feedback (role play) assessment tools and main errors
 - Failing students according to their own assessment (role play)

- Student with special learning needs¹ (link to web site at Nottingham University case studies, short video clips)
- Students in different study year and developmental stages
- Assessment of nursing students in practice
 - Practice with the assessment documents of the educational institution
- Evaluation of Day 4
- Learning agreement: inquiry and evaluation of the use of a learning agreement (explained on Day 1).

¹ Such as: erratic spelling, misreading, poor handwriting, poor memory retention, difficulty in organizing work, poor time management, short concentration span, confusion between right and left (Royal College of Nursing: toolkit)

Preparation for the practical period of the Mentorship programme

- Teacher explains the learning activities to be undertaken by the mentor during practical period of the mentorship programme (see section below Practical period)
- Teacher informs the mentors about her or his supporting role in the period between day 4 and 5 (mentors and teacher agree on: availability and contact with teacher weekly or on demand, ways of communication: phone, e-mail, Skype).

Recommended Materials Day 4

- Assessment documents of the educational institution (country specific)
- Documentation on portfolio development (delivered by the teacher Day 1)
- Documentation on keeping a reflective diary (delivered by the teacher Day 1)
- Documentation on reflection records (See Appendix 1).

Examples of reading material for this session (See Handbook I for extended material)

1. Guidance on Assessment: <http://www.routledge.com/cw/mulholland-9780415537902/p/student/> (General issues, Accessed August 18th 2013).
2. http://cw.routledge.com/textbooks/9780415537902/data/learning/5_Assessment%20of%20Students%20in%20Health%20and%20Social%20Care.pdf (Specific to Assessing and Failing students in practice, Accessed August 18th 2013).

PRACTICAL EXPERIENCE: PLACING THEORY INTO PRACTICE: MENTORING EXPERIENCE WITH STUDENTS



Learning outcomes

By the end of the practical period the mentor should:

1. be able to understand, explore and meet the learning needs of the individual student nurse
2. be able to undertake the mentor role based on Evidence and Practice-Based Learning and assessment principles, taking into account the context of the learning environment as well as the potential learning experiences possible for the student nurse
3. be able to undertake the role of mentor in their working day, ensuring that time has been allocated to the learning experience required of the Mentorship programme.

(Example) Learning activities for the mentor during practical period

- Arrange a meeting with a student nurse to discuss the role of the mentor and expectations of the Mentorship programme with regards to the student nurse experience (evidenced by the reflection record in portfolio: introduction to the ward environment of the student nurse)
- Discuss student nurses and mentors expectations about learning in practice (evidenced by: learning agreement)
- Arrange a teaching, learning and assessment (evaluation) session with the student (evidenced by the reflection record in portfolio: 1. teaching of student session, 2 assessment of student session)
- Give constructive oral and written feedback to the student nurse (evidenced by reflection record in portfolio: observation of student session)
- Ask for feedback from the student nurse about their activities as a mentor (evidenced by a significant event report)
- Arrange a meeting with ward manager to discuss the continuing mentorship role in practice.

- Prepare a presentation (group session on Day 5) of your role as a ‘professional’ mentor following actual experience in practice (using different examples which represents integration of theory and practice and any ONE topic from Day 1 to Day 4).

Learning material for the Practice Learning Period

It is anticipated that material that is available to the teacher can be shared with the mentor to use as a learning resource with students. The documents referred to as the Making Practice-Based Learning Work Project materials can be used as a foundation source and can easily be accessed by the mentors via their own computers. (These documents are now available on the Routledge publishers web site alongside a book written by two members of the project team.)

DAY 5 SESSION TITLE: REFLECTION ON UNDERTAKING THE MENTOR ROLE IN PRACTICE AND WORKING TOWARDS THE FUTURE PRACTICE AS A MENTOR



Learning outcomes

By the end of the Day 5 the mentor should:

1. be able to present and discuss their role as a professional mentor following actual experience in practice (using different examples from practice which presents integration of theory and practice)
2. be able to demonstrate their portfolio of evidence and development
3. be able to set a SMART goal for future practice as a mentor (Continuous professional development as lifelong learning)

(Example) Schedule for Day 5

- Information of the day programme
- Revision on Day 4 and the practical period

- Presentation of each mentor of their role as a “professional” mentor following actual experience in practice (using different examples from practice which presents integration of theory and practice)
- Teacher leads group discussion to results, differences and similarities, new learning goals (Continuous professional development, Life Long Learning)
- How to set SMART goals for professional development
 - exercise in couples: set 3 individual SMART goals focused on the development of your role as a mentor
 - portfolio development: evaluation of practice
 - tools portfolio assessment
- Evaluation: have they met the aims of the course?

Recommended Materials Day 5

- Evaluation for mentors – overall evaluation of the course
- Computer / PowerPoint presentation of their experience

Conflict of Interest

It is noted here that the EmpNURS team have no direct links to the production of the materials in this Making Practice-Based learning work project.

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In addition to this list, *Handbook 2: Guidance for Programme Teacher* includes useful 'Specific Topic References' which make it easier to find sources for planning the sections of the course.

Specific Topic References

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Resources: web sites & supplementary material

Codes of Professional Conduct (examples)

<http://www.nmc-uk.org/Documents/Guidance/NMC-Guidance-on-professional-conduct-for-nursing-and-midwifery-students.pdf> (UK)

<http://www.jimbergmd.com/Way%20of%20Barefoot%20Doctoring/WEB%20way%20of%20bfd/nurses%20code%20of%20ethics.pdf> (The International Council of Nurses (ICN) Code of Conduct for Practitioner, managers, Researchers and Educators and National Nurses' Associations)

Belgian Code of Ethics for Nurses, 2004. (Code de Deontologie des Praticiens de l'Art Infirmier Belge)

http://www.euro.who.int/__data/assets/pdf_file/0005/102200/E92852.pdf European Union Standards for Nursing and Midwifery: Information for Accession Countries (Keighley 2009).

<http://www.nursingboard.ie/en/news-article.aspx?article=28170728-dd45-41e2-b6e5-bca754f927c3> (Review of An Bord Altranais Review of the Code of Professional Conduct Focus Group Research Report).

Web-Resources

The major resource used for the project was the Making Practice-Based Learning Work project materials. Permission to use these for educational purposes was granted and this availability is also acknowledged at: <http://www.routledge.com/cw/mulholland-9780415537902/p/learning/>

These can now to be accessed via:

<http://www.routledge.com/cw/mulholland-9780415537902/p/report/>

The material that can be accessed include the following:

http://cw.routledge.com/textbooks/9780415537902/data/learning/2_Managing%20the%20Placement%20Learning%20Environment.pdf (Managing the Learning Environment)

http://cw.routledge.com/textbooks/9780415537902/data/learning/3_Managing%20the%20Placement%20Learning%20Experience.pdf (Managing the learning experience)

http://cw.routledge.com/textbooks/9780415537902/data/learning/4_Developing%20New%20Supervisors%20and%20Assessors%20of%20Practice%20Learning.pdf
http://cw.routledge.com/textbooks/9780415537902/data/learning/2_Managing%20the%20Placement%20Learning%20Environment.pdf (Managing the Learning Environment)

http://cw.routledge.com/textbooks/9780415537902/data/learning/3_Managing%20the%20Placement%20Learning%20Experience.pdf (Managing the learning experience)

http://cw.routledge.com/textbooks/9780415537902/data/learning/4_Developing%20New%20Supervisors%20and%20Assessors%20of%20Practice%20Learning.pdf (Developing new supervisors and assessors of practice learning)

http://cw.routledge.com/textbooks/9780415537902/data/learning/8_Reflection%20in%20Practice.pdf (Reflection on Practice)

http://cw.routledge.com/textbooks/9780415537902/data/learning/9_Learning%20and%20Assessing%20Through%20Reflection.pdf
http://cw.routledge.com/textbooks/9780415537902/data/learning/8_Reflection%20in%20Practice.pdf (Reflection on Practice)

http://cw.routledge.com/textbooks/9780415537902/data/learning/9_Learning%20and%20Assessing%20Through%20Reflection.pdf (Learning and Assessing through Reflection: a practical guide)

http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf
http://cw.routledge.com/textbooks/9780415537902/data/learning/11_Communication%20Skills.pdf (Communication skills)

Please note that for the evidence base that these materials were published in 2006. They are an invaluable resource. Two of the initial project members have published a related book (See: <http://www.routledge.com/cw/mulholland-9780415537902/>).

It is important to note that this material can be used for education purposes only and can therefore be used to support the discussion in each session. Thanks are extended to the original Project team and Funding body (UK Higher Education Academy) for use of this material in this international EU EmpNURS Introduction to mentorship programme.

APPENDIX I: FOUR COMPULSORY REFLECTION RECORDS FOR EVIDENCE IN MENTORS' PORTFOLIO

Notes of explanation for mentors

A reflection record (see Appendices for Records) is evidence of your own learning experience. The mentor has to keep four records of experiences:

1. The Learning Environment of the student nurse (description of the student placement area and reflection on beginning the mentor role).
2. Teaching a student session (reflection on one teaching session).
3. Assessment of student session (reflection on one session where you assessed student's knowledge / skills / professional behaviour & attitude).
4. Completion of the mentorship practice for the Programme (reflection on the total experience as a mentor during the Programme practice period and identification of ONE Learning Goal for their future practice as a mentor).

You can record either handwritten or typed material. Using the computer can also demonstrate extra skills for your portfolio of evidence as well.

You will keep a verified and signed copy (by both mentor and student) of Records 1, 2 and 3 and a copy signed by the Ward Manager for Reflection 4.

APPENDIX 2: MENTOR REFLECTION RECORD – RECORDING OF EVIDENCE

You have to write a reflection record on four main areas of your role in practice as described previously, as these are a Compulsory part of the Mentorship programme. However it is important for you to understand that you can write about more experiences or significant events. The following pro-forma (see Appendix 3) has been designed to help you to focus on your experiences.

The form can be used for recording all significant events but it is important that you ensure that you make them specific to **the different events** that you are reporting and reflecting on. You are required to record three learning tasks you undertake with a student nurse and in addition a reflective account of your whole experience.

Learning from experience is dependent upon the ability to recall facts about what has happened as soon after the event as possible and to examine both the event itself and most importantly what your role as mentor and your actions were in that situation.

Significant events are personal and important to the person themselves and are about their learning in relation to achieving competence. Recording events, whether they are happy, sad or triumphant, helps to focus their thinking. Whilst there are many models for recalling events a mind map is a useful starting point for reflection on significant events (see web-links at the end of the document). Once this is completed they can use the document provided to record the event with the student nurse. As they progress through the programme it is expected that they will spend less time describing “what happened” and focussing more on “why it happened”, analysing the incident, applying theory to practice and demonstrating an understanding of underpinning knowledge. You may find that in Reflection 1 (The learning environment of the student nurse) that you are only describing and explaining the situation. Even if it is quite difficult to describe the situation, try to find the new information from this event and follow all the questions in the forms (Appendix 3).

To help you with this, a number of reflective models are available to help you but the questions to be answered are also supported with key issues to help you note down what is required.

Essential reading

J. Driscoll web site focusing on reflection and coaching: <http://www.supervisionandcoaching.com/> (Includes many articles and documents related to nursing practice)

Further reading

Bolton G., 2005. Reflective practice: writing and professional development. London: Sage.

Bulman C. & Schutz S., 2004. Reflective Practice. Oxford: Wiley Blackwell.

APPENDIX 3: SUMMARY OF SIGNIFICANT EVENT

PLEASE MARK WHICH EVENT

- The Learning Environment of the student nurse (*Description of the student placement area and reflection on beginning the mentor role*)
- Teaching a student session (*Reflection on one teaching session*)
- Assessment of student session (*Reflection on one session where you assessed student's knowledge / skills / professional behaviour & attitude*)
- Completion of the mentorship practice for the Programme (*Reflection on the total experience as a mentor during the Programme practice period and identification of ONE Learning Goal for their future practice as a mentor*)

Mentor Name

Programme Name

Practice Placement Area

Student Name

1. What is the event I am reflecting on? What happened/what did I do? Explain in your own words why you think things happened as they did.
2. Who was there? Be focused on other people who were present during the incident.
3. How did I feel? Try to summarise your feelings about the incident. How you reacted and the actions you took at the time and afterwards. Consider what knowledge and skills were needed / used in this incident.
4. Has this (introduction with student nurse) ever happened to me before? If so, when?

5. What have I learnt from reflecting on this event (the introduction with student nurse)?
6. What would I do differently if the same thing (another introduction with student nurse) happened again? Give a summary of other alternative reactions to the situation or incident and knowledge/skills that could have helped. What (if anything) would have worked better? Why would it (not) have been better?
7. What does this mean for your future learning needs? (Describe what you now need to do as a goal for learning for future)
8. Discussion with a person supporting your practice (Your ward manager or another person). What have I learned from discussing this event with someone supporting me
9. What actions do I now need to take following this discussion (after the introduction with student nurse)?

Verification

Teacher Signature.....Date.....

Mentor Signature.....Date.....

(Reflection 4)

Ward manager Signature.....Date.....