

**COURSE MATERIAL 78**

COMMENTS

REPORTS

RESEARCH REPORTS

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

# EMPOWERING THE NURSING PROFESSION THROUGH MENTORSHIP

Handbook 3: Guidance for Mentors



TURUN AMMATTIKORKEAKOULU  
TURKU UNIVERSITY OF APPLIED SCIENCES

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## **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

- Saarikoski M., Isoaho H., Warne T. & Leino-Kilpi H., 2008. The Nurse Teacher in clinical practice: developing the new sub-dimension to Clinical Learning Environment and Supervision (CLES) scale. *International Journal of Nursing Studies* 45; 1233–1237.
- Warne T., Johansson U-B., Papastavrou E., Tichelaar E., Tomietto M., Van den Bossche K., Moreno M. & Saarikoski M., 2010. An exploration of the clinical learning experience of nursing students in nine European countries. *Nurse Education Today* 30; 809–815.



## Acknowledgements

We wish to thank the EU Commission's Lifelong Learning Programme (LLP) for giving us this opportunity to develop a mentorship programme that can be implemented in many EU countries which are new to this approach to student learning and to continuing education of qualified staff.

In addition we wish to acknowledge key partner organisations' lecturers and other staff who have shared their time and their expertise with us, and all the students that gave their time to be involved in new ways of learning, the mentors who attended the course in each country and who evaluated their experience in all four participating countries as being very positive and also the ward managers in every hospital and community site that collaborated with these four main pilot sites to ensure the success of the programme and the learning experience for everyone concerned.

Finally we wish to thank the team of the project Making Practice-Based Learning Work. The excellent materials of this project were used as major resources in developing the EmpNURS Mentorship programme.

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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

# I BEING A MENTOR

Being a mentor is an essential role in clinical practice with regards to ensuring a positive learning environment for student nurses as well as coaching, teaching and facilitating their learning to becoming qualified nurses (Ali & Panther, 2008; Mc Veigh, 2009). To become a mentor requires a foundation of knowledge and skills in order to be able to implement the role itself and develop the learning environment for the students.

This mentorship programme offers a foundation for mentors to be able to learn the basics of mentoring student nurses and also how to teach and assess students in practice and evaluate their learning, as well as evaluating the quality of the learning environment in which the students are learning. To ensure everyone that undertakes the programme, as well as teaching it, is using the same terminology the following definitions are to be considered throughout the planned programme of study.

- **Programme teacher:** An appropriately qualified and recognized (by Educational Institute) person that delivers theoretical part of the Mentorship programme and gives support to the mentor during the whole programme as well as during the practice period with the student nurse.
- **Mentor:** This is a formal role and is used to describe the role of a qualified nurse who facilitates learning and supervises students in the practice based setting. The mentor supports and helps the student nurse to develop the necessary skills to become a competent and knowledgeable practitioner.
- **Student nurse:** An individual who is undertaking a course of study leading to a professional qualification as a (qualified) registered professional nurse.

## 2 MENTORSHIP AND THE STUDENT NURSE

Nursing is a practice-based profession, and therefore the clinical learning environment remains central to the nurse education experience (McBrien, 2006; Warne et al., 2010). Ali and Panther (2008; 35) believe that:



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

Spouse (2001) describes that effective support by mentorship increases the ability of students to adjust to practice and to learn. Moreover, in a study by Saarikoski et al. (2007) it was found that students are more satisfied 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). Besides the importance for students learning the role of the mentor is, as Dadge and Casey (2009) highlight, essential in ensuring the safety of patients and the reputation of the nursing profession.

The mentor is the key person in the clinical environment who supports and helps nursing students to develop the necessary skills to become competent and knowledgeable practitioners (Holland & Roxburgh, 2012). The term 'mentor' is therefore the name that has been adopted in the EmpNURS Mentorship programme (as it is in most EU countries) to identify those clinical practitioners who will have specific responsibility for teaching, assessing and guiding student nurses in the clinical environment.

### 3 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 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 for the highest standards to provide the best support to learning in practice (Gopee, 2008).

## 4 METHOD OF DELIVERY: REFLECTIVE PRACTICE AND CASE STUDY APPROACH

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 reflect on present or future cases in the developmental process to become a mentor. Topics, problems, or issues from daily practice will be the focus point in most learning activities in this Mentorship programme. Mentors will understand how the theory fits in with the reality of work in clinical practice with student nurses (or students of other paramedical fields).

## 5 SECTION A – STRUCTURE OF THE MENTORSHIP PROGRAMME

The mentorship programme will be normally be delivered in 5 days with a minimum of 6 contact hours per day (e.g. lectures, individual work) and minimum two weeks of mentoring process in practice with student nurses. This can be adapted according to local needs, but must include the same number of hours in total.

Theoretical part: 4 days – theoretical elements with practical exercises

1. Mentoring experience with students in practice (minimum two weeks) (if needed the mentor can contact the Programme teacher for additional support).
2. Theoretical/evaluation part: 1 day after the mentoring experience with students.
3. The schematic structure of the Mentorship programme:



### 5.1 CONTENT AREAS OF THE MENTORSHIP PROGRAMME

- 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, Lifelong Learning.

## 5.2 SPECIFIC STUDY DAY STRUCTURE OF THE PROGRAMME

### DAY 1 SESSION TITLE: BEING A MENTOR



### 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.

### Schedule for Day 1

- Introduction and information about mentorship programme in general
- Information of the day programme
- Introduction to each other and to the teacher



- Expectations about the mentorship programme
- Introduction to mentorship
- Basic principles on learning, coaching and reflection
- Information on:
  - portfolio development, reflective diary
  - learning agreement between student nurse and mentor
- Evaluation of Day 1
- Explanation of the assignments 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).*

## DAY 2: 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.

## Schedule for Day 2

- Information of the day programme
- Revision on Day 1
- Revision on portfolio development and the use of a reflective diary
- Current mentorship practices of the mentors (assignment Day 1)
- Professional role of the mentor
- Curriculum of Nursing programme: outlines, tasks and outcomes of practical training, different study year, learning approaches, individual needs of students and assessment
- Reflection activity
- Evaluation of Day 2
- Explanation of the assignment for day 3:

*Read the article (delivered by the teacher) concerning the ward as a learning environment.*

## DAY 3: DOING THE ROLE OF MENTOR: HOW TO TEACH AND COACH



## 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.

## Schedule for Day 3

- Information of the day programme
- Revision on Day 2
- Revision on portfolio development and the use of a reflective diary
- “Teaching and learning” current experiences of the mentors to be related to concepts in teaching and learning
- The learning environment (assignment Day 2)
- Concepts in coaching strategies, methods and reflection
- Evaluation of Day 3
- Explanation of the assignment for Day 4:

*Reflect on an experience where you assessed a student nurse (good or bad) - write a short summary of this experience.*

## DAY 4: ROLE AND RESPONSIBILITIES IN ASSESSMENT



### 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 programme practice period.

## Schedule for Day 4

- Information of the day programme
- Revision on Day 3
- Revision on portfolio development and the use of a reflective diary
- Reflection on own experiences in assessing a nursing student / good or bad / (assignment Day 3)
- Didactical principles of assessment
- Giving feedback, assessment tools and main errors
- Variety in students: failing students, students with special learning needs<sup>1</sup>, students in different study year and developmental stages
- Assessment of student nurses in practice: assessment documents of the own educational institute
- Learning agreement (explained on Day 1)
- Evaluation of Day 4

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<sup>1</sup> 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

- Learning activities to be undertaken during practical period (see section below Practical period)
- Teacher informs mentors about the 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 by phone, e-mail, Skype).

## 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.

## 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.

## DAY 5: 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, Lifelong Learning).

### 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
- Continuous Professional Development, Lifelong Learning: new learning goals
- SMART goals for professional development
- Portfolio development: evaluation of practice
  - tools portfolio assessment
- Evaluation of the mentorship programme as a whole (content, process, organization).

### 5.3 LITERATURE FOR THE MENTOR

The teacher will make suggestions about reading material – so called ‘MUST-readings’ – to support the programme (each topic, subject) and for use in practice areas when teaching and assessing student nurses. The teacher will provide an additional reading list based on Evidence and Best practices (national and/or international) in mentorship.

There is in the chapter 7 of this Handbook additional suggested material for learning this Mentorship programme.

## 6 SECTION B – IMPLEMENTING THE ROLE OF MENTOR IN PRACTICE

In this section of the handbook the criteria for mentors, role and responsibilities, criteria for assessment of mentorship programme, expectations of the mentor undertaking the programme are described.

### 6.1 CRITERIA FOR MENTORS

Criteria to fulfil for nurses who intend to take on the role of mentor (requirement for entering the mentorship programme):

- 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
- Will be nominated as a mentor of student nurse for at least 2 weeks and whilst they are undertaken the Mentorship programme.

### 6.2 ROLE AND RESPONSIBILITIES OF THE MENTOR

Mentors have to perform different activities in developing competences of a mentor. Learning activities will focus on the main tasks of a qualified mentor namely organising and co-ordination of students' learning activities in practice. That means helping student nurses to set and monitor achievement of realistic learning objectives, moreover supervising the student nurse during clinical placement, providing constructive feedback on achievements and finally assessing student nurses' total performance – including skills, attitudes and behaviours (RNC, 2007).

The mentor has to take responsibility for 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
- Arrange 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 her or his own learning, but is encouraged to ask for additional support from the teacher, if needed
- Giving information to the student nurse about her or his role in the Mentorship programme in practice, and provide all documentation needed to participate in the learning exercises of the mentors in practice
- Provide all material to support the process of teaching and assessment of the student nurse in practice.

### 6.3 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 choice 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 gathered by the mentors will be gathered into one document known as the Portfolio.

### 6.4 PORTFOLIO – A TOOL OF LEARNING IN MENTORSHIP PROGRAMME

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 learning in theory and in practice with continuing improvement of knowledge, skills, attitudes, and understanding in their role as professional mentor.

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
6. 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 behavior & 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*)
7. 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)
8. 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 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.

## 7 ESSENTIAL READING

Jones S., 2010. A mentor portfolio model for ensuring fitness for practice. *Nursing Management* 16 (10); 28-31.

Timmins E., 2008. *Making sense of Portfolios – A guide for nursing students*. Maidenhead: McGraw Hill, Open University Press.

### WEB-RESOURCES (ACCESSED MAY 15TH 2013)

1. 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 for educational use 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 materials that can be accessed include the following:**

[http://cw.routledge.com/textbooks/9780415537902/data/learning/2\\_Managing%20the%20Placement%20Learning%20Environment.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](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/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](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/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. It is important that you use additional evidence, but the main content remains relevant.

2. JISC Project output: A Work-Based learning Mentoring Handbook

An excellent introduction to mentorship in the role of mentor in the context of work based learning environments such as clinical practice in nursing. The material also has links to other major resources and materials accessible via the internet. This is important for those mentors unable to access a variety of paper based resources.

[http://www3.uwic.ac.uk/English/LTDU/Documents/JISC\\_projects\\_library/Work-based%20learning%20mentoring%20handbook.pdf](http://www3.uwic.ac.uk/English/LTDU/Documents/JISC_projects_library/Work-based%20learning%20mentoring%20handbook.pdf)

3. RCN (2007) RCN Guidance for mentors of Nursing Students and Midwives: An RNC Toolkit.

[http://www.rcn.org.uk/\\_\\_data/assets/pdf\\_file/0008/78677/002797.pdf](http://www.rcn.org.uk/__data/assets/pdf_file/0008/78677/002797.pdf)

### 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.

## 8 ADDITIONAL READING

### English language

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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.

# 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.

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# 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.....