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**Literature search results**

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**Search details**

Student nurse mentorship

**Resources searched**

NICE Evidence; TRIP Database; Cochrane Library; CINAHL; Google Scholar

**Database search terms:** ("student nurs*" OR "nursing student"), mentor*

**Evidence / Google Scholar search string(s):** ("student nurse" OR nursing student")

(mentor OR mentoring OR mentorship)

**Guidelines and Policy**

Royal College of Nursing
Guidance for mentors of student nurses and midwives. An RCN toolkit, 2007

**Evidence Reviews**

Nothing found

**Published Research – Databases**
Exploring failure to fail in pre-registration nursing.

Failing a student nurse can be a challenging task for mentors in the learning environment. It is often an unpleasant experience for all involved. However, mentors have a duty to uphold the reputation of the nursing profession and be the gatekeepers of the profession and the Nursing and Midwifery Council (NMC) professional register. Failing a student who is not meeting the required competence in the learning environment is a way of safeguarding the nursing profession and the future workforce. This article will look at the mentor's role when a student nurse is identified as not meeting competencies in the learning environment. The article explores the importance of following process when identifying weak students and the role that clinical educators and university staff have in supporting mentors when a student is deemed to be failing their learning experience.

Mentorship part 2: assessing preregistration student nurses.

The role of the mentor has been evolving since it was introduced following Project 2000 in 1986. The role that mentors of pre-registration nursing students are tasked with on a daily basis is crucial to the overall assessment of the student nurse. Assessment and the importance of the mentor's role when assessing the students in practice will be discussed in this article. The reliability and validity of assessment and the mentor's responsibility in assessing the competencies in the learning environment is explored, together with the roles of formative and summative assessment. The introduction of the sign-off mentor and the ongoing achievement record as part of the assessment process will also be explored. It can be argued that mentoring is not a simple task, and that there are a number of barriers to successful assessment.

Mentorship part 1: the role in the learning environment.

Mentors play a vital role in the education of preregistration nursing students. Because the learning environments in which the students are placed are crucial for the development of the future workforce, it could be argued that mentors are the 'gatekeepers' of the nursing profession. However, the mentor's role is not an easy one and, with the added pressures of modern health care, there appear to be greater demands placed on nurses, which in turn affect the mentor's role. This article will be the first in a series of five looking at aspects of the mentor and the mentor's role in practice. This first article will focus on the mentor and the role of
the mentor in practice, together with the identification of ‘toxic mentors’, who can hinder learning in the clinical environment. It is in working together with the mentor that students will learn the true nature of nursing from a ‘hands-on’ perspective, applying in practice the knowledge learned in class.

**Publication Type:** journal article  
**Source:** CINAHL

**Full Text:** Available from EBSCOhost in *British Journal of Nursing*

**Title:** 'My mentor kicked a dying woman's bed...' Analysing UK nursing students' 'most memorable' professionalism dilemmas.  
**Citation:** Journal of Advanced Nursing, 01 January 2015, vol./is. 71/1(169-180), 03092402  
**Author(s):** Rees, Charlotte E., Monrouxe, Lynn V., McDonald, Laura A.  
**Language:** English

**Abstract:** Aim To provide depth and breadth in the analysis of nursing students' written narratives of 'most memorable' professionalism dilemmas. Background While nursing students are taught professionalism through formal curricula, they commonly experience workplace-based professionalism dilemmas. Although non-UK studies have begun to explore students' lived experiences of dilemmas, they lack detail about when and where dilemmas occur, who is involved, what students do and why and how students feel. Design Online survey of healthcare students including 294 nursing students from 15 UK nursing schools. Method Nursing students provided a written narrative of their most memorable dilemma (December 2011-March 2012) as part of a survey examining the impact of professionalism dilemmas on moral distress. We conducted thematic and discourse analysis of all narratives and narrative analysis of one exemplar. Findings The most common themes were patient care dilemmas by healthcare personnel or students, student abuse and consent dilemmas. Of the dilemmas, 49·6% occurred over 6 months previously, 76·2% occurred in hospitals and 51·9% of perpetrators were nurses. 79·3% of students reported acting in the face of their dilemma. Of the narratives, 88·4% contained negative emotion talk and numerous significant relationships existed between types of emotion talk and dilemmas. Our narrative analysis demonstrates the impact of dilemma experiences through emotion talk and more subtle devices like metaphor. Conclusion Findings extend previous research with nursing and medical students. Nurse educators should help students construct emotionally coherent narratives to make sense of their experiences, actions and identities and to better prepare them for future professionalism dilemmas.

**Publication Type:** journal article  
**Source:** CINAHL

**Title:** Nursing students' expectations and experiences of mentorship.  
**Citation:** Nurse Education Today, 01 January 2015, vol./is. 35/1(18-24), 02606917  
**Author(s):** Foster, Helen, Ooms, Ann, Marks-Maran, Di  
**Language:** English

**Abstract:** Summary Background The literature related to nursing students' mentorship experiences is surprisingly limited and research findings related to students' experiences of mentorship is often integrated with other components of clinical placement experiences. Objectives This study aimed to gain a greater understanding of students' expectations and experiences of mentorship and to identify the kind of support provided by the mentor that is most valued by the student, the role of the link lecturer in mentorship and how the university might further enhance the mentorship experience of their students. Design Mixed-methods exploratory sequential design was used. Setting This study was conducted in one university in south west London. Participants All final year pre-registration nursing students enrolled on a Diploma/BSc in Health Studies course (n = 129) were invited to participate. Participation was voluntary resulting in a
convenience sample. Fifty-three students completed the questionnaire (response rate = 45%).

Methods The research involved two stages: a semi-structured focus group in the first stage and an online questionnaire in the second. Quantitative analysis was undertaken of Likert-style questions using SPSS version 18 and qualitative analysis was undertaken using the Framework Method.

Results Students’ experiences were largely positive. A picture emerged about the most valued mentor activities which included teaching and explaining, support and supervision and encouragement. Students differentiated encouragement from what they labelled as support. Contrary to the literature, the mentor role in practice assessment was not identified as highly important. Support from link lecturers was less well evaluated and students felt that the university needs to support mentors better. Conclusion Students in this university valued the teaching, support and encouragement they received from mentors but the university needs to address ways of strengthening the link lecturer involvement in mentorship which includes the imperative for the university to explore ways of better supporting mentors in their role.

**Publication Type:** journal article

**Source:** CINAHL

**Title:** Mentors' perceptions and experiences of supporting student nurses in practice.

**Citation:** International Journal of Nursing Practice, 01 August 2014, vol./is. 20/4(360-365), 13227114

**Author(s):** McIntosh, Annette, Gidman, Janice, Smith, Debra

**Language:** English

**Abstract:** This paper reports on a funded project that explored the perceptions and experiences of mentors regarding student nurse support in practice. The study employed a mixed-method approach, using questionnaires and focus groups with mentors from one acute Trust and one community Trust. The findings highlighted the multifaceted nature of student learning in practice, with mentors reporting that clinical skills, adjustment to the placement and integrating into the team were the aspects students needed most support with. Mentors were aware of their roles and responsibilities in supporting students and recognized the importance of their own personal attributes. The participants reported a number of challenges, particularly time, competing demands and paperwork, and suggested that a team approach and support groups could help to overcome these. The support for students provided by peers and health-care assistants was recognized, as was the need to ensure that students are prepared to take responsibility for their learning.

**Publication Type:** journal article

**Source:** CINAHL

**Title:** Assessing clinical practice of student nurses: Views of teachers, mentors and students.

**Citation:** Nurse Education Today, 01 August 2014, vol./is. 34/8(1161-1166), 02606917

**Author(s):** Helminen, Kristiina, Tossavainen, Kerttu, Turunen, Hannele

**Language:** English

**Abstract:** Background: Assessment received by students affects the way that they conduct their studies and shapes their interests in clinical placements. It is therefore important that mentors and teachers have high quality assessment strategies to ensure the competence of nursing students. Objectives: The objective of this study is to describe the views and experiences of nursing students, nursing teachers, and mentors on the final assessment of nursing students in clinical practice. The study also investigates respondents’ views on using a standardized national or European scheme for clinical assessment in the future. Design: Descriptive survey design with a questionnaire. Settings: Implemented in five Finnish universities of applied sciences and in five partner
hospitals. Participants: Nursing students (n=276), nursing teachers (n=108) and mentors (n=225). Methods: A questionnaire was used to collect data. Survey data were analyzed by using SPSS version 19. Descriptive statistics and cross tabulations were used to characterize the data. Results: Nursing students felt that they had spent enough time with their mentors during their clinical practice period to ensure that the mentors could assess their behavior. Mentors also evaluated that they had spent enough time with the students. Students and mentors both indicated occasional difficulties with the language used in the competence assessment document. Most of the nursing students and mentors shared the view that it is always necessary for a teacher to be involved in the final assessment discussion. Conclusions: The study highlights the importance of assessment skills of mentors and the important role of the teachers. Findings from this study indicate that nursing students' clinical practice assessment already includes many good practices, but we still have some difficulties in ensuring effective measures of competence.

**Title:** Assessment matters—mentors need support in their role.

**Publication Type:** journal article

**Source:** CINAHL

**Citation:** British Journal of Nursing, 08 May 2014, vol./is. 23/9(454-458), 09660461

**Author(s):** Bennett, Maggie, McGowan, Brian

**Language:** English

**Abstract:** Background: In the UK the Nursing and Midwifery Council (NMC) standards to support learning and assessment in practice state that mentors are responsible and accountable for the assessment of preregistration nursing students in practice. This study was undertaken to explore mentors' experience of assessing nursing students in practice post implementation of the NMC standards. Method: Five focus groups were conducted with mentors (N=35) who had assessed adult pre-registration nursing students in the previous 12 months. The focus groups were recorded, transcribed and analysed to generate categories. Results: Five categories were identified from the data: Changing roles and responsibilities; Exploring the past to understand the present; Just knowing; The odds; Time to mentor. The findings highlighted that mentors were aware of their role and responsibility for the assessment of students in practice. However, many felt this was a new responsibility and role in which they lacked experience. Some existing mentors felt that they may not have had the necessary preparation to effectively assess students in practice and identified their need for support. Conclusion: Given that mentors are expected to be competent assessors of students in practice and protect the public through gate-keeping professional registration, this study suggests that serious consideration should be given to how mentors are prepared and the ongoing support and education they receive in assessment.

**Title:** Mentoring nursing students in the sexual health setting.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in British Journal of Nursing

**Citation:** Nursing Standard, 30 April 2014, vol./is. 28/35(37-39), 00296570

**Author(s):** Brown, Kate, Plant, Selina

**Language:** English

**Abstract:** The sexual health setting provides many opportunities for nursing students to meet the competencies set out in the Nursing and Midwifery Council's Standards for Pre-Registration Nursing Education. However, students who are daunted by the setting may adopt a passive, observer role. Mentors may find it a challenge to facilitate the learning of pre-registration nursing students in this setting. This article explores several strategies that mentors can adopt to make
learning active and relevant for nursing students. These strategies may also be relevant to other nursing fields and to midwifery students.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Nursing Standard*

**Title:** Mentors need more help to advise poor-performing undergraduates.  
**Citation:** Nursing Standard, 05 March 2014, vol./is. 28/27(9-9), 00296570  
**Author(s):** Sprinks, Jennifer  
**Language:** English  
**Abstract:** Mentors have greater support in their roles than they had ten years ago, but they still struggle to fail nursing students who are underperforming, the RCN education forum conference heard last week.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Nursing Standard*

**Title:** Mentoring student nurses and the educational use of self: A hermeneutic phenomenological study.  
**Citation:** Nurse Education Today, 01 March 2014, vol./is. 34/3(313-318), 02606917  
**Author(s):** Wilson, Anthea M.E.  
**Language:** English  
**Abstract:** Summary: Background: In the United Kingdom, pre-registration nurse education relies on workplace mentors to support and assess practice learning. Despite research to clarify expectations and develop support structures, mentors nevertheless report being overwhelmed by the responsibility of mentoring alongside their clinical work. Understanding of their lived experience appears limited. Objectives: The aim of the study was to achieve a deeper understanding of the lived experience of mentoring, searching for insights into how mentors can be better prepared and supported. Design: The mentor lifeworld was explored utilizing a hermeneutic phenomenological methodology drawing on Heidegger. Settings and Participants: Twelve mentors, who worked in a range of clinical settings in England were recruited via purposive and snowball sampling. Method: Participants described their experiences of mentoring through in-depth interviews and event diaries which included 'rich pictures'. Analysis involved the application of four lifeworld existentials proposed by van Manen — temporality, spatiality, corporeality and relationality. Findings: The essence of being a mentor was ‘the educational use of self’. Temporality featured in the past self and moving with daily/work rhythms. Spatiality evoked issues of proximity and accountability and the inner and outer spaces of patients' bodies. Mentor corporeality revealed using the body for teaching, and mentors revealed their relationality in providing a 'good educational experience' and sustaining their 'educational selves'. Conclusions: ‘The educational use of self’ offers insight into the lived experience of mentors, and exposes the potentially hidden elements of mentoring experience, which can inform mentor preparation and support.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Nursing Standard*

**Title:** The transition from nursing student to registered nurse: The mentor's possibilities to act as a supporter.  
**Citation:** Nurse Education in Practice, 01 September 2013, vol./is. 13/5(418-422), 14715953  
**Author(s):** Kaihlanen, Anu-Marja, Lakanmaa, Riitta-Liisa, Salminen, Leena  
**Language:** English
Abstract: The transition from nursing student to registered nurse can be exciting, stressful and challenging. It is common for nursing students to feel insecure about their competence and ability to step into working life. The role of the mentor in the final clinical practice is essential, as they guide students in their clinical learning process and professional growth. This study describes the mentor's support in the transition from nursing student to registered nurse. Sixteen nursing students wrote narrative essays about the significance of the clinical mentor in their role change in the transition process from nursing student to registered nurse. The essays were analysed using inductive content analysis. The findings show that the mentor has a significant role. Three main categories emerged in mentor's role: role change support, the mentor's actions and the qualities of the mentor. In future in clinical nursing practice, it is important to allocate resources to the mentor's work and understand its importance for nursing students' transition to nursing.

Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Nurse Education in Practice

Title: Seamless and committed collaboration as an essential factor in effective mentorship for nursing students: Conceptions of Finnish and British mentors.
Citation: Nurse Education Today, 01 May 2013, vol./is. 33/5(437-443), 02606917
Author(s): Jokelainen, Merja, Tossavainen, Kerttu, Jamookeeah, David, Turunen, Hannele
Language: English
Abstract: Background: The effective mentorship of nursing students requires that mentors have a range of personal qualities. However, it is also essential to consider the role of other participants, such as colleagues in placement settings and educators in educational institutions, as well as the relationship with students. Objective: This aim of this study was to describe Finnish and British mentors’ (n =39) conceptions of the factors that affect the provision of effective mentorship for pre-registration nursing students in healthcare placements. Design and methods: The data in this qualitative study were collected by focus group interviews and analysed using a phenomenographical approach. Results: The findings highlighted the factors governing seamless and committed collaboration with all stakeholders involved in student mentorship. Mentors considered that their own advantageous attitude, capabilities and competence, supportive co-operation with colleagues and lecturers, and enthusiasm and active participation of students were all significant factors determining the effectiveness of student mentorship. Conclusions: Nursing organisations and educational units need to develop a well-defined and robust partnership strategy for student mentorship, which would clarify the roles of all stakeholders. This would help to ensure the availability and quality of students' placement learning and mentorship, and develop the joint preparation programmes for student mentorship.

Publication Type: journal article
Source: CINAHL

Title: Finnish and British mentors' conceptions of facilitating nursing students' placement learning and professional development.
Citation: Nurse Education in Practice, 01 January 2013, vol./is. 13/1(61-67), 14715953
Author(s): Jokelainen, Merja, Jamookeeah, David, Tossavainen, Kerttu, Turunen, Hannele
Language: English
Abstract: Pre-registration nursing students require varying levels of support during placement learning. Although they receive support from different stakeholders, the support provided by mentors is considered the most significant. Several challenges are encountered in the facilitation of students in placements, particularly in relation
to mentors' roles in support and assessment. This phenomenographical study examines the conceptions of Finnish and British mentors regarding the facilitation of placement learning and professional development of pre-registration nursing students. The findings identified four main categories of description, which grouped the different ways mentors experienced the facilitation of students. Firstly, students should be the focus and respected as individual partners with personal learning goals. Secondly, placements must be fit for students' practice and learning. Thirdly, facilitation was seen as guided co-working and spurring to enable a student to attain stipulated nursing competencies. Finally, ongoing assessment of students' achievements, learning outcomes and professional attributes was viewed as significant. This study highlights the importance of human and pedagogical approaches in the facilitation of students' placement learning and professional development. Hence, mentors are required to have effective communication and evaluation skills, and should therefore be supported through mandatory mentor preparation programmes and updates developed in national and cross-cultural co-operation.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *ProQuest* in *Nurse Education in Practice*

**Title:** Preparing nursing students to be community health practitioners.  
**Citation:** British Journal of Community Nursing, 01 December 2012, vol./is. 17/12(622-629), 14624753  
**Author(s):** Marshall, Paul, Shelton, Rosemary  
**Language:** English  
**Abstract:** There is currently a greater emphasis on community-based health care and, with that, a shift in focus for pre-registration nursing education within policy documents and standards (Nursing and Midwifery Council (NMC), 2010). This paper reports a mixed methods study that examined the implementation of an initiative that enabled third year adult field student nurses the opportunity to spend the final year of their education within the community setting. Using a questionnaire and focus groups, the views of students at the end of the 12-month period were captured. The diverse approach to the placement provision enabled undergraduate nurses to be fit for purpose and ensured that practice at the point of registration would meet the challenges of working in the community setting. Students developed confidence through the diverse placement provision, opportunities for lone working and the support provided by mentors. This model of placement provision is worthy of consideration by service leads and curriculum planners, particularly in view of the present focus of the NMC's (2010) standards for pre-registration nursing programmes.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *British Journal of Community Nursing*

**Title:** WHAT INFLUENCES MENTORS TO PASS OR FAIL STUDENTS.  
**Citation:** Nursing Management - UK, 01 September 2012, vol./is. 19/5(16-21), 13545760  
**Author(s):** Brown, Lynn, Douglas, Valerie, Garrity, John, Kim Shepherd, Chew  
**Language:** English  
**Abstract:** The aim of the study was to establish mentorship practice in relation to the University of the West of Scotland pre-registration nursing students. Surveys were sent to 4,341 mentors, with a 41 per cent response rate. Results show that 18 per cent of participants had passed a failing student. A number of factors influenced mentors' decisions, which to some extent echo findings from previous research. However, this study provides new perspectives on failing to fail and
considers the supportive role of universities in relation to mentors and students' practice placements. The knowledge derived from this study will help inform mentoring and mentorship practice to ensure only safe and competent practitioners gain entry to the register.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in Nursing Management - UK

**Title:** Mentoring students in medicines management.  
**Citation:** Nursing Standard, 04 July 2012, vol./is. 26/44(51-56), 00296570  
**Author(s):** Murphy, Monica  
**Language:** English  
**Abstract:** Medicines management is an important part of the nurse's role. It covers elements such as cost-effectiveness, patient advice, infection control, optimising benefits from medicines, emerging technological developments, and drug administration and storage. The aim of this article is to enable mentors to support pre-registration nursing students to develop specific proficiencies in medicines management. The focus will be on applying pharmacological knowledge to practice, communicating patient information and avoiding medicine administration errors.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in Nursing Standard

**Title:** Reflect for success: use of mentor recommendations to help failing students.  
**Citation:** British Journal of Community Nursing, 01 May 2012, vol./is. 17/5(226-228), 14624753  
**Author(s):** Carr, Jacqui, Walker, Wendy, Carr, Marcia, Fulwood, Deb  
**Language:** English  
**Abstract:** Mentoring student nurses (STN) who fail to achieve can be distressing for all those involved in the process. A group of community nurse mentors (CNMs) and practice learning team teachers (PLTs) made recommendations to manage failing students. This paper reflects on the use of the recommendations in practice and discusses the impact on practice for the PLT and CNMs.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in British Journal of Community Nursing

**Title:** Attitudes towards infection prevention and control: an interview study with nursing students and nurse mentors.  
**Citation:** BMJ Quality & Safety, 01 April 2012, vol./is. 21/4(301-306), 20445415  
**Author(s):** Ward, Deborah Jane  
**Language:** English  
**Abstract:** Background Despite both national and international recommendations for good practice in infection prevention and control (IPC), compliance can be low. Several reasons for this have been identified, including staff attitudes. There is little literature on how these attitudes are perceived by nursing students learning in clinical placements, and this study was undertaken to explore perceptions of both nursing students and their mentors in relation to attitudes towards IPC. Methods Qualitative study involving semi-structured interviews with 31 nursing students and 32 nurse mentors recruited from one large university and one large NHS Trust in the North of England. Results Nursing students generally perceived a negative attitude towards IPC from qualified staff and identified that it was considered to be an additional workload burden as opposed to an integral aspect of patient safety
and quality care. Mentors identified more positive attitudes within their areas and organisation, but their comments did not always reflect this. Mentors were more of the opinion that staff attitudes could affect student practice and learning than were students. Discussion Nurses in practice need to be more aware of how their attitudes towards IPC can be perceived by nursing students and the possible consequences of this for student learning and practice. Staff need to work towards identifying barriers to good infection prevention practice and ways to overcome these.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in BMJ Quality & Safety

Title: Student perceptions of support in practice.
Citation: Nurse Education in Practice, 01 November 2011, vol./is. 11/6(351-355), 14715953
Author(s): Gidman, Janice, McIntosh, Annette, Melling, Katherine, Smith, Debra
Language: English
Abstract: This paper reports on a funded research project exploring perceptions and experiences of pre-registration nursing students of support in practice in one Higher Education Institution in England. The study used a mixed method approach with samples of new students (within the first six months) and finishing students (within the last three months). Students reported that the most important areas they needed support with were clinical skills, placement situations, documentation and personal issues. The mentor qualities that were valued were personal attributes, being facilitative and being knowledgeable; newly qualified mentors and experienced students were seen as being the most supportive. Students saw their own responsibilities as learning and gaining skills, being professional and caring for patients. The finishing students also felt that accountability and teaching were part of their role. Reported challenges encompassed personal issues, including work-life balance and finances, dealing with elements such as patient death and uncertainties in new situations. The best aspects of practice emerged as being involved in patient care, feeling part of a team and experiencing positive support from mentors. The findings explicated the multi-faceted nature of student support in practice that need to be taken into account when putting support frameworks in place.

Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Nurse Education in Practice

Title: The infection control education needs of nursing students: An interview study with students and mentors.
Citation: Nurse Education Today, 01 November 2011, vol./is. 31/8(819-824), 02606917
Author(s): Ward, Deborah J.
Language: English
Abstract: Summary: Aim: To identify and explore the infection prevention and control education needs of nursing students as perceived by students and mentors. Methods: Semi-structured interviews were undertaken with 31 nursing students within one large university and 32 nurse mentors in one large NHS Trust. Interview transcripts were analysed using framework analysis. Results: There were perceived deficits in both levels of knowledge and clinical skills but the emphasis placed on these differed between nursing students and nurse mentors. The use of small group and interactive methods for teaching and learning was preferred, in particular to encourage less confident students to participate more. Assessments in practice placements of specific skills were identified as a good teaching and
learning tool by both students and mentors. Infection prevention and control education was considered to be a joint responsibility between the university and Trust, though there was acknowledgement that this joint working was not always evident. Clinical credibility was considered particularly important by mentors in those who teach students. Conclusion: There may be deficits in the education provided to nursing students in this area. Teaching and learning preferences and strategies for improving some areas of teaching and learning have been identified and several areas for future research have been suggested.

**Publication Type:** journal article  
**Source:** CINAHL

**Title:** Implementation of 'sign-off' mentorship: different perspectives.  
**Citation:** British Journal of Nursing, 27 October 2011, vol./is. 20/19(1252-1255), 09660461  
**Author(s):** Barker, Mandy, Blacow, Lewis, Cosgrove, Stella, Howorth, Nigel, Jackson, Gordon, McMahon, Jacqueline  
**Language:** English  
**Abstract:** Students who entered nurse training from September 2007 onwards are required to have a sign-off mentor (SOM) in their final clinical placement. The sign-off mentor is responsible for confirming to the Nursing and Midwifery Council (NMC) that a student nurse has met all the requirements of pre-registration clinical assessment and can be registered as a nurse. This became mandatory in September 2010, and this article describes how one acute NHS foundation Trust implemented and managed this process, with contributions from practice education facilitators, an SOM and a student.  
**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in British Journal of Nursing

**Title:** Building organizational capacity for effective mentorship of pre-registration nursing students during placement learning: Finnish and British mentors’ conceptions.  
**Citation:** International Journal of Nursing Practice, 01 October 2011, vol./is. 17/5(509-517), 13227114  
**Author(s):** Jokelainen, Merja, Jamookeeah, David, Tossavainen, Kerttu, Turunen, Hannele  
**Language:** English  
**Abstract:** Jokelainen M, Jamookeeah D, Tossavainen K, Turunen H. International Journal of Nursing Practice 2011; 17: 509-517 Building organizational capacity for effective mentorship of pre-registration nursing students during placement learning: Finnish and British mentors’ conceptions Health-care organizations have a key role in improving the quality of student mentorship in placements. This study presents the findings of Finnish and British mentors’ conceptions of how to build organizational capacity for the provision of effective mentorship for pre-registration nursing students during placement learning. The data obtained from nine semistructured focus group interviews were analyzed using a phenomenographic approach. Three categories of description are presented. Organizations were mainly perceived as optimizers of investments in developing clear strategies for the provision of sufficient resources and professional support for mentors. The creation of a positive mentorship culture within a development-oriented, student-centred and goal-directive atmosphere was seen as essential. Furthermore, providing well-prepared placements for clinical practice of students was emerged as crucial, which included adequate working conditions and stakeholders as well as arrangements of learning opportunities. It is concluded that effective student mentorship requires health-care organizations to invest in financial and human resources in order to promote the quality of the placement learning environments.
Such provision will enhance students' recruitment, retention and effectiveness, leading to safe practice and cost-benefits for health-care organizations in the longer term.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in *International Journal of Nursing Practice*

**Title:** VIEWS OF NURSE MENTORS ABOUT THEIR ROLE.  
**Citation:** Nursing Management - UK, 01 October 2011, vol./is. 18/6(18-23), 13545760  
**Author(s):** Mead, Donna, Hopkins, Angela, Wilson, Christine  
**Language:** English  
**Abstract:** The nurse mentor is important in the personal and professional development of undergraduate nurses, ensuring that nursing students are competent and well prepared for practice at the point of registration. The importance of a rigorous evidence base for mentors and fellow nurse educators to use to inform education and practice should not be overlooked. This article seeks to expand this knowledge base and acquire research data that is relevant, topical and in line with the latest thinking to support best practice in nurse mentorship and nursing student education.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in *Nursing Management - UK*

**Title:** A systematic review of mentoring nursing students in clinical placements.  
**Citation:** Journal of Clinical Nursing, 15 September 2011, vol./is. 20/19/20(2854-2867), 09621067  
**Author(s):** Jokelainen, Merja, Turunen, Hannele, Tossavainen, Kerttu, Jamookeeah, David, Coco, Kirsi  
**Language:** English  
**Abstract:** Aim and objective. This systematic review describes mentoring of nursing students in clinical placements. Background. Mentoring in nursing has been widely investigated, but mentoring among students has remained vague. There is no universal agreement on student mentoring in nursing placements; therefore, mentoring approaches vary. A unified description of student mentoring is needed to ensure the quality of placement learning in nursing organisations. Design. Systematic review. Method. The data were collected from nursing research articles over 20 years (1986-2006). The articles (n = 23) were analysed using inductive content analysis. Results. Mentoring of nursing students in clinical placements was described according to two themes: (1) facilitating nursing students' learning by creating supportive learning environments and enabling students' individual learning processes, (2) strengthening students' professionalism by empowering the development of their professional attributes and identities and enhancing attainment of students' professional competence in nursing. Discussion. This description of student mentoring in nursing clinical placements integrates environmental, collegial, pedagogical and clinical attributes. To ensure effective student mentoring, an individual mutual relationship is important, but also essential is organisation and management to provide adequate resources and systematic preparation for mentors. Conclusions. The description of student mentoring needs to be systematically reviewed to reflect changes in nursing and education and compared within related concepts to achieve and maintain a workable description. A clear and systematic strategy for student mentoring in nursing organisations could be one opportunity to enhance recruitment of nursing students to the workforce. Relevance to clinical practice. A unified description of student mentoring will help improve the quality of placement learning opportunities and support for
students, also for exchange students. A clear description of student mentoring enables the development of systematic provisions for mentoring of nursing students in placements and adequate mentor preparation programmes for nurses.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Journal of Clinical Nursing*

**Title:** Link mentorship: improving support for pre-registration students and mentors.  
**Citation:** British Journal of Community Nursing, 01 September 2011, vol./is. 16/9(435-440), 14624753  
**Author(s):** Gurling, Jo  
**Language:** English  
**Abstract:** A very distinct policy change has, over recent years in the UK, prompted a marked cultural change and a transition of health services from the acute sector to the community setting. This transition has a direct implication for current and future pre-registration nursing students and, therefore, for the mentors who support them in community placements. This article will explore and discuss an initiative to introduce a link mentor role to support and develop mentorship within community district nurse settings in respect of adult pre-registration nursing students. The role was implemented collaboratively between a Higher Education Institution (HEI) and practice. Initially 15 community nurses undertook the role which was evaluated after 6 months. Feedback from mentors was overwhelmingly positive and plans are in place to develop the initiative further.  

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *British Journal of Community Nursing*

**Title:** A learning resource for developing effective mentorship in practice.  
**Citation:** Nursing Standard, 24 August 2011, vol./is. 25/51(48-56), 00296570  
**Author(s):** Anderson, Lorna  
**Language:** English  
**Abstract:** This article focuses on mentorship. There is important professional expectation of registered nurses and midwives to mentor pre-registration nursing students in clinical practice. The article examines ways to evaluate the learning environment and the student experience, and offers practical suggestions to improve the quality of mentorship for mentors and students.  

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Nursing Standard*

**Title:** Roles and responsibilities of the student nurse mentor: an update.  
**Citation:** British Journal of Nursing, 11 August 2011, vol./is. 20/15(933-937), 09660461  
**Author(s):** Casey, Deborah C., Clark, Liz  
**Language:** English  
**Abstract:** Facilitating the learning of student nurses in the workplace is an integral role of the registered nurse. This article aims to provide an overview of the role and responsibilities of the mentor in supporting pre-registration nursing students in clinical practice. The professional obligations for the mentor to meet the Nursing and Midwifery Council (NMC) standards (NMC, 2008a) will be explored, including the ongoing requirements to keep up to date in mentoring practices. Some of the challenges within the role will be identified, including the importance of recognizing and supporting the failing student. Recent changes to the preparation requirements
for sign-off mentors will be discussed. The article concludes by presenting the potential benefits to both the individual and the practice placement provider.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in British Journal of Nursing

**Title:** Why are nurse mentors failing to fail student nurses who do not meet clinical performance standards?  
**Citation:** British Journal of Nursing, 09 May 2011, vol./is. 20/9(582-587), 09660461  
**Author(s):** Jervis, Anne, Tilki, Mary  
**Language:** English  
**Abstract:** This article reports findings from a qualitative study exploring mentors’ reluctance to refer students who did not perform adequately in clinical settings. A focus group and individual semi-structured interviews were undertaken with experienced stage two mentors in an NHS trust. Mentors spoke of having to balance objectivity and intuition when dealing with upset or angry students, those who were popular or those who tried hard but did not perform adequately. They describe a number of factors that led them to pass a student who was less than satisfactory. In particular the findings highlight difficulties with measuring and recording attitudes. The data demonstrate the willingness and motivation of mentors to keep up to date and learn from their students. However, findings also suggest the need for mentors to have greater confidence in their own clinical abilities. Recommendations are made for training strategies to address these barriers in order to ensure that only competent, caring nurses are allowed to register.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in British Journal of Nursing

**Title:** A Danish approach to mentorship and education of nursing students.  
**Citation:** Nursing Standard, 09 February 2011, vol./is. 25/23(42-45), 00296570  
**Author(s):** Davison, Neil, Williams, Katherine  
**Language:** English  
**Abstract:** This article describes a project that gave lecturers and undergraduate nursing students the opportunity to work and study in another European country. Although the model of clinical education used in Denmark had clear advantages, the funding and organisation of mentorship in the UK mean that it would be of limited value in the clinical education of UK-based undergraduate nursing students.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in Nursing Standard

**Title:** The windmill of learning processes: a learning and teaching tool for student nurses and mentors.  
**Citation:** Nurse Education Today, 01 January 2011, vol./is. 31/1(54-58), 02606917  
**Author(s):** Kragelund L  
**Language:** English  
**Abstract:** Summary: This article presents a new approach to student nurses’ learning from their interaction with psychiatric patients. Using the approach can enable students and mentors to exploit students’ learning opportunities, and help students to get the most out of their clinical placement in a time, where that part of the nursing education has been reduced in some countries as e.g. Denmark. The approach is presented through a model termed the ‘Windmill of Learning Processes’, which draws on empirical data from a qualitative investigation with an
explorative and descriptive design, and on the theoretical concepts of ‘disjuncture’, and ‘everyday life activities’. ‘Disjuncture’ is defined as a situation in which there is disharmony between a person's experiences and the current situation. In such a situation there is potential for learning. My analysis of the empirical data led to the identification of a new concept, which I have labelled ‘collective not-conscious disjuncture’. This is when the student and the mentor are both unaware that the student is operating in a potential learning situation. ‘Everyday life activities’ are seen as activities that are known to succeed in specific situations, because they have done so in similar situations. I have expanded upon the concept to define another phenomenon, which I have coined ‘pseudo-everyday life activities’. These closely resemble everyday life activities, but take place in a psychiatric context.

**Publication Type:** journal article  
**Source:** CINAHL

**Title:** Interviewing student and qualified nurses to find out what makes an effective mentor.  
**Citation:** Nursing Times, 07 December 2010, vol./is. 106/48(19-21), 09547762  
**Author(s):** Teatheredge, Julie  
**Language:** English  
**Abstract:** Background: A research project was undertaken to explore what constitutes a successful mentor. Aim: To increase understanding within the profession as to what makes an effective mentor. Method: The study mainly used qualitative methods, initially involving interviews with eight third year mental health student nurses, and postal questionnaires sent to 270 qualified mentors. Results: A positive attitude and being highly motivated are important attributes for both the mentor and student, if mentoring is to be effective. Mentors felt that having formal supervision would ensure they were supported appropriately. They also suggested they needed protected time to mentor to develop effective working relationships. Conclusion: Effective mentoring produces effective students, who in turn become competent, confident registrants.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from ProQuest in Nursing Times; NT

**Title:** Reflect for success: recommendations for mentors managing failing students.  
**Citation:** British Journal of Community Nursing, 01 December 2010, vol./is. 15/12(594-596), 14624753  
**Author(s):** Carr J, Heggarty H, Carr M, Fulwood D, Goodwin C, Walker W, Whittingham K  
**Language:** English  
**Abstract:** Failing a student nurse for not meeting clinical competency on a practice placement can be a distressing and traumatic event for both student and community nurse mentor. This paper describes how a reflective model can be used to support practitioners' to come to terms with the decision and action of failing a student and dealing with the aftermath of the final interview.  
**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in British Journal of Community Nursing

**Title:** Facilitating pre-registration nurse learning: a mentor approach.  
**Citation:** British Journal of Nursing, 25 November 2010, vol./is. 19/21(1364-1367), 09660461  
**Author(s):** Warren D  
**Language:** English
Abstract: The aim of this literature review is to highlight the need for effective learning and teaching facilitation in the clinical workplace, so that nurses are fit to practise on entry to the Nursing and Midwifery Council (NMC) register. The article focuses on the importance of the relationship between mentors and student nurses, and summarizes recommendations from the literature on this subject.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in British Journal of Nursing

Title: Supporting and mentoring nursing students in practice.
Citation: Nursing Standard, 08 September 2010, vol./is. 25/1(41-46), 00296570
Author(s): Ness, Valerie, Duffy, Kathleen, McCallum, Jacqueline, Price, Lesley
Language: English
Abstract: Decision making is a fundamental skill required by the Nursing and Midwifery Council (NMC) for entry to the nurse register. It is required for the completion of the essential skills clusters - skills identified by the NMC that must be achieved in pre-registration nursing programmes. Often students do not recognise that many of the tasks they perform on clinical placement involve decision-making skills and therefore find it difficult to show their attainment in their record of achievement. This article explores how students can demonstrate their decision making and suggests techniques for mentors to support students.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Nursing Standard

Title: Staff nurses' experiences as preceptors and mentors: an integrative review.
Citation: Journal of Nursing Management, 01 September 2010, vol./is. 18/6(697-703), 09660429
Author(s): Omansky GL
Language: English
Abstract: Omansky g.l. (2010) Journal of Nursing Management 18, 697-703 Staff nurses' experiences as preceptors and mentors: an integrative review Aim The aim of this integrative review is to describe staff nurses' experience when functioning as a preceptor or mentor for student nurses. Background The preceptor's role is to guide students from the theory of nursing to the application of nursing theory, teaching clinical skills and clinical thinking. Relatively few research studies focus on the staff nurses' experience. Evaluation Research studies and topical articles from Australia, Canada, Sweden, the United Kingdom and the United States were drawn from databases. The theoretical framework for the analysis was the Kahn et al. (1964) role episode model. Key issues Reservations over the efficacy of preceptor experiences have been identified. Along with intrinsic rewards, there is considerable stress and responsibility associated with precepting or mentoring. Nurse preceptors experience role ambiguity, conflict and overload when interacting with students. Conclusions Research indicates what might reduce the amount of stress for the nurse preceptor and increase job satisfaction and nurse retention. Implications for nursing management Defining and formalising the preceptor role can improve the standing of this function. Adjustments can be made to decrease the stress of the role. Preceptors and mentors request recognition and support for the amount of work involved in teaching students.

Publication Type: journal article
Source: CINAHL
Full Text: Available from EBSCOhost in Journal of Nursing Management

Title: Contemporary issues relating to assessment of pre-registration nursing
Clinical placements are an essential part of pre-registration nurse education. Mentors have a vital role in providing constructive feedback and assessing the student throughout their placement. There have been reports of failing to fail students in practice, however, little evidence has been provided to support this. This paper provides an insight into apparent mismatches between mentor feedback given to students in their practice assessment documents and feedback given to university and Trust staff anonymously. Our findings appear to illustrate issues of inconsistency and a lack of ability to give accurate feedback on professional values and behaviours. This is in contrast to the feedback on clinical skills—in which the mentors appeared to be in agreement, with the written comments being supported by congruent scores in the relevant competencies.

**Title:** How to use coaching and action learning to support mentors in the workplace.

**Citation:** Nursing Times, 26 January 2010, vol./is. 106/3(20-23), 09547762

**Author(s):** Nash S, Scammell J

**Language:** English

**Abstract:** Using the example of mentoring pre-registration nursing students, this article explores facilitation of learning in the workplace and examines the use of coaching and action learning to support mentors and the wider clinical team. A case study is considered where the mentor has difficulties with an underperforming student. Action learning and coaching are then explored, with the aim of maximising personal and team learning. These strategies can be easily transferred to other work based learning situations.

**Title:** Mentoring a student immediately prior to registration: a qualitative study.

**Citation:** British Journal of Community Nursing, 01 November 2009, vol./is. 14/11(481-486), 14624753

**Author(s):** Middleton R, Duffy K

**Language:** English

**Abstract:** A literature search revealed limited research exploring the experience of the community nurse mentoring the student nurse immediately prior to registration. This qualitative study was undertaken in order to describe the lived experience of the community nurse when mentoring a final placement student. The study was conducted in compliance with relevant ethical procedures and institutional guidelines. Three focus groups were convened and the experiences of twelve community nurses working within a large city-based community health practice in Scotland who had mentored a student nurse immediately prior to registration were explored. Analysis suggests the community nurse mentors require support and development opportunities in relation to mentoring and assessing final placement preregistration students.
Title: Socialization of student nurses -- the role of the mentor.
Citation: Learning in Health & Social Care, 01 September 2009, vol./is. 8/3(175-184), 14736853
Author(s): Ousey K
Language: English
Abstract: In this paper, the role of the mentor in supporting student learning and development in clinical practice areas and promoting their socialization into their occupational roles is discussed and explored. Examining the literature relating to the mentor, the essential nature of this role is investigated and related to the socialization process of student nurses; with the importance of maintaining and developing an effective learning environment for the students being examined and considered. The paper concludes that the mentor role is essential in preparing students for their professional role and in ensuring that they reach the competencies required of a registered practitioner.
Publication Type: journal article
Source: CINAHL

Title: Using counselling skills to enhance the confidence of mentors' decision making when assessing pre-registration nursing students on the borderline of achievement in clinical practice.
Citation: Nurse Education in Practice, 01 September 2009, vol./is. 9/5(307-313), 14715953
Author(s): Cassidy S
Language: English
Abstract: The concept of counselling as a helping process, focusing attention on the interrelatedness of individuals and their world, is a critical aspect of contemporary nursing. Counselling skills also have implications for nurses involved in mentoring pre-registration nursing students, particularly where accurate, credible and accountable assessment hinges on how well students and mentors have invested in a learning dialogue. Such concerns become especially relevant to those students on the borderline of achieving clinical learning outcomes. This paper highlights a reconstructed narrative between a mentor and this author concerning a student on the borderline of achievement in clinical practice. The use of counselling skills in helping mentors to focus on complex assessment issues relating to pre-registration nursing students are subjected to a detailed critical analysis. The fragility of such encounters is underlined, as well as a need for mentors to engage in reflexive practice.
Publication Type: journal article
Source: CINAHL

Title: Moral issues in mentoring sessions.
Citation: Nursing Ethics, 01 July 2009, vol./is. 16/4(487-498), 09697330
Author(s): Hunink G, van Leeuwen R, Jansen M, Jochemsen H
Language: English
Abstract: This article describes the results of research that investigated whether student nurses identified the moral aspects of everyday nursing care situations and, if so, how they dealt with them. We intended to elucidate the role of mentoring situations in moral development. Student written documents reflecting discussions during mentoring situations were analysed quantitatively and qualitatively. The students studied in one of the three nursing schools involved in the research. In only a small proportion of cases (<13%) did the students identify the ethical questions in those situations. The results indicate that the nursing students rarely identified moral issues, implying that there was little conscious moral reflection and deliberation in their mentoring situations dealing with their problematic experiences during their internship. Additional competences will be required for session leaders in order to allow mentoring situations to play a more prominent role in moral development.
Factors that can influence mentorship relationships.

Citation: Paediatric Nursing, 01 July 2009, vol./is. 21/6(32-35), 09629513
Author(s): Hodges B
Language: English
Abstract: Mentorship is an integral part of the qualified nurse role that supports learning and development. The quality of the relationship between mentor and mentee can affect learning, particularly any disparity in their expectations. A fictitious scenario is used in this article to highlight the effect of different perceptions of the mentorship relationship, with a particular focus on the nursing student and qualified nurse. Factors that can have a negative influence on mentoring include poor communication, differing expectations between mentor and mentee, lack of trust and lack of appreciation of everyday life circumstances that affects each person. The use of learning contracts, formulation of ground rules, use of information in student handbooks and discussion of the expectations of the mentor and mentee can help prevent or counteract problems in the relationship.

Mentoring students: establishing effective working relationships.

Citation: Nursing Standard, 01 April 2009, vol./is. 23/30(35-40), 00296570
Author(s): Beskine D
Language: English
Abstract: Half of nurses' pre-registration training comprises practice placements, on which qualified nurses act as mentors. Standards for professional practice relating to mentoring nursing students are mandatory and set by the Nursing and Midwifery Council. They include: establishing effective working relationships through placement orientation; facilitating and evaluating learning, assessment and accountability; creating an environment conducive to learning; and ensuring students understand the importance of the context of practice, evidence-based practice and leadership. This article discusses related and interdependent aspects of mentoring that are essential for successful practice placements.

Subjectivity and the valid assessment of pre-registration student nurse clinical learning outcomes: implications for mentors.

Citation: Nurse Education Today, 01 January 2009, vol./is. 29/1(33-39), 02606917
Author(s): Cassidy S
Language: English
Abstract: This discussion, supported by the author's personal reflections as a mentor and teacher, examines the issue of subjectivity when assessing the competence of pre-registration nursing students during their clinical placements. A difference is highlighted between valid and invalid subjectivity affecting the quality of mentors' assessments. Valid subjectivity refers to situations where students and mentors enter into a contract of trust and commitment from the outset of placement learning, enabling the 'substantiated' opinion of mentors to become a credible part of proficiency assessment. Invalid subjectivity presupposes that there has been limited investment in the student/mentor relationship and that assessment is
therefore more reliant on the 'unconfirmed' views of mentors. Humanistic approaches to evaluating student learning are explored and a question is posed as to whether the trustworthiness of subjective assessment is improved when there is a sense of mutual reciprocity between students and mentors. Particular reference is made to reflective practice in adding meaning to this connection. Finally, an example of holistic assessment during 'live' clinical supervision involving a student and this author is offered (Table 1), in order to illustrate the implications for mentors attempting to enhance subjective evaluation of student learning.

**Publication Type:** journal article

**Source:** CINAHL

**Title:** Assessing student nurses' clinical skills: the ethical competence of mentors.

**Citation:** International Journal of Therapy & Rehabilitation, 01 September 2008, vol./is. 15/9(401-407), 17411645

**Author(s):** Gopee N

**Language:** English

**Abstract:** Aims: Various issues related to assessment of student nurses' clinical skills have been documented in the literature. The assessment of these skills is performed by designated qualified health-care professionals, referred to here as mentors. Research suggests that during clinical placements, some mentors may be signing students' practice competencies as pass without full evidence of their competence. If the student is not competent in those skills, they could unknowingly harm patients, which amounts to unethical practice on the part of the mentor.

Content: This article describes the reasons for exploring ethical practice in relation to assessments of clinical skills. It examines what ethical practice and ethical competence are, the importance of detecting student underachievement early, and the support available to mentors for resolving problems with assessment of clinical skills.

Discussion and Conclusions: It is suggested that education for ethical competence should be more emphatically incorporated in the educational preparation programmes for mentors and similar roles.

**Publication Type:** journal article

**Source:** CINAHL

**Full Text:** Available from EBSCOhost in International Journal of Therapy & Rehabilitation

**Title:** Mentorship in contemporary practice: the experiences of nursing students and practice mentors.

**Citation:** Journal of Clinical Nursing, 15 July 2008, vol./is. 17/14(1834-1842), 09621067

**Author(s):** Myall M, Levett-Jones T, Lathlean J

**Language:** English

**Abstract:** Aim. This paper explores the role of the mentor in contemporary nursing practice in the UK. It presents findings from a recent study which investigated the impact of a locality-based nursing education initiative on students, practice mentors and academic staff and draws on another study, conducted in the same setting and two Australian sites, to examine the perceptions of nursing students and mentors. Background. Within nursing, mentorship is integral to students' clinical placement experiences and has attracted increasing interest among researchers. Despite a plethora of studies focussing on mentoring and its nature and application within the practice setting, limited attention has been paid to the extent to which guidelines provided by regulatory bodies for nursing inform and influence the practice of mentoring in contemporary health-care settings. Design. The study used a two-phased design with data on mentorship being focussed on the second phase. Method. Data were collected using an online survey questionnaire of pre-qualifying students and a postal questionnaire for practice mentors. Findings. The findings highlight the importance of mentorship for prequalifying students and emphasise the need to provide mentors with adequate preparation and support.
They confirm previous research, but also highlight improvements in bridging the gap between rhetoric and reality for mentorship. Results are further strengthened when compared with those of the second study. Conclusions. Findings provide new evidence of a narrowing of the gap between the theory and practice of mentoring and for the continuing implementation of national standards to clarify the roles and responsibilities of the mentor. They also suggest the benefits of developing such standards in countries with similar systems of support for nursing students. Relevance to clinical practice. Mentorship is pivotal to students’ clinical experiences and is instrumental in preparing them for their role as confident and competent practitioners.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Journal of Clinical Nursing*

**Title:** Judgements about mentoring relationships in nurse education.  
**Citation:** Nurse Education Today, 01 July 2008, vol./is. 28/5(563-571), 02606917  
**Author(s):** Webb C, Shakespeare P  
**Language:** English  
**Abstract:** Much has been written about the use of portfolios and mentoring in the clinical assessment of nursing students in the United Kingdom. Research reports have focused on difficulties in using portfolios, mentoring relationships and mentor preparation. The aim of this study was to deepen understanding of how mentors actually make judgements about students' clinical competence. Qualitative data were gathered in 2006 using a critical incident technique in interviews with a convenience sample of students and mentors from two different geographical regions in the UK. Thematic analysis generally confirmed previous findings regarding the qualities of a good student and resource issues in mentoring. 'Good mentoring' depended on students building a relationship with their mentors, and undertaking a great deal of 'emotional labour' to convince mentors that they were 'good students' in terms of attitudes as well as clinical competence. It seems clear that much of the burden of creating effective mentoring relationships falls on students. At the same time, many issues identified in previous research do not appear to have been tackled, including appropriate mentor preparation and support, the format of portfolios and competency statements, and ensuring that enough time is available for mentoring and student supervision.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Nursing Standard*

**Title:** Professional development and the role of mentorship.  
**Citation:** Nursing Standard, 25 June 2008, vol./is. 22/42(35-39), 00296570  
**Author(s):** Ali PA, Panther W  
**Language:** English  
**Abstract:** This article reviews the concept of mentorship in nursing and explores the role and responsibilities of the mentor in enhancing the learning experience of nursing students. The essential attributes of the mentor and various phases of the mentor-student relationship are discussed.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *Nursing Standard*

**Title:** Students' opinions about and expectations of effective nursing clinical mentors.  
**Citation:** Journal of Nursing Education, 01 March 2008, vol./is. 47/3(118-123), 01484834  
**Author(s):** Elcigil A, Sari HY
Nursing practice is an integral part of nursing education in which clinical mentors play an important role. Mentors' attitudes, experience, and knowledge influence nursing students and help them to complete their nursing practice with success. The purpose of this qualitative study was to determine nursing students' opinions about and expectations of effective nursing clinical mentors. Focus group interviews were used to obtain data from 24 students after completion of their third year of nursing school. The students, who had nursing practice experience in internal diseases, surgery, gynecology, pediatrics, psychiatry, and public health, were divided into three groups of 8 students. The students noted that effective clinical mentors should be able to communicate without prejudice, give positive feedback, have empathy, require students to do their own research, and offer the students information.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in *Journal of Nursing Education*

**Title:** Failure to fail: assessing nursing students' competence during practice placements.  
**Citation:** Nursing Standard, 05 December 2007, vol./is. 22/13(35-40), 00296570  
**Author(s):** Rutkowski K  
**Language:** English  
**Abstract:** The aim of this article is to provide a critical overview of the issues relating to the reluctance of registered nurses or mentors to fail students in their competencies and to identify possible causes for this at the practice level.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in *Nursing Standard*

**Title:** Evaluating a new role to support mentors in practice.  
**Citation:** Nursing Times, 04 December 2007, vol./is. 103/49(30-31), 09547762  
**Author(s):** Elcock K, Sookhoo D  
**Language:** English  
**Abstract:** Concerns about the variable quality of mentoring for pre-registration nursing students and the lack of support for mentors led one university to introduce a new role focusing on mentor preparation and support. Focus group interviews were used to explore the experiences of these professionals. Early indications show that the role is influencing the quality of learning in practice. There are lessons to be learnt about how service-education partnerships can support implementation and advancement of this and similar roles.

**Publication Type:** journal article  
**Source:** CINAHL

**Title:** Coaching and mentoring nursing students.  
**Citation:** Nursing Management - UK, 01 December 2007, vol./is. 14/8(32-35), 13545760  
**Author(s):** Haidar E  
**Language:** English  
**Abstract:** Elizabeth Haidar uses a case study to demonstrate why mentors should understand the theories, techniques and styles of mentoring.

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from EBSCOhost in *Nursing Management - UK*
Title: Supporting failing students in practice 1: assessment.
Citation: Nursing Times, 20 November 2007, vol./is. 103/47(28-29), 09547762
Author(s): Duffy K, Hardicre J
Language: English
Abstract: This two-part unit examines the issue of nursing students who fail in clinical practice. Part 1 explores reasons for failure, assessment and the emotional challenges mentors may face when supporting failing students.
Publication Type: journal article
Source: CINAHL

Title: Developing skills in safe patient handling: mentors' views about their role in supporting student nurses.
Citation: Nurse Education in Practice, 01 November 2007, vol./is. 7/6(365-372), 14715953
Author(s): Kneafsey R
Language: English
Abstract: Although great reliance is placed on clinically based mentors to ensure pre-registration student nurses gain the required competencies for safe moving and handling practice, anecdotal evidence derived from discussions with students suggested that little attention was given to this topic during practice placements. This prompted a study to explore mentors' views on their role in teaching and assessing students' moving and handling (M&H) practice and students' perceptions of the relevance of M&H training. This paper reports on mentors' perspectives, drawing on data gained via focus groups with 15 hospital based mentors. The main approach to teaching students about M&H was to focus on the practical aspects of the activity. There was little emphasis on problem solving and discussion or on assessing students' competence. Although challenges were associated with the topic, suggestions were made on how to maximise education for safe M&H. The findings highlight the importance of a joint approach to education for safe M&H between Universities and Trusts. Consistent approaches must be taught in both settings and mentors need to be aware of students' learning needs, taking care to ensure that knowledge underpinning clinical decision making is transparent.
Publication Type: journal article
Source: CINAHL
Full Text: Available from ProQuest in Nurse Education in Practice

Title: Student nurses' experience of supervision and Mentorship in clinical practice: a cross cultural perspective.
Citation: Nurse Education in Practice, 01 November 2007, vol./is. 7/6(407-415), 14715953
Author(s): Saarikoski M, Marrow C, Abreu W, Riklikiene O, Ozbicakçi S
Language: English
Abstract: This paper reports a study, which explored student nurses experience in clinical practice. The aims of this study were to describe nurse education systems in clinical practice in eight nursing schools and compare the supervisory experiences of student nurses working in clinical settings. The nursing schools taking part in the study were members of the thematic european nursing network (TENN). A quantitative survey method was chosen for the method of this study. The sample (N=411) was collected using a validated research instrument from eight nursing schools participating in the TENN. The schools are located in Estonia, Belgium, Finland, Lithuania, Portugal, Romania, Turkey and United Kingdom. The data were collected during 2005. Although the nursing schools involved in TENN are in different development phases, however, the organisation of clinical practice is mainly similar. The percentage of clinical practice in a complete nursing programme varies from 38 to 57. Moreover, the duration of the clinical placements varies substantially across the nursing schools; from a couple
weeks to 34 weeks. Students in this study evaluated their supervision experience positively. In three schools group or team supervision is the most common model. In the clinical placements where the pedagogical activities of staff nurses are notable, is a clear tendency towards a Mentorship model. However, approximately 10% of respondents perceived some practical problems in the organisation of Mentorship. Students' total satisfaction was observed to link with crucial variables but only connection with the variable Occurrence of supervision was statistically significant (p=0.000).

**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *ProQuest* in *Nurse Education in Practice*

**Title:** A model of caring mentorship for nursing.  
**Citation:** Journal for Nurses in Staff Development, 01 September 2007, vol./is. 23/5(201-213), 10987886  
**Author(s):** Wagner AL, Seymour ME  
**Language:** English  
**Abstract:** Mentoring is a multidimensional relationship that energizes personal and professional growth. This article explores the concept of mentoring in nursing and presents a mentorship model based on a caring philosophy. The RN-student nurse mentoring program cited is the result of a collaborative commitment between a community hospital and two colleges. Discussed are the experience, process, insights, and impact of the program as a retention and professional development tool.  
**Publication Type:** journal article  
**Source:** CINAHL

**Title:** Nursing mentors. The role of mentors in supporting pre-registration nursing students.  
**Citation:** British Journal of Nursing, 23 March 2006, vol./is. 15/6(336-340), 09660461  
**Author(s):** Pellatt GC  
**Language:** English  
**Abstract:** Students' practice experience is one of the most important aspects of their preparation for registration. There is currently considerable emphasis on improving this practice experience with adequate support and supervision. Mentors play a vital role in supporting, teaching and assessing students in practice. This article offers a literature-based discussion of the development and current practice of the mentor role in the support and assessment of students undertaking pre-registration programmes. The development of the mentor role is discussed. Issues relating to the role in nurse education today are addressed in relation to supporting, teaching and assessing students in practice and mentor accountability. This article discusses how Higher Education Institutions and universities and service managers might support mentors in their role. The implications for practice are outlined and include the NMC standards to support learning and assessment in practice due for publication in 2006.  
**Publication Type:** journal article  
**Source:** CINAHL  
**Full Text:** Available from *EBSCOhost* in *British Journal of Nursing*