Current Awareness

Mentorship

This Quarterly Current Awareness Bulletin is produced by Library staff to provide Somerset Partnership and Taunton & Somerset NHS Foundation Trust staff with a range of mentor-related resources to support practice. It includes guidance, recently published research articles, news and policy items.

This guide provides a selection of resources relevant to the subject area and is not intended to be a comprehensive list. All websites have been evaluated and details are correct at the time of publications.

Details correct at time of going to print. Please note that resources are continuously updated.

For further help or guidance, please contact a member of library staff.

Sessions for Mentor & Sign-off Mentor Updates

Somerset Partnership

For details of dates for upcoming Mentor update Sessions contact

training@sompar.nhs.uk
Telephone: (01749) 846649 or (01749) 846659

Musgrove

Booking through Mollie:

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

Click on the links above to book a place

Library contact details:

Library Service
Musgrove Park Hospital
Taunton, Somerset, TA1 5DA

Tel: 01823 34 (2433)
Email: library@tst.nhs.uk
Blog: http://www.libraryservicemusgrove.nhs.uk/

This guide has been compiled by:
David Chambers
Deputy Library Manager/ eResources Coordinator
Library Service, Musgrove Park Hospital
david.chambers@tst.nhs.uk

@musgrovesompar

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University of Plymouth

- Becoming a mentor or educator
- Mentorship modules
- Mentor/educator handbooks
- Mentor update page
- Changes to OARS – YouTube video
- eOAR electronic Ongoing Achievement Record

https://www.plymouth.ac.uk

Royal College of Nursing

- Key resources
- Guidance for mentors of nursing students and midwives
- Journal ‘Advice for mentors’ page (Athens authenticated)
- Helping students get the best from their practice placements
- Mentorship subject guide

https://www.rcn.org.uk/

Nursing and Midwifery Council

- Modern supervision in action: a practical guide for midwives (2009)
- Standards to support learning and assessment in practice

http://www.nmc-uk.org/

NHS Education for Scotland

- National approach to mentor preparation for nurses and midwives: core curriculum framework (2013)

http://www.nes.scot.nhs.uk

Department of Health

- Proposals for changing the system of midwifery supervision in the UK (policy paper)

https://www.gov.uk
This is a list of journal articles on the topic of mentoring. Some articles are available in the library or online via an Athens password by following the full text link. If you would like an article which is not available as full text then please contact library staff.

1. Mentoring up: A grounded theory of nurse-to-nurse mentoring
   Author(s): Hale, Regina L; Phillips, Carolyn A
   Source: Journal of Clinical Nursing; Jan 2019; vol. 28 (no. 1-2); p. 159
   Publication Date: Jan 2019
   Publication Type(s): Journal Article
   Abstract: Aims and objectives: To generate a theoretical explanation of nurse-to-nurse mentoring in the clinical setting. Background: Despite an abundance of mentoring literature, the processes involved between nurses in mentoring relationships have yet to be studied. Nursing literature has focused on mentor attributes and relationship outcomes rather than focusing on theoretical discovery. Design: Classical grounded theory (CGT). Methods: CGT procedures (constant comparative method, coding and memoing) were used to analyse interview data exploring fifteen nurse protégés’ experiences of mentoring. Results: Confidencing, the protégés’ need to become confident in the professional role, emerged as the main concern of study participants. Three dimensions are threaded throughout nurse-to-nurse mentoring: earnest intentions, filial bond and trust-worthiness. Earnest intentions are the sincere attitude that protégés and mentors demonstrate regarding their mentoring relationship. An exclusive, familial-type connection, filial bond, attends to the affective needs of protégés and mentors. Trust-worthiness, the explicit feeling of trust between protégés and mentors, strengthens as each demonstrates being worthy of the other’s trust. Mentoring Up theory explains five phases of mentoring: seeding, opening, laddering, equalising and reframing. The initial phases are periods of relationship discovery (seeding) and testing (opening). Laddering is an intense period of reciprocal interactions between mentors and protégés. Equalising begins as protégés perceive themselves to be equal to their mentors in terms of their professional capability. Protégés reflect on the meaning of the relationship in the reframing phase. Conclusions: Mentoring Up is a dense theory that reveals insights, explanations and predictions for initiating, developing and engaging in mentoring relationships. Mentoring Up fills a gap in the existing literature and provides a framework for future mentoring research. Relevance to clinical practice: The theory has implications for healthcare organisations, nursing education and individual nurses. Mentoring Up expounds on the interpersonal connections and reciprocal interactions vital for successful nurse-to-nurse mentoring.
   Database: BNI

2. Ethics and the Reporting of Research Findings.
   Author(s): Milton, Constance L.
   Source: Nursing Science Quarterly; Jan 2019; vol. 32 (no. 1); p. 23-24
   Publication Date: Jan 2019
   Publication Type(s): Academic Journal
   Abstract: Ethics in research, writing, and publication are critical for the healthcare disciplines. Findings from various formal inquiry studies are vital for the dissemination of new knowledge and possible implications for future research, practice, and education. All scholars of the discipline of nursing have an important responsibility to be careful stewards and rigorous evaluators of research from budding scholars. This article begins a discussion of potential straight-thinking implications for mentorship and ethical straight-thinking conduct required in nurse research.
   Database: CINAHL

3. Conceptualizing the mentoring relationship: An appraisal of evidence
   Author(s): Hale, Regina
   Source: Nursing Forum; 2018; vol. 53 (no. 3); p. 333
   Publication Date: 2018
   Publication Type(s): Journal Article
   Abstract: This paper appraises the conceptual development of mentoring in nursing and highlights the need for further research on mentoring that focuses on conceptual clarification and theoretical discovery. Despite an abundance of published articles on mentoring, a paucity of research studies on nurse-to-nurse mentoring exists. Nursing literature abounds with descriptive terminology about mentoring rather than explanatory research. Descriptive terminology does little to develop the concept of mentoring, leaving one to ponder how to implement mentoring relationships in nursing. Published research has primarily focused
on two broad categories: mentor characteristics and mentoring relationship outcomes. Although numerous scholars have asserted the need to clearly conceptualize mentoring, limited research focus has contributed to an ambiguous understanding of mentoring. Research that clarifies mentoring as a concept and provides a theoretical explanation of the mentoring relationship will fill a long-standing gap in the literature.

**Database:** BNI

4. Job stress in new nurses during the transition period: an integrative review

**Author(s):** LaBrague, L. J; DM McEnroe-Petitte

**Source:** International Nursing Review; Dec 2018; vol. 65 (no. 4); p. 491

**Publication Date:** Dec 2018

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

**Abstract:** Aim: This review appraised and synthesized evidence relating to new nurses’ stress experiences during the transition period. Background: Although stress among nursing professionals has been a subject of several systematic reviews in the recent years, there is still scarcity of systematic evidence examining job stress in new nurses. Methods: This is an integrative review of original studies conducted from 2002 onwards examining new nurses’ stress experiences. Five databases were used to retrieve relevant articles such as CINAHL, SCOPUS, PubMed, PsycINFO and MEDLINE. Twenty-one articles were included in this review. Findings: New nurses perceived low to moderate levels of stress mainly from heavy workloads and lack of professional nursing competence. Individual and organizational factors that might contribute to their stress experiences were rarely explored. Conclusion: This integrative review evaluated and synthesized available evidence examining stress in new nurses and contributed to the literature regarding stress in nursing professionals. The findings of this review may offer specific information to nurse administrators that can relate to the stress encountered by new nurses who enter into healthcare facilities. Implications for Nursing and Health Policy: Findings of this review may provide valuable input to assist nurse administrators in developing and implementing organizational measures to reduce stress in new nurses while maximizing and facilitating their integration into the nursing workforce. Such measures may include the following: establishment of a well-structured transition programme, provision of an adequate orientation and senior staff mentorship, stress management programmes, in-service educational programmes and exposure to clinical simulation scenarios.

**Database:** BNI

5. Barriers to New Nurse Practitioner Job Satisfaction.

**Author(s):** Weiser, Deanna Joyce

**Source:** Barriers To New Nurse Practitioner Job Satisfaction; Dec 2018; p. 1-1

**Publication Date:** Dec 2018

**Publication Type(s):** Dissertation

**Abstract:** Novice Nurse Practitioners (NPs) face many challenges in the first few years of practice. A novice NP was defined as an NP who has practiced for two years or less. The focus of this practice improvement project was to investigate what novice NPs in North Dakota perceive as barriers to successful role transition, job satisfaction, and how organizational climate affects job satisfaction. A convenience sample of novice NPs (N=14) were recruited through three separate venues. The Misener NP Job Satisfaction Scale(c) (MNPJSS) and the Nurse Practitioner -- Primary Care Organizational Climate Questionnaire (NP-PCOCQ) were chosen to measure the project objectives. Survey statistical analysis consisted of means and standard deviations due to a small sample size. The MNPJSS assesses intrinsic (emotional) and extrinsic (environment) NP job satisfaction (Misener & Cox, 2001) and the NP-PCOCQ evaluates organization climate in relation to NP job satisfaction (Poghosyan et al., 2013a). The MNPJSS has six subscales, four extrinsic, and two intrinsic factors affecting job satisfaction. The extrinsic factors rated highest were related to fair evaluation, social contact at work, and immediate supervisor. The intrinsic factors were time spent in patient care, patient mix, and sense of accomplishment (Misener & Cox, 2001). The factors with the least satisfaction were related to bonuses and other compensation. Independence in practice, having a mentor, and feeling valued were organizational satisfiers. Lack of professional visibility and poor relations with administration were identified barriers. Several studies have found that autonomous practice is one of the most important factors in NP job satisfaction (Choi & De Gagne, 2015; De Milt, Fitzpatrick, & McNulty, 2011; Faraz, 2016; Faris, Douglas, Maples, Berg, & Thrailkill, 2010; Misener & Cox, 2001). Nevertheless, laws limiting NP practice authority persist. There are 234,000 NPs in the U.S. and the number of NP graduates increases exponentially each year, in 2015-2016 there were 23,000 NP graduates (AANP, 2018, January 22). The first step to ease transition to practice is to identify and limit barriers for NPs entering the workforce.

**Database:** CINAHL
6. Delegating as a New Nurse.
**Author(s):** Anderson, Amanda
**Source:** AJN American Journal of Nursing; Dec 2018; vol. 118 (no. 12); p. 51-55
**Publication Date:** Dec 2018
**Publication Type(s):** Academic Journal
**Abstract:** This article provides strategies new nurses can use and specific steps they can take to help them succeed in delegating tasks to LPNs/LVNs and unlicensed assistive personnel. This column is designed to help new nurses in their first year at the bedside—a time of insecurity, growth, and constant challenges—and to offer advice as they learn what it means to be a nurse. This article offers strategies new nurses can use and specific steps they can take to help them succeed in delegating tasks to LPNs/LVNs and unlicensed assistive personnel.
**Database:** CINAHL

7. The experiences of new graduate nurses hired and retained in adult intensive care units.
**Author(s):** DeGrande, Heather; Liu, Fuqin; Greene, Pamela; Stankus, Jo-Ann
**Source:** Intensive & Critical Care Nursing; Dec 2018; vol. 49; p. 72-78
**Publication Date:** Dec 2018
**Publication Type(s):** Academic Journal
**Abstract:** Abstract Background It is a common practice that new graduate Registered Nurses are hired into adult intensive care units as initial entry into practice. There exists a practice readiness gap between nursing curricula and actual clinical practice expectations at adult intensive care settings; this has led to negative consequences and subsequent nurse turnover, a concern nationwide. Nonetheless, some new graduate nurses survived their initial transition and continue to practice in adult settings. The purpose of this study was to explore the experiences of nurses who were hired into adult intensive care as a new graduate and survived their transition from novice to competent, starting the third year of practice. Methodology The study used the hermeneutic phenomenology research approach. Findings Data analysis revealed the overall meaning of the experience: coming to terms with being comfortable with being uncomfortable. The six themes associated with being comfortable with being uncomfortable were: confidence and uncertainty, gaining experiences and forever learning, intuitive knowing and intuition, difficult and stressful, being courageous and assertive, and the team and support people. Conclusion New graduate nurses can survive to become competent adult intensive care nurses. This study reveals the need to promote exposure to a variety of clinical situations early, to promote resilience and self-care, and to foster unit teamwork and mentoring to ensure successful transition and overall retention of new nurses hired into adult intensive care.
**Database:** CINAHL

8. The competence of nurse mentors in mentoring students in clinical practice – A cross-sectional study.
**Author(s):** Tuomikoski, Anna-Maria; Ruotsalainen, Heidi; Mikkonen, Kristina; Miettunen, Jouko; Kääriäinen, Maria
**Source:** Nurse Education Today; Dec 2018; vol. 71; p. 78-83
**Publication Date:** Dec 2018
**Publication Type(s):** Academic Journal
**Abstract:** Abstract Background Nurses play an important role in developing the competence of nursing students and acting as role models for students during clinical practice placements. Nurses need diverse competence to successfully mentor nursing student. Objectives: This study aimed to describe and explain nurse mentor competence in mentoring nursing students in clinical practice settings based on self-evaluation, as well as identify different mentor profiles. Design: This study employed a cross-sectional, descriptive design involving a self-administered electronic version of the Mentor Competence Instrument. Settings: The study population included nurse mentors from all five university hospitals in Finland. Participants: Through random sampling, 3355 nurse mentors were invited to take part in the study in 2016. Methods: Data was collected using Mentors Competence Instrument, which consists of 63 items structured in 10 mentoring competence categories. Results: Mentors (n = 576) evaluated their level of competence in various categories as middle- to high-level. They evaluated reflection during mentoring and identifying a student's need for mentoring the highest, whereas student-centered evaluation and supporting a student's learning process were rated lowest. Three distinct profiles of mentor competence were identified. These profiles differed in evaluation of mentoring competence level, previous participation in mentoring education, and time spent on reflective discussions with students. Conclusions: According to their profiles, mentors have diverse needs for support in building their mentoring competence. We suggest that healthcare organizations should provide nursing mentors with education that is based on their individual levels of
mentoring competence. Nurses should also be encouraged to use time for reflective discussion with students during clinical practice.

Database: CINAHL

9. Validation of Mentors' Behavior Scale among mentors.
Author(s): Zhao, Rong; Watson, Roger; Chen, Yanhua
Source: Nurse Education Today; Dec 2018; vol. 71; p. 180-184
Publication Date: Dec 2018
Publication Type(s): Academic Journal
Abstract: Abstract Background: The Mentors' Behavior Scale was developed and validated initially among nursing students by assessing the importance of mentors' behavior, showing satisfactory psychometrics and the potential to match mentors with students according to students' expectation. Objectives This study aims to test the discriminant validity and the structure of the Mentor's Behavior Scale among mentors to assess mentors' performance. Design A cross-sectional survey was applied in the study. Setting Data were collected from mentors in seven hospitals in north, south, southwest China in 2016 and 2017. Participant 871 mentors participated in this study. Methods Purposeful sampling and online survey was used. Results Three factors (to guide personal growth, promote professional development, and provide psychosocial support) were identified by exploratory factor analysis. The cumulative contribution of variance was 61.03%. The Cronbach's alpha coefficient of the scale was 0.85, and those of the three subscale's were 0.84, 0.72, and 0.74. The results of discriminant validity showed that mentors who received training and who liked mentoring students scored higher in mentoring behavior. Conclusion Mentors considered that mentoring behavior were to guide students' personal growth, promote professional development and provide them with psychosocial support. It will be useful to apply The Mentors' Behavior Scale among mentors to guide and evaluate their behaviors. Highlights • A mentors' behavior model (guide personal growth, professional development, psychosocial support) was identified. • This study showed the potential that Mentors' Behavior Scale could be used among mentors to guide assess their performance. • The MBS scale shows the ability to distinguish different level of mentoring performance.
Database: CINAHL

10. Student nurses' perceptions of the importance of their Practice Assessment Record (PAR): A qualitative study.
Author(s): Williams, Richard
Source: Nurse Education Today; Dec 2018; vol. 71; p. 220-225
Publication Date: Dec 2018
Publication Type(s): Academic Journal
Abstract: Abstract Background Pre-registration nursing programmes aim to prepare students to function effectively within an environment that provides front-line health care, with the over-riding concern being patient safety. Exhibiting the ability to assess practice-based situations and make decisions is critical to demonstrating effective clinical, professional and leadership competence. Aim: This small scale qualitative study explores first year student nurses' understanding of the importance of recording achievement of practice competence and identifying the factors which influence them when prioritising completion of their Practice Assessment Record. Participants were drawn from a University in the North West of England, UK. Method Designed as an exploratory study inspired by a phenomenological approach. Data was collected through interviews and analysed using Colaizzi's approach to qualitative thematic analysis. Results Participants experienced wide variation in learning opportunities, availability of mentors and mentor engagement in the assessment process. Some levels of resistance from mentors are unavoidably influenced by clinically orientated priorities which is not always fully appreciated by first year student nurses. Two themes: Unwarranted Variation and Unknowingly Ill-informed, revealed that the importance of practice learning experiences, the acquisition of competence and the subsequent recording of those achievements was understood by students, but not always by mentors. Conclusions • Students understood the importance of acquiring competence from their practice learning experiences. • Student's experience inconsistencies and wide variation in learning opportunities, availability, and engagement, of mentors. • Resistance from mentors is unavoidably influenced by clinically orientated priorities, not always appreciated by students.
Database: CINAHL

11. Perceptions of critical care pharmacists participating in a formal mentor—mentee program.
Author(s): Hammond, Drayton A.; Holt, Tara R.; Harris, Serena A.; Caylor, Meghan M.; Kopp, Brian J.; Hamblin, Susan
Source: American Journal of Health-System Pharmacy; Nov 2018; vol. 75 (no. 21); p. 1691-1693
Publication Date: Nov 2018
12. The importance of reflecting on practice: How personal professional development activities affect perceived teamwork and performance.

**Author(s):** Welp, Annalena; Johnson, Anya; Nguyen, Helena; Perry, Lin

**Source:** Journal of Clinical Nursing; Nov 2018; vol. 27 (no. 21-22); p. 3988-3999

**Abstract:**

Aims and objectives: To examine the relationships between participation in personal professional development activities (e.g., coaching, mentoring), teamwork and performance; to investigate the mediating and moderating effects of reflective thinking and perceived usefulness of development activities. Background: Professional development is associated with better performance and attitudes towards one's work. This study adds to this research by focusing on understanding this effect and the conditions under which this occurs. Design: Cross-sectional survey study. Methods: Participants were 244 nurses working in a large, metropolitan acute public hospital. They completed a questionnaire consisting of validated measures and provided information on frequency of participation and perceived usefulness of personal professional development activities. We analysed data using regression-based moderated mediation analyses. Results: The relationship between frequency of participation in personal professional development activities and both perceived teamwork and performance was mediated by reflective thinking. Perceived usefulness of development activities moderated the relationship between frequency of participation in personal professional development activities and reflective thinking. Conclusion: Our results highlight the importance of professional development activities that go beyond knowledge- or skill-based training. Activities that cater to nurses' personal professional development needs are also associated with more positively perceived teamwork and performance. Results provide insights into the mediating mechanisms: Participation in personal professional development activities encouraged reflective thinking, which was associated with better perceived teamwork and performance. This association between personal professional development activities and reflective thinking was even stronger where nurses perceived the activities as useful. Relevance to clinical practice: Personal professional development activities enhance reflection in and on practice as these activities were linked with higher perceived quality of care and teamwork. It is important to ensure that the positive effects of personal professional development activities should target nurses' professional development needs and need to be perceived as useful by those who undertake them.

**Database:** CINAHL

13. Mentoring the next generation of authors.

**Author(s):** DEMEYER, ELAINE S.; DEMEYER, STEPHANIE

**Source:** Seminars in Oncology Nursing; Nov 2018; vol. 34 (no. 4); p. 338-353

**Abstract:**

OBJECTIVES: To discuss the role of mentoring in writing for publication, describe the specific needs of millennial learners, and offer tips for both mentor and mentee on how to foster and maintain a positive mentorship. DATA SOURCES: Published literature, online sources, personal experience. Conclusion: Mentorship can equip new nurse authors with the confidence, skills, and support needed to publish in a variety of forums. While a mentoring relationship primarily benefits the mentee, it can be equally rewarding for the mentor. IMPLICATIONS FOR NURSING PRACTICE: All oncology; nurses have an opportunity to write about some part of their role in the care of people with cancer, yet most have not received formal training on how best to share their expertise and experience through publications. Mentorship can bridge this gap.

**Database:** CINAHL

14. Exploring mentors’ interpretation of terminology and levels of competence when assessing nursing students: An integrative review

**Author(s):** Almalkawi, Ibraheim; Jester, Rebecca; Terry, Louise

**Source:** Nurse Education Today; Oct 2018; vol. 69 ; p. 95
The purpose of this integrative review is to evaluate the empirical and theoretical literature on the challenges mentors face in interpreting and assessing levels of competence of student nurses in clinical practice. Design: An integrative review of the literature. Data Sources An extensive and systematic literature search was conducted covering the period 1986–September 2016 across twelve databases covering health and education related publications. Grey literature was searched from wide relevant sources. Review Methods Sources were eligible for review when they referred to mentor’s interpretation or assessment of student nurses’ level of competence in practice settings. Methodological rigor of the included studies was evaluated with the Mixed Methods Appraisal Tool. Results After screening 1951 records by titles, abstracts and full text, 8 were selected for review. The methodological quality of the studies was moderate. The studies reported: • Difficulties in the language used to describe competencies. • The challenge of distinguishing between different levels of competence. • Lack of clear and constructive feedback to students. Accurate and fair assessment of students is impeded by a lack of transparent and explicit criteria. Conclusions: There is a need to establish a transparent and common language to distinguish between and facilitate interpretation of different levels of competence. Well-designed rubrics might offer the solution to the challenges faced in practice-based assessment and necessitates further research into their use.

Database: BNI

15. The Importance of Mentoring
Author(s): Saletnik, Laurie, DNP, RN, CNOR
Source: AORN Journal; Oct 2018; vol. 108 (no. 4); p. 354
Publication Date: Oct 2018
Publication Type(s): Editorial
Available at AORN Journal - from ProQuest (Hospital Premium Collection) - NHS Version
Abstract: “The purpose of mentoring includes fostering lifelong learning, employee satisfaction and engagement, career advancement, and succession planning. Mentoring success is dependent on the quality of the mentoring relationship, which in turn depends on the personal connection between mentor and mentee. Mentoring relationships are based on trust; mutual respect; and the ability to provide open, honest feedback. Studies show that even the most well-designed mentoring programs are no substitute for a genuine, collaborative relationship. There is no definitive timeframe within which the mentoring relationship exists. Important qualities in a mentor: The mentor can be defined as an experienced individual who guides a novice member’s transition to a new culture and the expectations of a new role. A mentor is a teacher, coach, counselor, guide, role model, resource, and facilitator. Nurses who care and offer wisdom to other nurses are mentoring, perhaps without even realizing the role they are playing. One of the most important aspects of the mentor role is demonstrating skills and qualities to emulate. Role modeling such behaviors as speaking up with confidence when there is a safety-related concern in the OR or going out of one’s way to welcome a new member into a group are important examples of how we can instill confidence in those starting out in perioperative services. A mentor encourages a mentee to take on challenges that will develop new skills and provide exposure to senior leaders. The best mentors go beyond teaching competency and help to shape the mentee’s self-awareness, empathy, and capacity for respect. Beneficial mentoring relationships are defined by explicit criteria. Conclusions: There is a need to establish a transparent and common language to distinguish between and facilitate interpretation of different levels of competence. Well-designed rubrics might offer the solution to the challenges faced in practice-based assessment and necessitates further research into their use.”

Database: BNI

16. From staff nurse to nurse consultant Continuing professional development part 6: Mentoring and being mentored.
Author(s): Fowler, John
Source: British Journal of Nursing; Oct 2018; vol. 27 (no. 18); p. 1082-1082
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<th>Publication Date:</th>
<th>Oct 2018</th>
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<tr>
<td>Publication Type(s):</td>
<td>Academic Journal</td>
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<tr>
<td>Available at</td>
<td>British Journal of Nursing - from EBSCO (CINAHL Plus with Full Text)</td>
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<tr>
<td>Abstract:</td>
<td>John Fowler, Educational Consultant, explores CPD for the clinically based nurse, looking at the qualities that make a good mentor and the times in a nursing career when mentoring is particularly helpful</td>
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<td>Database:</td>
<td>CINAHL</td>
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17. Supervision for support and resilience: a summary.  
**Author(s):** O'Hara, Mary  
**Source:** British Journal of Neuroscience Nursing; Oct 2018; vol. 14  
**Publication Date:** Oct 2018  
**Publication Type(s):** Academic Journal  
**Abstract:** The author conveys her thoughts about supervision in a workplace that forms part of continuing professional development and discusses the differences between supervision, coaching, mentoring, and peer support.  
**Database:** CINAHL

18. Supporting student nurses who have their first clinical placement in the community nursing team.  
**Author(s):** Carr, Jacqui; Taylor, Rachel; Pitt, Margaret  
**Source:** British Journal of Community Nursing; Oct 2018; vol. 23 (no. 10); p. 496-500  
**Publication Date:** Oct 2018  
**Publication Type(s):** Academic Journal  
**Abstract:** First year student nurses are increasingly undertaking their first placement with community nurses. The importance of how this initial learning experience is introduced by the higher education institution, as well as how the student is welcomed and integrated into the community nursing team, cannot be underestimated. Following positive anonymous feedback from students, which indicated that they had benefitted from the introduction, welcome and integration they experienced, the university and mentors reviewed how this had been done to identify good practice to share with colleagues. Students indicated that their welcome and integration had helped them to feel part of the team and enhanced learning, because they were so well supported, and mentors had facilitated learning experiences by acknowledging that this was their first placement experience. It is notable that mentors were committed to the students’ learning and used workplace social capital to optimise the student experience. At a time when retention of students is essential to increase the future workforce, mentors dedicated to student learning are acting as ambassadors for the community workforce, and may well encourage students to have a career in community nursing.  
**Database:** CINAHL

19. Why gerontology and geriatrics can teach us a lot about mentoring.  
**Author(s):** Clark, Phillip G.  
**Source:** Gerontology & Geriatrics Education; Oct 2018; vol. 39 (no. 4); p. 397-407  
**Publication Date:** Oct 2018  
**Publication Type(s):** Academic Journal  
**Abstract:** Gerontology, geriatrics, and mentoring have a lot in common. The prototype of this role was Mentor, an older adult in Homer’s The Odyssey, who was enlisted to look after Odysseus’ son, Telemachus, while his father was away fighting the Trojan War. Portrayed as an older man, the name “mentor” literally means “a man who thinks,” which is not a bad characterization generally for faculty members in gerontology! In particular, gerontological and geriatrics education can teach us a lot about the importance of mentoring and provide some critical insights into this role: (1) the importance of interprofessional leadership and modeling, (2) the application of the concept of “grand-generativity” to mentoring, (3) “it takes a community” to be effective in mentoring others, and (4) the need to tailor mentorship styles to the person and the situation. This discussion explores these topics and argues that gerontological and geriatrics educators have a particularly important role and responsibility in mentoring students, colleagues, and administrators related to the very future of our field.  
**Database:** CINAHL

**Author(s):** Cutcliffe, John R.; Sloan, Graham; Bashaw, Marie  
**Source:** International Journal of Mental Health Nursing; Oct 2018; vol. 27 (no. 5); p. 1344-1364  
**Publication Date:** Oct 2018
Publication Type(s): Academic Journal
Abstract: According to the international, extant literature published during the last 20 years or so, clinical supervision (CS) in nursing is now a reasonably common phenomenon. Nevertheless, what appears to be noticeably ‘thin on the ground’ in this body of literature are empirical evaluations of CS, especially those pertaining to client outcomes. Accordingly, the authors undertook a systematic review of empirical evaluations of CS in nursing to determine the state of the science. Adopting the approach documented by Stroup et al. (JAMA, 283, 2000, 2008), the authors searched for reports of evaluation studies of CS in nursing – published during the years 1995 to 2015. Keywords for the search were ‘clinical supervision’, ‘evaluation’, ‘efficacy’, ‘nursing’, and combinations of these keywords. Electronic databases used were CINAHL, MEDLINE, PsychLIT, and the British Nursing Index. The research evidence from twenty-eight (28) studies reviewed is presented, outlining the main findings with an overview of each study presented. The following broad themes were identified and are each discussed in the study: narrative/anecdotal accounts of positive outcomes for clinical supervision, narrative/anecdotal accounts of negative outcomes for clinical supervision, empirical positive outcomes reported by supervisee, and empirical findings showing no effect by supervisee.

Database: CINAHL

21. Reflecting on Your Leadership Practice.
Author(s): Sherman, Rose O.
Source: Nurse Leader; Oct 2018; vol. 16 (no. 5); p. 278-279
Publication Date: Oct 2018
Publication Type(s): Periodical
Database: CINAHL
https://www.nurseleader.com/article/S1541-4612(18)30161-7/fulltext

22. Development and psychometric testing of the nursing student mentors’ competence instrument (MCI): A cross-sectional study
Author(s): Tuomikoski, Anna-Maria; Ruotsalainen, Heidi; Mikkonen, Kristina; Miettunen, Jouko; Kääriäinen, Maria
Source: Nurse Education Today; Sep 2018; vol. 68; p. 93
Publication Date: Sep 2018
Publication Type(s): Journal Article
Abstract: Background: Mentors require competence at a diverse array of skills to mentor students during clinical practice. According to the latest evidence, competence at mentoring includes: knowledge, skills and attributes of individual students' learning objectives, core elements of nursing, learning processes, a reciprocal and trustful relationship, feedback, evaluation, cooperation with stakeholders, and the mentor's personal qualities. Objective: The purpose of the study was to test psychometric properties of a mentor's competence instrument developed to self-evaluate mentors’ competence at mentoring nursing students in clinical practice. Design: A cross-sectional, descriptive, explorative study design was used. Settings Data were collected from mentors at five university hospitals in Finland in 2016. Participants A total of 576 mentors participated in this study. Methods: The instrument was developed through systematic review, experts' evaluations, and pilot versions of the instrument tested in previous studies. The construct validity and reliability of the instrument were tested using exploratory factor analysis (EFA) with promax rotation and Cronbach’s alpha. Results: A 10-factor model showed that the instrument has acceptable construct validity. Cronbach's alpha values for the subscales observed ranged from 0.76 to 0.90. Conclusions: The instrument exhibited acceptable psychometric properties, thereby proving itself a valuable tool for evaluating mentors' competence at mentoring students. Further assessments of its reliability, validity and generality for measuring mentor's competence for mentoring students in different contexts and cultures are recommended.
Database: BNI

23. An Investigation of Professional Integrity in Pre-registration Nurse Education: A Modified Grounded Theory Research Study
Author(s): Blowers, E Jane
Source: Nurse Education Today; Sep 2018; vol. 68 ; p. 40
Publication Date: Sep 2018
Publication Type(s): Journal Article
Abstract: Background: Acting with integrity is a central part of nursing practice. However, literature shows that professional integrity can be absent and where this is present it can face challenges. Governmental Inquiries have revealed deficits in the expression of nursing values which underpin professional integrity, in particular caring, compassionate and competent practice that maintains the dignity of patients. Evidence
also suggests that it cannot be taken for granted that pre-registration education will have a positive impact on student nurses’ ability to practice with integrity. Objectives: This research explored students’, mentors’ and lecturers’ experiences of professional integrity in pre-registration nurse education. Methodology: A grounded theory approach was informed by the work of Charmaz (2004, 2006). Context The study, which took place in a UK university, involved four fields of nursing practice: Adult, Children, Mental Health and Learning Disabilities. Participants 12 student nurses, 5 practice-based mentors and 6 lecturers participated. Findings: Semi-structured interviews and focus groups revealed three main themes: meanings, enactment and growth of professional integrity. Conclusions: Pre-registration education can influence the growth of professional integrity by improving students’ understanding of the boundaries of nursing practice and potential threats to these, skills to speak up on behalf of patients, and knowledge of the processes involved in raising concerns about practice and potential barriers to this. The proactive development of student nurses’ strategies to cope, alongside increasing their understanding of the importance of this is also likely to be beneficial.

Database: BNI

24. Nurse link lecturers’ perceptions of the challenges facing student nurses in clinical learning environments: A qualitative study
Author(s): Harrison-White, Karen; Owens, John
Source: Nurse Education in Practice; Sep 2018; vol. 32; p. 78
Publication Date: Sep 2018
Publication Type(s): Journal Article
Abstract: In the United Kingdom student nurses spend approximately half of their education programme in a practical setting commonly referred to as the Clinical Learning Environment (CLE). The significant amount of time student nurses spend in CLEs, combined with reports of negative experiences, indicate that it is important to consider the challenges of learning within this environment. Nurse Link Lecturers spend up to 20% of their teaching time supporting student nurses in CLEs. Link lecturers’ proximity to the CLE means that they are well-placed to articulate the challenges facing student nurses in this context. This paper reports on a study that used interviews and focus groups to collect experienced adult field Link Lecturers’ views on the challenges facing student nurses in CLEs. Link Lecturers reported that students often find themselves in polarised positions of either ‘fitting in’ with the pressures of the environment and thereby potentially gaining ‘access to learning’ opportunities or ‘falling out’ and merely ‘learning to get through’ their placement. Mentors were thought to have a significant influence on student nurses’ negotiation of learning. This insight is timely due to the changes in supervisory and assessment arrangements required by the new Nursing and Midwifery Council Standards (NMC, 2018).

Database: BNI

25. Developing Minority Nursing Students: Evaluation of an Innovative Mentorship and Leadership Program
Author(s): Snowden, Kenya; Foronda, Cynthia; Gonzalez, Juan; Ortega, Johis; Salani, Deborah; de Tantillo, Lila; Hooshmand, Mary; Nena Peragallo Montano
Source: Journal of Nursing Education; Sep 2018; vol. 57 (no. 9); p. 526
Publication Date: Sep 2018
Publication Type(s): Journal Article
Available at Journal of Nursing Education - from ProQuest (Hospital Premium Collection) - NHS Version
Abstract: Background: There is disparity in the nursing work-force of minority leaders. The aim of this article is to describe and evaluate an innovative program designed to provide mentorship and increase leadership skills of minority nursing students. Method: An innovative mentorship program was developed including coordination of financial aid meetings, incorporating technology, enacting an online preimmersion course, choosing and training mentors, hosting a lunch-and-lead leadership series, and using intensive review sessions and tutoring. Program evaluation data were analyzed using mixed methods. Results: All 40 participants passed the NCLEX-RN and had obtained employment after the program. Of the 20 respondents, 10% already had obtained a leadership role in nursing. Qualitative data about the program revealed categories of leadership, networking, mentorship, more time, and gratitude. Conclusion: This program was successful in promoting retention, graduation, and development of future minority nurse leaders. [J Nurs Educ. 2018; 57(9):526–534.]

Database: BNI

26. Generational Differences in Mentoring Relationships.
Author(s): Warrain, Haider Javed
Source: JAMA: Journal of the American Medical Association; Sep 2018; vol. 320 (no. 10); p. 1037-1038
Publication Date: Sep 2018
27. From staff nurse to nurse consultant: Continuing professional development part 5: Learning from experience.
Author(s): Fowler, John
Source: British Journal of Nursing; Sep 2018; vol. 27 (no. 16); p. 960-960
Publication Date: Sep 2018
Publication Type(s): Academic Journal
Available at British Journal of Nursing - from EBSCO (CINAHL Plus with Full Text)
Abstract: John Fowler, Educational Consultant, explores CPD for the clinically based nurse, looking at demonstrating and validating experiential learning
Database: CINAHL

28. How will the new NMC standards affect us?
Author(s): Duncan, Debbie; Johnstone, Jacqueline
Source: British Journal of Community Nursing; Sep 2018; vol. 23; p. 456-459
Publication Date: Sep 2018
Publication Type(s): Academic Journal
Available at British Journal of Community Nursing - from EBSCO (CINAHL Plus with Full Text)
Abstract: The article offers clarity to the new 2018 standards set by the Nursing and Midwifery Council (NMC) for pre-registration student education related to mentorship, clinical practice and nurse prescribing. Topics discussed include how the new standards will future-proof nursing practices and help nurses to cope with ever-changing National Health Service (NHS) policies. Also mentioned is the impact of the standards in ensuring that student nurses are trained with higher level skills.
Database: CINAHL

Author(s): Qiao Ting Low, Charmaine; Ying Li Toh; Teo, Shao Wen Amanda; Ying Pin Toh; Krishna, Lalit
Source: Education for Primary Care; Sep 2018; vol. 29 (no. 5); p. 259-267
Publication Date: Sep 2018
Publication Type(s): Academic Journal
Abstract: Mentoring in general practice nurtures personal and professional development among mentees and mentors and enhances organisational productivity. Yet, failure to define it leads to variations in understanding and practice and conflation with other educational approaches. As a result, mentoring in general practice is underutilised and poorly overseen. This review seeks to identify elements among successful mentoring relationships to aid the design of local mentoring programmes. Reports of undergraduate and postgraduate mentoring programmes in general practice were analysed thematically. A literature search of mentoring of junior postgraduates or undergraduates by experienced mentors in general practice between 1 January 2000 and 31 December 2015 was done using PubMed, ERIC, ScienceDirect, Cochrane Database of Systematic Reviews and OVID. A total of 1973 abstracts were retrieved and 9 full-text articles were included and analysed. Three themes were identified, including the initiation of mentoring relationships, the mentoring relationship and the mentoring environment. Successful mentoring programmes pivot upon effective mentoring relationships. Based on the themes identified, a framework to guide practice, structure and oversight of the mentoring process is forwarded. Further context specific study is needed to ensure the viability of the Mentoring Framework to better employ mentoring in general practice.
Database: CINAHL
Additional online resources

The links below provide free online resources in clinical supervision and can be used for CPD points:

http://www.faculty.londondeanery.ac.uk/e-learning
http://www.clinedaus.org.au/

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*Barbara Bassot is a Senior Lecturer in Education in the Centre for Career and Personal Development, Canterbury Christ Church University, UK. She is a qualified careers professional, and has a Doctorate in Education.*

Shelfmark: L125

**Additional available titles**

*Becoming a reflective practitioner 5th edition*
Christopher Johns [Wiley Blackwell] 2017
Shelfmark: WY55

*A-Z of Reflective Practice*
Fiona Timmins [Palgrave] 2015
Shelfmark: L57

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

*Mentoring and supervision in healthcare*
Shelfmark: WX432

*The Nurse Mentor’s Companion*
Craig, Kimberley, Smith, Barbara [Sage] 2015
Shelfmark: WY55

*Mentorship in healthcare*
Shaw, Mary E, Fulton, John [Keswick M&K] 2015 eBook
Shelfmark: WX432
Reading list titles

Successful Mentoring in Nursing
Shelfmark: WY55

Mentoring in nursing and healthcare: supporting career and personal development
Shelfmark: WY55

The nurse mentor’s handbook: supporting students in clinical practice
Walsh, Danny [Oxford University Press] 2014
Shelfmark: WY55

Study skills for master’s level students: a reflective approach for health and social care
Shelfmark: L125

Quinn’s principles and practice of nurse education
Shelfmark: WY40

Practice-based learning in nursing, health and social care: mentorship, facilitation and supervision
Shelfmark: WY55

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

Mentoring nursing and healthcare students
Kinnell, David, Hughes, Philip [Sage] 2010
Shelfmark: WY55

The nurse mentor and reviewer update book
Shelfmark: WY55

Learning to learn in nursing practice
Sharples, Kath [Learning Matters] 2009
Shelfmark: WY54

Being an effective mentor: how to help beginning teachers succeed
Shelfmark: L70

Coaching and mentoring in health and social care: the essentials of practice for professionals and organisations
Foster-Turner, Julia [Radcliffe] 2006
Shelfmark: WX432

Transforming practice through clinical education, professional supervision and mentoring
Rose, Miranda, Best, Dawn [Elsevier] 2005
Shelfmark: WY55
The good mentoring toolkit for healthcare
Bayley, Helen, Chambers, Ruth, Donovan, Caroline, [Radcliffe] 2004
Shelfmark: WX432

Mentoring, preceptorship and clinical supervision: a guide to professional roles in clinical practice
Morton-Cooper, Alison, Palmer, Anne, [Blackwell] 2000
Shelfmark: WY55

One minute mentoring: how to find and work with a mentor- and why you'll benefit from being one
Ken Blanchard and Claire Diaz-Ortiz [London: Thorsons] 2017
Shelfmark: WX432

Coaching and mentoring: theory and practice
Bob Garvey, Paul Stokes, David Megginson [Sage] 2014
Shelfmark: WX432

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

Coaching and mentoring: practical techniques for developing learning and performance
Eric Parsloe and Melville Leedham [Sage] 2017
Shelfmark: WX432

Enabling learning in nursing and midwifery practice: a guide for mentors
Shelfmark: WY55

Medical mentoring: supporting students, doctors in training and general practitioners
David Jeffrey [Royal College of General Practitioners] 2014
Shelfmark: WA154

Mentoring in nursing: a dynamic and collaborative process
Sheila C. Grossman [Springer] 2013
Shelfmark: WY55

Mentoring, learning and assessment in clinical practice: a guide for nurses, midwives and other health professionals
Ci Ci Stuart [Churchill Livingstone] 2013
Shelfmark: WY56

Mentorship and clinical supervision skills in health care
Lynne Wigens and Rachel Heathershaw 2013 [Cengage Learning]
Shelfmark: WX432

Mentorship in healthcare
edited by Mary E. Shaw and John Fulton 2015
Shelfmark: WX432

Practical skills for mentoring in healthcare: a guide for busy practitioners
Shelfmark: WY55
The reflective mentor
by Tony Ghaye and Sue Lillyman [Quay Books] 2008
Shelfmark: WY55

Successful mentoring in nursing
Shelfmark: WY55

Achieving competencies for nursing practice: a handbook for student nurses
edited by Sheila Reading and Brian Webster [Open University Press] 2013
Shelfmark: WY100

Authentic success: essential lessons and practices from the world's leading coaching programme on success intelligence
Shelfmark: WX426

Coaching for performance: GROWing human potential and purpose: the principles and practice of coaching and leadership
John Whitmore [Nicholas Brealey] 2009
Shelfmark: WX432

Coaching the team at work
David Clutterbuck [Nicholas Brealey] 2007
Shelfmark: WX432

Guided reflection: a narrative approach to advancing professional practice
edited by Christopher Johns [Wiley-Blackwell] 2010
Shelfmark: WY54

Managing coaching at work: developing, evaluating and sustaining coaching in organizations
Shelfmark: WX432

The practitioner as teacher
edited by Sue Hinchliff [Churchill Livingstone] 2009
Shelfmark: WY54

Skills of clinical supervision for nurses: a practical guide for supervisees, clinical supervisors and managers
Meg Bond and Stevie Holland [Open University Press] 2010
Shelfmark: WY55

Supervision in the helping professions
Peter Hawkins and Robin Shohet [Open University Press] 2012
Shelfmark: WX432

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