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

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May 2019
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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

- Standards to support learning and assessment in practice
- Standards for student supervision and assessment

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 on-line 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.

*Library staff have evaluated the following articles as useful but are not necessarily endorsing the information. Clinical staff should always use their own critical appraisal skills.*

1. Are mentors failing to fail underperforming student nurses? An integrative literature review
   **Author(s):** North, Hannah; Kennedy, Michelle; Wray, Jane
   **Source:** British Journal of Nursing; 2019; vol. 28 (no. 4); p. 250
   **Publication Date:** 2019
   **Publication Type(s):** Literature Review Journal Article
   **Abstract:**
   Aim: this review aimed to identify and review primary research to address the question: ‘Is there evidence that mentors are failing to fail underperforming student nurses?’
   Design: this was an integrative literature review.
   Methods: online databases (Medline, Scopus, PsycINFO, and the Cumulative Index to Nursing and Allied Health Literature (CINAHL)) were searched using specified inclusion and exclusion criteria to focus the review. Critical appraisal was undertaken and key findings, outcomes and emergent concepts were identified from each study. These were then collated and synthesised into themes.
   Results: five articles met the criteria and review aim. Three main themes were identified. These were the mentors’ relationship with the university, documentation when failing a student, and psychological and emotional impacts.
   Conclusion: the phenomenon of failing to fail continues to concern the nursing profession but there is limited primary research evidence to inform contemporary discussions in the UK regarding the management of this in practice.
   **Database:** BNI

2. Inspiring Writing in Nursing: A Clinical Nurse Specialist–Led Program
   **Author(s):** Ansryan, Lianna Z, RN-BC, MSN, CNS, PHN; Marshall, Caroline, MLS; Aronow, Harriet Udin, PhD; Chan, Alice, MN, RN, CNS, CCRN; Coleman, Bernice, PhD, ACNP-BC, FAHA, FAAN
   **Source:** Clinical Nurse Specialist; 2019; vol. 33 (no. 2); p. 90
   **Publication Date:** 2019
   **Publication Type(s):** Journal Article
   **Abstract:**
   Background: Hospitals are constantly involved in quality improvement and research projects investing considerable money, time, and effort in supporting these projects; however, there is not always a strong enough focus on publishing the results. The challenge lies in engaging clinicians to publish their work. One of the hallmarks of the clinical nurse specialist is mentoring, and this has led to the creation of our Inspiring Writing in Nursing (IWIN) program.
   Purpose: The goal of IWIN cohort was to engage and promote publication submissions from frontline clinicians. The 18-member Nursing Research and Evidence-Driven Practice Council (NR-EDPC) supports more than 3000 nurses in quality and research projects. Two senior librarians support our council and staff. In 2014, we launched our first IWIN cohort to mentor nurses in writing and submitting for publication.
   Evaluation: The NR-EDPC motto “meet them where they are” applies to both location and level of research/EDPC knowledge and skill. An Annual Nursing Research Conference showcases the products of nursing science. The first cohort of IWIN enrolled 11 mentees, and after a yearlong journey, we submitted 5 of 11 manuscripts, 3 withdrew, and 3 are still under revisions. From the 5 submissions, 3 were published, 1 was rejected, and 1 is currently under revision.
   Discussion: With support and the infrastructure of our NR-EDPC, we are launching our second IWIN cohort.
   **Database:** BNI

3. From mentor to supervisor and assessor: changes in pre-registration programmes
   **Author(s):** Donaldson, Ian
   **Source:** British Journal of Nursing; 2019; vol. 28 (no. 1); p. 64
   **Publication Date:** 2019
   **Publication Type(s):** Journal Article
   **Abstract:**
   The new Standards for Student Supervision and Assessment (SSSSA) (Nursing and Midwifery Council (NMC), 2018a) published in May present perhaps one of the most significant and long-awaited changes in learning and assessment in nursing for decades. They bring a shift from the previous
mentorship approach, with mentors and sign-off mentors, to a coaching model of supervision and assessment, and introduce new roles of practice supervisor, practice assessor and academic assessor.

Database: BNI

4. Mentor, coach, teacher, role model: what's in a name?
Author(s): Power, Alison; Wilson, Alice
Source: British Journal of Midwifery; 2019; vol. 27 (no. 3); p. 184
Publication Date: 2019
Publication Type(s): Journal Article
Abstract: In its new standards for education and training, the Nursing and Midwifery Council (NMC) states that students should be ‘empowered and provided with the learning opportunities they need to achieve the desired proficiencies and programme outcomes’ (NMC, 2018a:5). This concept of empowerment, with students as active, rather than passive learners, will be supported by the introduction of practice assessors and supervisors, providing personalised support according to the student's proficiency and confidence. The mentor, traditionally perceived as a ‘teacher’, will be replaced by the practice assessor and supervisor as ‘role models’ and ‘coaches’. A previous article in this series (Power and Jewell, 2018) looked at the introduction of a coaching model of student support in practice. This article will discuss a third-year student midwife's experiences of her final labour ward placement and her reflections on her mentor's approach to student support using the coaching model.

Database: BNI

5. What does 2019 mean for mentorship?
Author(s): Duncan, Debbie
Source: British Journal of Community Nursing; 2019; vol. 24 (no. 1); p. 5
Publication Date: 2019
Publication Type(s): Editorial
Abstract: As we enter 2019, there are many questions surrounding the future of undergraduate education and continued professional development for nurses. This year, nurses will be trained using the new Nursing and Midwifery Council (NMC) standards (2018a). All undergraduate nursing programmes will need approval against the new standards by the end of August 2020 (NMC, 2018b). Many concerns around nurse education are addressed in Duncan and Johnstone (2018), and one of the biggest ones appears to be about mentorship.

Database: BNI

6. Working on nursing students' resilience
Author(s): Watson, Debbie; Monson, Kathy; Marshall, Bob
Source: Kai Tiaki: Nursing New Zealand; Feb 2019; vol. 25 (no. 1); p. 14
Publication Date: Feb 2019
Publication Type(s): Journal Article
Available at Kai Tiaki: Nursing New Zealand - from ProQuest (Health Research Premium) - NHS Version
Abstract: There are many potential sources of adversity for nursing students, such as long hours of study, financial stressors, and difficulty balancing work and home life - especially for students with children. In addition to academic pressures, nursing students also experience many firsts on clinical placements, such as exposure to death and dying, diverse lifestyles and communicable diseases. Clinical placement students may also have experienced ethical dilemmas, unwelcoming attitudes from staff, and fear of making an error. As the students near the end of their undergraduate degree, they must also focus on finding a job as a registered nurse (RN). Greater turnover There are about 54,000 practising nurses in New Zealand. Attrition rates from the ranks of new-graduate RNs are high, and young, inexperienced nurses have lower job-satisfaction levels and greater turnover as employees than older, more experienced nurses.5 Of the cohort of RNs who were registered over 2005/06, only 52 per cent were practising in New Zealand 10 years later.6 Nurses' perception of their own competence, and how well-prepared they are for nursing practice, may be key factors in early attrition from the workforce. For graduates to be work-ready, and for them to stay in the nursing workforce, nursing schools need to provide students with skills for coping in often difficult workplaces.5 Research suggests that resilient people manage changing work environments more effectively, make more sound decisions in important moments, take less sick leave and leave their jobs less frequently. However, approaches to teaching people how to deal with stress have often focused on coping strategies, rather than helping individuals build resilience.8 To address this concern, we devised a project which involved providing a three hour educational workshop on resilience to a group of final-year nursing students before they undertook their final clinical placement. Resilience is promoted by ensuring a safe and healthy workplace, effective team work, supervision and mentoring
programmes, opportunities for professional development, access to necessary equipment and supplies, appropriate workloads, and attractive working conditions.

Database: BNI

7. The role of mentorship in trainee advanced clinical practitioner development.

Author(s): O'Grady, Nina

Source: Journal of Advanced Nursing (John Wiley & Sons, Inc.); Apr 2019; vol. 75 (no. 4); p. 707-708

Publication Date: Apr 2019

Publication Type(s): Academic Journal

Abstract: The article offers information on the role of mentorship in trainee advanced clinical practitioner (ACP) development. Topics discussed include role of ACP which involves the acquisition of new skills alongside postgraduate academic education at Masters level and peer support; importance of mentorship of trainees for enhancing the learning experience; and development of wider knowledge base both for the mentor and trainee to increase skill sharing and interprofessional mentorship.

Database: CINAHL

8. Characteristics of successful interventions to reduce turnover and increase retention of early career nurses: A systematic review.

Author(s): Brook, Judy; Aitken, Leanne; Webb, Rebecca; MacLaren, Julie; Salmon, Debra

Source: International Journal of Nursing Studies; Mar 2019; vol. 91; p. 47-59

Publication Date: Mar 2019

Publication Type(s): Academic Journal

Abstract: Abstract Background Nurse shortages have been identified as central to workforce issues in healthcare systems globally and although interventions to increase the nursing workforce have been implemented, nurses leaving their roles, particularly in the first year after qualification, present a significant barrier to building the nurse workforce. Objective: To evaluate the characteristics of successful interventions to promote retention and reduce turnover of early career nurses. Design This is a systematic review Data sources Online databases including Academic Search Complete, Medline, Health Policy reference Centre, EMBASE, Psychinfo, CINAHL and the Cochran Library were searched to identify relevant publications in English published between 2001 and April 2018. Studies included evaluated an intervention to increase retention or reduce turnover and used turnover or retention figures as a measure. Review methods: The review was conducted according to the Preferred Reporting Items for Systematic Reviews and Meta-analyses (PRISMA) guidelines. Studies were quality-assessed using the Joanna Briggs Institute Critical Appraisal tools for Quasi Experimental and Randomised Controlled Trials. Retention/turnover data were used to guide the comparison between studies and appropriate measures of central tendency and dispersion were calculated and presented, based on the normality of the data. Results A total of 11,656 papers were identified, of which 53 were eligible studies. A wide variety of interventions and components within those interventions were identified to improve nurse retention. Promising interventions appear to be either internship/residency programmes or orientation/transitions to practice programmes, lasting between 27-52 weeks, with a teaching and preceptor and mentor component. Conclusions Methodological issues impacted on the extent to which conclusions could be drawn, even though a large number of studies were identified. Future research should focus on standardising the reporting of interventions and outcome measures used to evaluate these interventions and carrying out further research with rigorous methodology. Clinical practice areas are recommended to assess their current interventions against the identified criteria to guide development of their effectiveness. Evaluations of cost-effectiveness are considered an important next step to maximise return on investment.

Database: CINAHL

9. A literature review exploring student midwives' experiences of continuity of mentorship on the labour ward.

Author(s): Hallam, Emma; Choucri, Lesley

Source: British Journal of Midwifery; Feb 2019; vol. 27 (no. 2); p. 115-119

Publication Date: Feb 2019

Publication Type(s): Academic Journal

Abstract: Background: Continuity of mentorship is central to students' clinical placement experience. Despite a plethora of studies investigating student-mentor relationships and how it affects grading, limited attention has been paid to the extent to which a lack of continuity of mentorship affects placement experience. Aims: To explore the importance of mentor continuity on labour ward for pre-registration midwifery students. Methods: A database search was conducted using the terms: 'student midwives',
Continuity of mentorship enhances learning and improves clinical practice experience. Conclusions: A lack of continuity affects all aspects of student midwives’ experiences of the labour ward. Good mentor practice should focus on continuity and the introduction of co-mentoring, where a student is mentored by at least 2 midwives, in order to reduce the strain on mentors while retaining the feeling of belonging that student midwives value.

Database: CINAHL

Author(s): Bjerkvik, Liv Karin; Hilli, Yvonne
Source: Nurse Education in Practice; Feb 2019; vol. 35; p. 32-41
Publication Date: Feb 2019
Publication Type(s): Academic Journal
Abstract: The aim of this review was to explore the evidence of learning from reflective writing in undergraduate clinical nursing education. A combination of 17 quantitative and qualitative studies were included and three main categories emerged: Development of clinical reasoning skills, Professional self-development and Facilitators and barriers for learning. The results revealed that reflective writing enhanced the students’ reasoning skills and awareness in clinical situations. However, most students reflected primarily at a descriptive level, showing only limited and varied development of reflective skills. They focused on self-assessment; on their own emotional reactions and ability to cope in clinical situations, but had difficulties reflecting on the process of thinking and learning. Learning was promoted through instructive guidelines, scaffolding and detailed feedback from a trusted, available and qualified faculty teacher. Factors that facilitated learning included student maturity, individual cognitive skills, student collaboration and mixed tools for learning. Time constraints, conflicting values, lack of feedback and support, and lack of trust acted as barriers for learning. Reflective writing is a tool for students’ professional learning, but above all for the students’ personal development in becoming a professional nurse. Highlights: Self-awareness and knowing oneself first is vital for reflective learning. Clear guidelines, a trusting relationship with the teacher and feedback promote learning. Student collaboration and mixed tools enhance students’ reflective skills. Reflective writing supports students’ transformation in becoming a professional nurse. Teacher mentoring on students’ emotional self-development and coping in clinical learning needs more attention.
Database: CINAHL

11. The impact of mentorship, preceptors, and debriefing on the quality of program experiences.
Author(s): Van Patten, Rosemarie R.; Bartone, Anne S.
Source: Nurse Education in Practice; Feb 2019; vol. 35; p. 63-68
Publication Date: Feb 2019
Publication Type(s): Academic Journal
Abstract: With the prevalent problem of nurse retention and the lack of confidence new nurses experience, it is critical for nurse residency programs to have supportive factors that enhance residency experiences. By incorporating mentorship, preceptors, and debriefing components into these programs, skills in communication, organization, clinical reasoning, stress management, and self-confidence increase. This quantitative study was a descriptive analysis of secondary data using a cross-sectional design. Two instruments were used to gather data, the Demographic Information Survey and the Evaluation of the RN Residency Survey. The sample was comprised of 1078 graduate nurses completing nurse residency programs throughout the United States. The findings indicated that higher residency ratings were significantly related to higher preceptor and debriefing experiences. Results also showed no significant interaction effects of reduced stress due to mentoring on the relationship between preceptorship experiences or debriefing experiences and ratings of nurse residency. Consequently, it is important that new nurses are given the opportunity to take part in programs offering mentorship, preceptors, and debriefing elements, as nursing residents have found them to be highly beneficial. Furthermore, debriefing sessions strengthened their skills and built confidence during their first year of employment. Highlights: Residency experiences were associated with debriefing and preceptor experiences. A total of 59.4% reported reduced stress due to mentoring. Debriefing experiences were positive and associated with higher residency ratings. Preceptor experiences were positive and associated with higher residency ratings.
Database: CINAHL
12. The impact of a mentorship program on leadership practices and job satisfaction.
Author(s): Vitale, Tracy R.
Source: Nursing Management; Feb 2019; vol. 50 (no. 2); p. 12-14
Publication Date: Feb 2019
Publication Type(s): Academic Journal
Abstract: The article reports on a survey about the impact of a mentorship program on nurse leadership practices and job satisfaction. Leadership Practices Inventory: Self tool was used due to its triangulation of qualitative and quantitative research studies. Participants answered 30 questions on how often they engaged in leadership practices based on a 10-point Likert scale. It was reported that 80.4 percent of the respondents had not participated in the mentorship program.
Database: CINAHL

13. Transitional Mentor Education Program Pilot: Preparing Nurses to Adapt to Changing Acute Care Settings.
Author(s): Shermont, Herminia; Pignataro, Shelly; Moonan, Marilyn; Memmolo, Shauna; Murphy, Jane M.
Source: Journal for Nurses in Professional Development; Jan 2019; vol. 35 (no. 1); p. 32-38
Publication Date: Jan 2019
Publication Type(s): Academic Journal
Abstract: Supplemental digital content is available in the text. Nursing professional development practitioners and nursing leadership identified a need for a transitional mentoring program to assist staff nurses’ transition beyond orientation. Mentoring was identified as an effective strategy to promote professional development. The benefits of this year-long transitional mentoring program include an increase in clinical confidence, integration of stress reduction strategies, and reflective practice into daily practice. The transitional mentoring program is a beneficial strategy for enhancing professional development of both mentors and mentees.
Database: CINAHL

Author(s): Hale, Regina L.; Phillips, Carolyn A.
Source: Journal of Clinical Nursing (John Wiley & Sons, Inc.); Jan 2019; vol. 28 (no. 1/2); p. 159-172
Publication Date: Jan 2019
Publication Type(s): Academic Journal
Available at Journal of Clinical Nursing (John Wiley & Sons, Inc.) - from Wiley Online Library Medicine and Nursing Collection 2019
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: CINAHL
15. Group mentorship programme for graduating nursing students to facilitate their transition: A pilot study.

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

**Source:** Journal of Nursing Management (John Wiley & Sons, Inc.); Jan 2019; vol. 27 (no. 1); p. 66-74

**Publication Date:** Jan 2019

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

**Available at:** Journal of Nursing Management (John Wiley & Sons, Inc.) - from Wiley Online Library

**Medicine and Nursing Collection 2019**

**Abstract:** Aim: The present study aims to describe and evaluate a group mentorship programme for graduating nursing students following the first pilot testing. Background: A mentoring relationship has been found to be beneficial in easing the challenging transition from nursing student to nurse. However, very few mentoring programmes have been formally developed to pair students with clinical nurses before graduation. Methods: A group mentoring programme for graduating nursing students was developed where clinical nurse mentors met with student mentees twice before graduation and once shortly after graduation to address relevant challenges. Mentees and mentors completed a survey after the last session. Results: Eighteen mentees and 12 mentors completed the survey. Results suggest a high level of satisfaction with the programme from both mentees and mentors, as well as a positive impact on mentees' transition into the workplace and levels of stress and self-confidence. Conclusions: The pilot testing of the group mentorship programme is believed to have been successful. Implications for Nursing Management: This pilot project highlights the value to nursing leadership of group mentoring partnerships between academic and clinical settings, which can improve the integration of new nurses in the workplace and increase mentors' awareness of the needs of these nurses.

**Database:** CINAHL

16. Developing nursing leadership talent—Views from the NHS nursing leadership for south-east England.

**Author(s):** Cabral, Ana; Oram, Charlotte; Allum, Sally

**Source:** Journal of Nursing Management (John Wiley & Sons, Inc.); Jan 2019; vol. 27 (no. 1); p. 75-83

**Publication Date:** Jan 2019

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

**Available at:** Journal of Nursing Management (John Wiley & Sons, Inc.) - from Wiley Online Library

**Medicine and Nursing Collection 2019**

**Abstract:** Aim: This article explores the views of current nursing leaders in the National Health Service on the actions and resources that are required to develop and maintain nursing leadership talent. Background: Although there is considerable talent and expertise within the nursing leadership community, numerous unfilled vacancies and gaps have been identified in competence and capability, with a national analysis indicating that nearly a third of National Health Service director posts are filled by interim appointments or are vacant. Nursing director posts are amongst those vacant for the longest periods. Method: Semi-structured interviews were conducted with NHS directors of nursing, chief nurses, directors of quality and their deputies in south-east England to explore the characteristics of their roles, development needs, barriers to applying for posts or staying in their posts, future talent identification, and support networks. Results: Nursing leadership roles are perceived as demanding, poorly remunerated, isolating, and representing a major increase in responsibility and career risk. Too much development is currently informal. Conclusions: Talent identification and support need to be timely, structured, experientially based, and focused on building resilience and confidence. Coaching, mentoring, and support networks are considered crucial. Implications: Nursing leadership talent needs to be formally identified, developed and supported within organisations and networks should be maintained to reduce professional isolation and counter negative perceptions.

**Database:** CINAHL
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/

LITERATURE SEARCH SERVICE

Looking for the latest evidence-based research but haven’t got time to trawl the databases?
Do you need a literature search carried out?
Do you need to find evidence to support an improvement?
Do you want to know how something has been done elsewhere and whether it worked?

Library staff provide a literature search service for busy clinicians who are pressed for time. To request a search please complete the literature search request form, providing as much information as possible. Alternatively if you would like an assisted search training session, where we will sit down with you and go through the steps of a literature search, then please contact the library.

TRAINING AND ATHENS

Most electronic resources are available via an Athens password. You can register for this via the Library intranet page, or from home click here for self-registration. Please note that registering from home will take longer as it will need to be verified that you are NHS staff/student on placement.

The library offers training on how to access and use Athens resources, as well as an introductory course on critical appraisal. You can book a course through the Learning and Development intranet page, or by contacting the library directly.
UpToDate

Please note: Access is now available to all Taunton and Somerset and Somerset Partnership staff and students on placement.
Access via the library homepage or register to have mobile access.
Please contact library staff for details on how to access this resource on a mobile device.

BMJ Best Practice

BMJ Best Practice is a clinical decision support tool structured around the patient consultation and covers diagnosis, prognosis, treatment and prevention.

It is free for all Taunton and Somerset NHS Foundation Trust and Somerset Partnership NHS Foundation Trust staff to access via NHS OpenAthens.

Access via the library homepage or register to have mobile access.
Please contact library staff for details on how to access this resource on a mobile device.

KnowledgeShare

The Library Service has launched a new current awareness tool- KnowledgeShare
This is available to all staff and students across both Musgrove and the Somerset Partnership
What is KnowledgeShare?
KnowledgeShare is a service which provides evidence updates tailored to your specific professional interests.
They mainly focus on high-level clinical evidence, as well as publications related to health management topics such as safety, education or patient experience.
Let us know your interests, being as specific as you like, and we will set up a profile that matches you with useful publications.

How can I sign up?
You can sign up online or by filling in a form
If you are looking for a paper copy all books listed below are available for loan.

You can phone, email or use our book request form on the library webpage to request any books you are interested in. We will then send them to your location within Musgrove or Sompar.

Click on book titles below to check for availability

**Featured Book**

**The Fourishing Student**  
By Fabienne Vailes  
Do you want to support your students to thrive both academically and personally, but feel you don't have the right skills and you're terrified of saying the wrong thing?  
This book is for you.  
Shelfmark: WLM228

**Additional available titles**

**The Reflective Journal 2nd edition**  
By Barbara Bassot  
Shelfmark: L125

**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
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