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BSc in Nursing Studies

Mentoring In Practice

Module Handbook

6NU513/6NU528

Education with the personal touch

Contents

Welcome and Overview

Dear Student

On behalf of the College of Health and Social Care at the University of Derby, we are delighted to welcome you as a participant in the Mentoring in Practice module.

*The module leader for **Derby Campus** is David Foreman and can be contacted by email at d.foreman@derby.ac.uk or phone me on 01332 592166.*

*The module leader for **Chesterfield Campus** is……………………and can be contacted via email at ……………….or by phone ……………….*

Within this handbook

This handbook contains information and guidance for your studies. Here you will find details of the module aims, objectives and content, assessment criteria and advice on the best approaches to study. We have also included information about how to get in touch with academic staff. We recommend that you keep in regular contact with module staff as this will facilitate a smooth course through your studies.

It is your responsibility to make yourself aware of important procedures that relate to the module management, assessment, appeals and complaints. Please familiarise yourself with these regulations as it is your responsibility to ensure compliance. You can access the regulations via the University website.

It is important to note all communication to module leader must be made using university of Derby email accounts (Unimail) as we cannot guarantee the receipt via personal emails. Also please note it is the student's responsibility to check Blackboard regularly for any announcements and for details relating to assessments, submissions and resubmissions.

Student Support and Information

You will find module specific information in this handbook and the necessary information of what to expect from the module. In accordance with the philosophy of this module and the Teaching, Learning and Assessment strategy of the University, the delivery of this programme offers both variety and flexibility and assures the learning and assessment activities are relevant and of value to your future professional practice. The development of skills in critical reflection and analysis are essential for academic and professional competence, developing questioning graduates with the ability for autonomous practice within their sphere of expertise.

To feel a sense of ownership and integration with the running of the module your critical and constructive evaluation of all components of the module will be much appreciated.

The module has been specifically designed to prepare appropriately qualified nurses for their role as mentors. Within health and social care the role of the mentor has evolved into that of an individual who has responsibility for student's learning in the practice

setting, the quality of that learning, and the assessment of competencies to demonstrate the extent to which learning outcomes have been met. Therefore this module has been developed support you in meeting Stage Two – Mentor standards, Nursing & Midwifery Council's Standards to Support Learning and Assessment in Practice (NMC, 2008).

You are all wished every success with your studies.

Best Wishes

Module Team

Timetable Content

23/09/2014 – T111	07/10/2014 – T111	21/10/2014 – T111	11/11/2014 – T111	09/12/2014 – T111
David – 0900-1200 Module introduction SLAiP Reflection	*Gemma - 0900-1200* Facilitation of learning	*David - 0900-1200* Context of practice	*Lou - 0900-1200* Assessment & accountability	*David - 0900-1200* Evidence-based practice
Jules – 1300-1600 Establishing effective working relationships	*Martin - 1300-1600* Creating an environment for learning	*Brian - 1300-1600* Leadership	*Lou - 1300-1600* Evaluation of learning	*David - 1300-1600* Group assignment tutorial Module evaluation

Reading list

Anderson, L 2011, 'A learning resource for developing effective mentorship in practice', *Nursing Standard*, 51, p. 48, Expanded Academic ASAP, EBSCO*host*, viewed 19 August 2014

Aston, L. and Hallam, P. (2011) Successful Mentoring in Nursing. Exeter: Learning Matters.

Bally, J 2007, 'The role of nursing leadership in creating a mentoring culture in acute care environments', *Nursing Economics*, 25, 3, pp. 143-149, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Benner, P. (1984). *From Novice to Expert*. California: Addison Welsey.

Beskine D (2009) Mentoring students: establishing effective working relationships. *Nursing Standard*. 23, 30, 35-40.

Biggs J. & Tang C. (2011) Teaching for Quality Learning at University (4th Ed) Open University Press, Maidenhead.

Burns, S. and Bulman, C. (2000). *Reflective Practice in Nursing: The Growth of the Professional Practitioner.* 2nd Edition*.* Oxford: Blackwell Science.

Bush, T. and Middlewood, D. (2004) *Managing People in Education*. London: Chapman Publishing Ltd.

Cassidy, S n.d., 'Subjectivity and the valid assessment of pre-registration student nurse clinical learning outcomes: Implications for mentors', *Nurse Education Today*, 29, 1, pp. 33-39, Science Citation Index, EBSCO*host*, viewed 19 August 2014.

Clynes, M, & Raftery, S 2008, 'Feedback: an essential element of student learning in clinical practice', *Nurse Education In Practice*, 8, 6, pp. 405-411, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Duffy, K. (2004) *Failing students: a qualitative study of factors that influence the decisions regarding assessment of students' competence in practice.* London: NMC.

Eller, L, Lev, E, & Feurer, A 2014, 'Key components of an effective mentoring relationship: A qualitative study', *Nurse Education Today*, 34, 5, pp. 815-820, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Elliott, M, & Wall, N 2008, 'Should nurse academics engage in clinical practice?', Nurse Education Today, 5, p. 580, Expanded Academic ASAP, EBSCOhost, viewed 19 August 2014.

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Gopee, N. (2011) *Mentoring and Supervision in Healthcare*. 2nd Edition. London: Sage.

Henderson, A, Nulty, D, Mitchell, M, Jeffrey, C, Kelly, M, Groves, M, Glover, P, & Knight, S 2013, 'An implementation framework for using OSCEs in nursing curricula', *Nurse Education Today*, 33, 12, pp. 1459-1461, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Howatson-Jones, L. [2010] Reflective Practice in Nursing. London. Learning Matters

Jarvis, P. (2006) *The Theory and Practice of Teaching*. London: Routledge

Jordan, A., Carlisle O. and Stack, A. (2008) *Approaches to learning.* London: Open University Press.

Kelly, M, Forber, J, Conlon, L, Roche, M, & Stasa, H 2014, 'Empowering the registered nurses of tomorrow: Students' perspectives of a simulation experience for recognising and managing a deteriorating patient', *Nurse Education Today*, 5, p. 724, Academic OneFile, EBSCO*host*, viewed 19 August 2014.

Kember, D. (2001) *Reflective Teaching & Learning in the Health Professions.* Oxford: Blackwell Science

Killam, L, & Heerschap, C 2013, 'Challenges to student learning in the clinical setting: A qualitative descriptive study', *Nurse Education Today*, 33, 6, pp. 684-691, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Kinnell D, Hughes, P [2010] Mentoring Nursing and Healthcare Students. London. Sage Publications

Knowles, M.S., Holton, E. and Swanson, R.A . (1998) *The Adult Learner*. Woburn: Heinemann.

Lancia, L, Petrucci, C, Giorgi, F, Dante, A, & Cifone, M 2013, 'Academic success or failure in nursing students: Results of a retrospective observational study', *Nurse Education Today*, 33, 12, pp. 1501-1505, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Montgomery, P, Killam, L, Mossey, S, & Heerschap, C 2014, 'Third year nursing students' viewpoints about circumstances which threaten safety in the clinical setting', *Nurse Education Today*, 34, 2, pp. 271-276, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Myall, M, Levett-Jones, T, & Lathlean, J 2008, 'Mentorship in contemporary practice: the experiences of nursing students and practice mentors', *Journal Of Clinical Nursing*, 17, 14, pp. 1834-1842, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Neary, M. (2000) *Teaching, Assessing and Evaluation for Clinical Competence. A practical guide for practitioners and teachers*. Nelson Thornes: Cheltenham.

Nicklin, P., and Kenworthy, N. (2000) *Teaching & Assessing in Nursing Practice. An Experiential Approach.* Edinburgh: Balliére Tindall

Nursing and Midwifery Council (2008) *Standards to Support Learning and Assessment in Practice.* London: NMC.

Opton, L, Clark, C, Wilkinson, C, & Davenport, L 2014, 'Student-Developed Simulations: An Innovative Approach to Teaching and Learning', *Clinical Simulation In Nursing*, 10, 2, pp. e103-6, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Plakht, Y, Shiyovich, A, Nusbaum, L, & Raizer, H 2013, 'The association of positive and negative feedback with clinical performance, self-evaluation and practice contribution of nursing students', *Nurse Education Today*, 33, 10, pp. 1264-1268, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Pitt, V, Powis, D, Levett-Jones, T, & Hunter, S 2012, 'Factors influencing nursing students' academic and clinical performance and attrition: An integrative literature review', *Nurse Education Today*, 32, 8, pp. 903-913, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Price B and Harrington A [2010] Critical thinking and writing for nursing students. London Learning Matters

Quinn, F.M. and Hughes, S.J. (2007) Principles and Practice of Nurse Education. Cheltenham: Nelson Thornes

Reed, S, [2011] Successful Professional Portfolios for Nursing Students. London. Learning Matters.

Rhodes, C., Stokes M. and Hampton, G. (2004) *A Practical Guide to Mentoring, Coaching and Peer-Networking.* London: Routledge

Rolfe; G, Jasper; M, Freshwater, D [2012] Critical Reflection In Practice. London Sage Publications.

Stott, A 2007, 'Exploring factors affecting attrition of male students from an undergraduate nursing course: a qualitative study', *Nurse Education Today*, 27, 4, pp. 325-332, CINAHL Plus, EBSCO*host*, viewed 19 August 2014.

Stuart, C.C. (2007) *Assessment, Supervision and Support in Clinical Practice*. Edinburgh: Churchill Livingstone.

Walsh, D. (2010) The Nurse Mentor's Handbook. London: Open University Press.

Webb, C, & Shakespeare, P 2008, 'Judgements about mentoring relationships in nurse education', *Nurse Education Today*, 5, p. 563, Expanded Academic ASAP, EBSCO*host*, viewed 19 August 2014.

Wilkes, Z. (2006) The student- mentor relationship: A review of the literature. Nursing Standard, 20, 37, 42-47.

Assessments

Formative:

A formative learning opportunity will be provided early within the module using case study discussion groups to identify issues relating to the assessment of students performance in clinical practice.

Summative:

Component 1: COURSEWORK

With reference to the indicative content, write an assignment demonstrating an in-depth knowledge and understanding of the role of the mentor. The student's assignment should consider the skills required in mentoring in either a health or social care setting (3000 words +/- 10%).

(100% weighting)

Component 2: COURSEWORK Professional Standards Requirement

Provide a portfolio containing evidence of the completion of a range of activities which have led to an in depth knowledge of the mentor role within the clinical environment. This should include an evaluation of the student's own performance in clinical practice, and address the eight domains outlined within the Standards to Support Learning and Assessment in Practice [NMC 2008]

(0% weighting pass/fail)

Achieving the required level

Outcomes

The first consideration is to achieve the outcomes of the module. These are set out in the module specification at the end of the handbook. Work that does not achieve the outcomes will not pass.

Criteria

These are the constituents of good academic work. Meeting these will enable the achieving of outcomes. They are:

- Clear legible presentation.
- Good use of spelling, grammar and language throughout.
- Logical progression and structure of arguments.
- An introduction, a well-developed structured discussion, and a conclusion summarising the work.
- The introduction should include an exploration of the focus of the assignment and discuss the way the study has been approached.
- A coherent flow of information/discussion with clear links back to the topic.
- Evidence of a range of relevant supporting reading
- Use of accurate, evidence based information to support the arguments made
- Correct use of the Harvard referencing system
- Please see Blackboard Course Resources for copies of marking scales/ guidance used.

Plagiarism in assessed work

When you submit assignments, you will be asked to confirm that you have read and understood the University regulations with regard to plagiarism. For more information please see
http://www.derby.ac.uk/studentatozHE/plagiarism-collusion-and-cheating-in-exams

When will I get results/feedback?

Your work will be marked and internally moderated and the target date for you receive **unratified** feedback is four weeks after the submission date. You will be able to see these results in UDo Course resources. Instructions about how to get this feedback can be found in the assessment tab in Blackboard. External moderation will still need to take place prior to the grade being confirmed at the exam (assessment) board. Your finalised ratified results should be available to view via PeopleSoft within 2 working days of the board meeting.

Where and how can I get tutorial support?

The module leader will offer individual or group tutorial support. You are advised to submit your plan for the assignment before you begin writing. It is the student's responsibility to book tutorials and prepare for them. The Module leader will keep a record of tutorial attendance and if you are unable to attend an arranged tutorial please let the module leader know as soon as possible, so that other students may take advantage of the tutor's time. You can normally expect two tutorials per module. E-mail or telephone support can also be used instead of face-to-face contact. But this time will be counted and logged as one of your formal tutorials. Please do **not** use this facility to send whole drafts of work to be reviewed. Tutorials are not normally available the week prior to handing in work unless special circumstances apply.

Other Study skills support and suggested resources

Finding journal articles: You must be making use principally of journals in this module; you will be given some guidance within the module about searching for evidence but you are still unsure about using database searches then you are advised to make an appointment with a librarian. All of the databases have really useful help pages.

Web Resources:
http://www.cebmh.com/
http://ebn.bmjjournals.com/
http://www.york.ac.uk/inst/crd
http://www.thecochranelibrary.com/view/0/index.html
http://www.drfoster.co.uk
http://www.medicine.ox.ac.uk/bandolier/
http://www.essentialevidenceplus.com/product/concept_infomastery.cfm

How will my work be assessed?

The work will be graded in accordance with the Assessment Regulations for Postgraduate Programmes; University percentage marking scale
- see the 3Rs for more information.
http://www.derby.ac.uk/academic-regulations
http://www.derby.ac.uk/files/part_g_20_pdf.pdf

What if I am having some problems meeting deadlines?

If you are struggling to meet your deadlines due to circumstances beyond your control, you can apply for consideration of exceptional extenuating circumstances. Please access the link below for further advice and information http://www.derby.ac.uk/eec

What happens if I am referred?

You will usually be given a referral opportunity but this will be confirmed on an individual basis. Please contact the relevant tutor via email if you find yourself in this position d.foreman@derby.ac.uk for Derby students and l.hancock@derby.ac.uk for Chesterfield students.

What do I do if I have to resubmit?

Re-submission information (i.e. what you need to do) will be posted on blackboard after you receive your results. You are strongly advised to seek tutorial support if you find yourself in this position.

Module Title   **MENTORING IN PRACTICE**

Date of Approval   **May 2012**

Module Code   **6NU513 (On Campus) / 6NU528 (On Line)**

Pre-requisite   None

Module Level   **6**

Credit value   **20**

**Total Number   200
of Learning Hours**

Key Words: Module, mentoring in practice, face to face, e-learning,
preceptorship

Module Delivery learning **Mode:**	Online/Distance	Blended/Face to face	Work-based
	√	√	

Module Description

This module prepares clinicians to develop the skills and knowledge to assess the total performance of pre-registration students including skills, attitudes and behaviours. It will also enable clinicians, in an autonomous manner, to organise and co-ordinate student learning activities in practice. The use of relevant work based learning under the supervision of a qualified mentor provides the opportunity to critically reflect on the educational experience.

Offered in Blended Learning and E-Learning mode, will provide the student mentor with a sound basis for this professional role.

**Module Learning   On successful completion of the module, students will be
able to:
Outcomes**

- Demonstrate an in-depth knowledge and understanding of the role of the mentor and the skills involved in either a health and/or social care setting.

- Evaluate the learning environment and resources within work place settings and plan, implement and evaluate an educational experience that effectively uses appropriate strategies to optimise teaching, learning and assessing.

Module Content

This module will focus on the following areas:
The content of the module has been closely mapped to the Nursing and Midwifery Council's, Standards to Support Learning and Assessment in Practice (2008), developmental framework for the role of the mentor. As such, teaching and learning activities are centred on the eight mentor competencies specified below:

Establishing effective working relationships
Facilitation of learning
Assessment and accountability
Evaluation of learning
Creating an environment for learning
Context of practice
Evidence-based practice
Leadership

In order to achieve the specified learning outcomes, teaching and learning strategies will encompass both practice and academic settings, including the ability to support interprofessional learning.

Module Learning (e-learning) and **and Teaching** **Methods**

This module is normally delivered in Distributed Learning

Blended Learning format. The module is inter-professional and meets the needs of a variety of professionals across the health care arena.

Scheduled Teaching and Learning	60%
Guided independent Study	40%

Module Assessment within the **Method**

Formative Assessment
A formative learning opportunity will be provided early

module using case study discussion groups to identify issues relating to the assessment of students performance in clinical practice.

Summative Assessment
Component 1: COURSEWORK
With reference to the indicative content, write an assignment demonstrating an in-depth knowledge and understanding of the role of the mentor. The student's assignment should consider the skills required in mentoring in either a health or social care setting (3000 words) +/- 10%.

(100% weighting)

Component 2: COURSEWORK Professional Standards
Requirement
Provide a portfolio containing evidence of the completion of
a range of activities which have led to an in depth
knowledge of the mentor role within the clinical
environment. This should include an evaluation of the
student's own performance in clinical practice, and address
the eight domains outlined within the Standards to Support
Learning and Assessment in Practice [NMC 2008]
(0% weighting pass/fail)

The undergraduate grading scale

This grading scale applies to Levels 4, 5 and 6 in the University Credit Framework

	Grade Descriptors: These descriptors are typical characteristics of the standard of work associated with each grade. The descriptors are **illustrative** only and for **guidance** only. They are not comprehensive. The honours classes only apply for awards, see Section J13. See Section B3.2 for level descriptors.	**Report Grade Scale**	**CLASS**
LEARNING OUTCOMES HAVE BEEN SATISFIED	**Excellent** Outstanding; high to very high standard; a high level of critical analysis and evaluation, incisive original thinking; commendable originality; exceptionally well researched; high quality presentation; exceptional clarity of ideas; excellent coherence and logic. Trivial or very minor errors.	**70-100%**	**FIRST**
	Very good A very good standard; a very good level of critical analysis and evaluation; significant originality; well researched; a very good standard of presentation; pleasing clarity of ideas; thoughtful and effective presentation; very good sense of coherence and logic; Minor errors only.	**60-69%**	**SECOND DIV 1**
	Good A good standard; a fairly good level of critical analysis and evaluation; some evidence of original thinking or originality; quite well researched; a good standard of presentation; ideas generally clear and coherent, some evidence of misunderstandings; some deficiencies in presentation.	**50-59%**	**SECOND DIV 2**
	Satisfactory A sound standard of work; a fair level of critical analysis and evaluation; little evidence of original thinking or originality; adequately researched; a sound standard of presentation; ideas fairly clear and coherent, some significant misunderstandings and errors; some weakness in style or presentation but satisfactory overall.	**40-49%**	**THIRD**
LEARNING OUTCOMES NOT MET	**Unsatisfactory** Overall marginally unsatisfactory; some sound aspects but some of the following weaknesses are evident; inadequate critical analysis and evaluation; little evidence of originality; not well researched; standard of presentation unacceptable; ideas unclear and incoherent; some significant errors and misunderstandings. Marginal fail.	**35-39%**	**FAIL**
	Very poor Well below the pass standard; a poor critical analysis and evaluation; no evidence of originality; poorly researched; standard of presentation totally unacceptable; ideas confused and incoherent, some serious misunderstandings and errors. A clear fail well short of the pass standard.	**5-34%**	
	Nothing of merit Nothing, or hardly anything, of merit submitted. When **no work has been submitted** the **NS** notation will apply	**0-4%**	