

Search Results

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1. Link mentorship: improving support for pre-registration students and mentors.

Citation: Br J Community Nursing, September 2011, vol./is. 16/9(435-40), 1462-4753 (2011 Sep)

Author(s): Gurling, J

Abstract: Collaborative introduction by a PCT and university of a link mentor role to develop mentorship in community district nursing for pre-registration nursing students. The link mentor role and how the model works, student and mentor resource pack contents and link mentor evaluations of the system are discussed. 21 refs.

Source: BNI

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2. Using attachment theory in mentoring.

Citation: Nursing Times, September 2011, vol./is. 107/38(23-5), 0954-7762 (2011 29 Sep)

Author(s): Miles, K

Abstract: Definition of attachment and attachment style and the application of attachment theory to the mentoring relationship. The implications of attachment theory for the quality and effectiveness of mentoring in nursing is discussed. 38 refs.

Source: BNI

Full Text: Available in *fulltext* at [ProQuest \(Legacy Platform\)](#)

3. Supporting self and others: from staff nurse to consultant, part 8: dealing with negative staff.

Citation: Br J Nursing, September 2011, vol./is. 20/16(1001), 0966-0461 (2011 6 Sep)

Author(s): Fowler, J

Abstract: 8th in a series on supportive working culture in the health service. Strategies for mentors, supervisors and team leaders on how to tackle negative staff and help them change their attitude are described.

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4. Clinical Practice Facilitator: a new role to support mentors and students.

Citation: Br J Midwifery, August 2011, vol./is. 19/8(524-8), 0969-4900 (2011 Aug)

Author(s): Wood, G; Harben-Obasuyi, J; Richardson, M

Abstract: Overview of the development and implementation of the midwifery Clinical Practice Facilitator (CPF) role in London trusts and universities. The benefits and challenges of the role and how it supports students and mentors are outlined, and an example day in the life of a CPF illustrates the role in action. 15 refs.

Source: BNI

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5. Supporting self and others: from staff nurse to nurse consultant, part 7: one-to-one sessions.

Citation: Br J Nursing, August 2011, vol./is. 20/5(947), 0966-0461 (2011 11 Aug)

Author(s): Fowler, J

Abstract: 7th in a series on supportive working culture in the health service. Benefits for ward managers of short individual sessions with nursing staff are considered, including the

development of positive interprofessional relations. Preparation and structure of the sessions are described.

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6. Roles and responsibilities of the student nurse mentor: an update.

Citation: Br J Nursing, August 2011, vol./is. 20/5(933-7), 0966-0461 (2011 11 Aug)

Author(s): Casey, D; Clark, L

Abstract: Professional obligations of student nurse mentors in clinical practice as required by NMC 'Standards to Support Learning and Assessment in Practice' (2008). Support for failing students is discussed, and additional guidance on sign-off for mentors is described. 22 refs.

Source: BNI

Full Text: Available in *fulltext* at [EBSCO Host](#)
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7. A learning resource for developing effective mentorship in practice.

Citation: Nursing Standard, August 2011, vol./is. 25/51(48-56), 0029-6570 (2011 24 Aug)

Author(s): Anderson, L

Abstract: Continuing Professional Development, NS607. Tips on how to evaluate learning environments and mentor pre-registration nursing students. Theories on adult learning and their use in planning mentoring are described, and the characteristics of effective and ineffective mentoring are discussed. Strategies for managing underachieving students and for evaluating the effectiveness of mentoring are also given. 26 refs.

Source: BNI

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8. Preceptorship: shaping the art of nursing through practical wisdom.

Citation: J Nursing Education, March 2011, vol./is. 50/3(134-9), 0148-4834 (2011 Mar)

Author(s): Myrick, F; Yonge, O; Billay, D

Abstract: Argument that preceptorship facilitates nursing students' development of practical wisdom and that practical wisdom is intrinsic to the provision of safe, competent and good nursing care. How practical wisdom, where actions are performed with the intention of enhancing others' wellbeing, is demonstrated and cultivated in preceptorship is discussed. 57 refs.

Source: BNI

Full Text: Available in *fulltext* at [ProQuest \(Legacy Platform\)](#)

9. Effect of a preceptor education workshop, part 2: qualitative results of a hospital-wide study.

Citation: J Continuing Education in Nursing, April 2011, vol./is. 42/4(172-81), 0022-0124 (2011 Apr)

Author(s): Sandau, K; Halm, M

Abstract: 2nd in 2-part series on mixed-methods research evaluating the impact of a preceptor education workshop in the USA presenting the qualitative findings. Nurses attending an 8-hour workshop were surveyed, and their answers to semi-structured questions on

dimensions of the preceptor role, strategies to promote critical thinking and different types of learning styles are presented. 16 refs.

Source: BNI

Full Text: Available in *fulltext* at [ProQuest \(Legacy Platform\)](#)

10. Effect of a preceptor education workshop, part 1: quantitative results of a hospital-wide study.

Citation: J Continuing Education in Nursing, March 2011, vol./is. 42/3(117-26), 0022-0124 (2011 Mar)

Author(s): Sandau, K; Cheng, G; Pan, Z

Abstract: 1st in 2-part series on mixed-methods research evaluating the impact of a preceptor education workshop in the USA, presenting the quantitative findings. The pre- and post-programme self-reported confidence and preceptor-related activities of nurses attending an 8-hour workshop were compared, along with new nurses' pre- and post-programme satisfaction with their preceptor and retention rates. 27 refs.

Source: BNI

Full Text: Available in *fulltext* at [ProQuest \(Legacy Platform\)](#)

11. Partnership work in placements.

Citation: Nursing Times, May 2011, vol./is. 107/21(19-21), 0954-7762 (2011 31 May)

Author(s): Clark, A; Brown, J

Abstract: Collaboration between a lecturer, mentor and student to plan and improve a pre-registration clinical placement. The planning process of the placement focusing on the mental health needs of homeless people is described and the experience is evaluated by those involved. Learning outcomes for both member and student are identified. 5 refs.

Source: BNI

Full Text: Available in *fulltext* at [ProQuest \(Legacy Platform\)](#)

12. CPD for mentors: creating a portfolio.

Citation: Nursing Times, May 2011, vol./is. 107/21(15-8), 0954-7762 (2011 31 May)

Author(s): Lawson, L

Abstract: Roles and responsibilities of mentors in supporting and assessing pre-registration students on practical placement. Training for the mentorship role and the development of a portfolio for stage 1 and stage 2 mentors are explained, including content. The link to competencies is discussed and the principles of SWOT analysis are applied to the mentorship role. 17 refs.

Source: BNI

Full Text: Available in *fulltext* at [ProQuest \(Legacy Platform\)](#)

13. Improving the quality of community placements for nursing students.

Citation: Nursing Standard, May 2011, vol./is. 25/37(42-7), 0029-6570 (2011 18 May)

Author(s): Brooks, N; Rojahn, R

Abstract: Development of a framework to enhance community based placements for adult branch nursing students at De Montfort University, Leicester. The implementation of delegated care activities, and guidance for mentors in assessing the clinical competence of students is discussed. 29 refs.

Source: BNI

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14. Why are nurse mentors failing to fail student nurses who do not meet clinical performance standards?

- Citation:** Br J Nursing, May 2011, vol./is. 20/9(582-7), 0966-0461 (2011 13 May)
- Author(s):** Jervis, A; Tilki, M
- Abstract:** Qualitative research among mentors in an NHS trust to examine why they did not fail student nurses who were not performing well and the support needed to make difficult decisions. Focus group and individual responses concerning the complexity of assessing clinical performance, difficulties with students' attitudes and lack of confidence in making assessment decisions are described. 30 refs.
- Source:** BNI
- Full Text:** Available in *fulltext* at [EBSCO Host](#)
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15. Development of professional confidence in health education: research evidence of the impact of guided practice into the profession.

- Citation:** Health Education, 2011, vol./is. 111/3(177-97), 0965-4283 (2011)
- Author(s):** Hecimovich, M; Volet, S
- Abstract:** Literature review of research on development of confidence in patient communication and clinical skills among students in different health professions, including the value of guided practice into the professions. The role of preceptorship and mentoring is critically considered, along with different learning opportunities. The links between confidence and competence are also examined. 77 refs.
- Source:** BNI
- Full Text:** Available in *fulltext* at [Emerald Insight](#)

16. Meeting NMC Standards through development of a mentor register.

- Citation:** Br J Nursing, February 2011, vol./is. 20/4(239-42), 0966-0461 (2011 24 Feb)
- Author(s):** Walsh, C
- Abstract:** Role of Practice Education Teams in a health trust in Northern Ireland to develop a reliable register of nurses and midwives available to mentor students on clinical practice, in compliance with NMC Standards to Support Learning and Assessment in Practice (2008). Input from the Information Technology Department is outlined and the development of the software is described. 3 refs.
- Source:** BNI
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17. A pivotal position.

- Citation:** Nursing Standard, February 2011, vol./is. 25/23(18-20), 0029-6570 (2011 9 Feb)
- Author(s):** Whyte, A
- Abstract:** The Power to Care campaign on ward leaders, highlighting the work of 4 ward sisters who have been commended for their ward leadership and mentoring skills by patients, relatives and students.
- Source:** BNI
- Full Text:** Available in *fulltext* at [EBSCO Host](#)
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18. A mentor-protége program for new faculty, part 2: stories of mentors.

- Citation:** J Nursing Education, December 2010, vol./is. 49/12(665-71), 0148-4834 (2010 Dec)
- Author(s):** Wilson, C; Brannan, J; White, A
- Abstract:** 2nd of 2 research reports on the experiences of mentors and proteges on a USA mentorship programme for new nurse educators. Qualitative phenomenological research exploring the experiences of mentors is described. Emergent themes relating to the significance of the mentor-protége relationship, challenges of mentoring and lessons learned from the programme are discussed. 31 refs.
- Source:** BNI
- Full Text:** Available in *fulltext* at [EBSCO Host](#)
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19. Developing a successful local leadership programme.

- Citation:** Primary Health Care, December 2010, vol./is. 20/10(24-6), 0264-5033 (2010 Dec)
- Author(s):** Cotton, J
- Abstract:** Internal leadership development programme developed by Bassetlaw Community Health, which allowed staff to be seconded to work on projects and develop expertise in a new area and improve managerial and leadership skills under the supervision of a mentor.
- Source:** BNI
- Full Text:** Available in *fulltext* at [EBSCO Host](#)
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20. Our mentors gave us confidence.

- Citation:** Nursing Standard, January 2011, vol./is. 25/19(70-1), 0029-6570 (2011 12 Jan)
- Author(s):** Pickersgill, F
- Abstract:** Career Development supplement. The NHS Breaking Through leadership programme for black and minority ethnic groups and the value of mentorship with a senior NHS executive.
- Source:** BNI
- Full Text:** Available in *fulltext* at [EBSCO Host](#)
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21. Building successful mentoring relationships.

- Citation:** Canadian Nurse, September 2010, vol./is. 106/7(34-5), 0008-4581 (2010 Sep)
- Author(s):** Cooper, M; Wheeler, M
- Abstract:** Overview of a tool to help mentors and mentees. The Five-Phase Mentoring Relationship Model is described.
- Source:** BNI
- Full Text:** Available in *fulltext* at [EBSCO Host](#)
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22. Reflect for success: recommendations for mentors managing failing students.

- Citation:** Br J Community Nursing, December 2010, vol./is. 15/12(594-6), 1462-4753 (2010 Dec)
- Author(s):** Carr, J; Heggarty, H; Carr, M

Abstract: Guidance for community nurse mentors on the use of a reflective model to reconcile themselves with their actions and the aftermath of failing a student in their clinical placement. The application of Carper's 4 patterns of knowing and Chinn and Kramer's emancipatory pattern of knowing to mentors' reflections on the process of failing students is described. 10 refs.

Source: BNI

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23. Mentoring in emergency care: 'growing our own'.

Citation: Emergency Nurse, November 2010, vol./is. 18/7(12-5), 1354-5752 (2010 Nov)

Author(s): Berezuk, S

Abstract: Role and benefits of mentors for new graduates working in emergency care making the transition from novice to expert. A personal reflection on the experiences of being mentored in an emergency department in Canada is included. 16 refs.

Source: BNI

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24. Maximizing effective learning for students.

Citation: Gastrointestinal Nursing, November 2010, vol./is. 8/9(48-9), 1479-5248 (2010 Nov)

Author(s): Harrison, P

Abstract: Personal comments on how gastrointestinal nurses can help pre-registration nursing students to develop both personally and professionally, especially through the use of mentoring during the placement on the gastrointestinal ward. 10 refs.

Source: BNI

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25. Facilitating pre-registration nurse learning: a mentor approach.

Citation: Br J Nursing, November 2010, vol./is. 19/21(1364-7), 0966-0461 (2010 25 Nov)

Author(s): Warren, D

Abstract: Literature review of the relationship between student nurses and mentors in the clinical workplace in facilitating learning. The need for a supportive relationship and clinical environment, the value of diversity in learning approaches and assessment of competence are discussed. 31 refs.

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26. Interviewing student and qualified nurses to find out what makes an effective mentor.

Citation: Nursing Times, December 2010, vol./is. 106/48(19-21), 0954-7762 (2010 7 Dec)

Author(s): Teatheredge, J

Abstract: Qualitative research into the characteristics of a good mentor and changes in attitudes over a period of time. 3rd year mental health students and qualified mentors were interviewed to examine their perceptions of the mentoring relationship, effective mentorship and barriers to good mentoring. 13 refs.

Source: BNI

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27. A mentor-protege program for new faculty, part 1: stories of proteges.

Citation: J Nursing Education, November 2010, vol./is. 49/11(601-7), 0148-4834 (2010 Nov)

Author(s): White, A; Brannan, J; Wilson, C

Abstract: 1st of 2 research reports on the experiences of mentors and proteges on a USA mentorship programme for new nurse educators. Qualitative phenomenological research explores nurse tutors' mentee experiences. The creation of a meaningful mentor-protege relationship, developing as a new nurse tutor and lessons learned from the programme are discussed. 24 refs.

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28. Mentoring overseas nurses: barriers to effective and non-discriminatory mentoring practices.

Citation: Nursing Ethics, September 2010, vol./is. 17/5(603-13), 0969-7330 (2010 Sep)

Author(s): Allan, H

Abstract: Research exploring challenges to effective and non-discriminatory mentoring in clinical placements for overseas-trained nurses in the NHS and in UK care homes. Evidence of unethical and discriminatory practices arising from poor mentoring preparation is discussed, and the impact of cultural differences on the mentoring and learning of overseas nurses is considered. Recommendations are made for improving mentoring training. 62 refs.

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29. Mentor for success.

Citation: Nursing Standard, October 2010, vol./is. 25/5(18-9), 0029-6570 (2010 6 Oct)

Author(s): Knight, J

Abstract: Interview with Celia Grandison-Markey on her 40-year career in the NHS and her role in coaching and mentoring black and minority ethnic (BME) nurses. Her career in mental health nursing and her links with Jamaica as President of the Nurses Association of Jamaica (UK) are highlighted.

Source: BNI

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30. Staff nurses' experiences as preceptors and mentors: an integrative review.

Citation: J Nursing Management, September 2010, vol./is. 18/6(697-703), 0966-0429 (2010 Sep)

Author(s): Omansky, G

Abstract: Literature review of nurses' experiences in a mentoring or preceptorship role. Research from the UK, the USA, Australia, Canada and Sweden was analysed using the Kahn et al role episode model (1964) to focus on mentors' and preceptors' day-to-day experiences. Challenges relating to ambiguous role definitions, high workload and colleagues' lack of recognition of the role are highlighted. 32 refs.

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31. Group supervision for nursing students during their clinical placements: its content and meaning.

Citation: J Nursing Management, September 2010, vol./is. 18/6(678-88), 0966-0429 (2010 Sep)
Author(s): Holmlund, K; Lindgren, B; Athlin, E
Abstract: Qualitative research in Sweden exploring student nurses' experiences of group supervision during placements. Concept analysis was used to examine students' perceptions of group sessions involving a student describing a practice experience and receiving feedback from other students and a supervisor to support reflection. The impact on the students' journey towards becoming a nurse was considered. 70 refs.

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32. Using vignettes to explore work-based learning, part 1.

Citation: Br J Nursing, September 2010, vol./is. 19/17(1112-7), 0966-0461 (2010 23 Sep)
Author(s): Wareing, M
Abstract: 1st of 2 articles on the use of vignettes in presenting data from research interviews with foundation degree mentors and healthcare assistants studying to become assistant practitioners. The hermeneutic phenomenological study, analysed using Hycner's guidelines, and the method of constructing the vignette are described and issues in the mentoring experience are explored. 13 refs.

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33. Recognition and support for today's preceptor.

Citation: J Continuing Education in Nursing, July 2010, vol./is. 41/7(317-22), 0022-0124 (2010 Jul)
Author(s): Biggs, L; Schriener, C
Abstract: Development of a programme to support and reward staff nurses taking on the role of preceptor. The principles of Watson's Theory of Human Caring, used as a framework for the programme, are explained and preceptorship is defined. The 'Preceptor Pride' programme is described, including the strategies used and the costs involved. 19 refs.

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34. Mentor program boosts new nurses' satisfaction and lowers turnover rate.

Citation: J Continuing Education in Nursing, July 2010, vol./is. 41/7(311-6), 0022-0124 (2010 Jul)
Author(s): Fox, K
Abstract: Research in the USA evaluating a mentoring programme for newly qualified nurses to reduce turnover. Participants were paired with appropriate mentors for 1 year and regular evaluation was conducted by both partners. The decrease in the rates of turnover and the cost of the initiative were assessed at the end of the year. 6 refs.

Source: BNI

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35. Supporting and mentoring nursing students in practice.

Citation: Nursing Standard, September 2010, vol./is. 25/1(41-6), 0029-6570 (2010 8 Sep)

Author(s): Ness, V; Duffy, K; McCallum, J

Abstract: Mentors' task to stimulate decision making techniques in student nurses through being a role model for skills and techniques which students can emulate. The processes of questioning, thinking aloud, debriefing, reflection, action planning and problem-based learning are examined as methods which mentors can use to support students on clinical placements. 33 refs.

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36. Options for the future practice nurse workforce.

Citation: Practice Nursing, August 2010, vol./is. 21/8(421-6), 0964-9271 (2010 Aug)

Author(s): Lovett-Clements, S

Abstract: Educaiton, continuing professional development and mentoring for practice nurses to support workforce and career development and recruitment and retention. The benefits and disadvantages of 5 workforce development models are discussed. 10 refs.

Source: BNI

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37. Exploring the role of the interprofessional mentor.

Citation: J Interprofessional Care, July 2010, vol./is. 24/4(362-74), 1356-1820 (2010 Jul)

Author(s): Marshall, M; Gordon, F

Abstract: Summary of qualitative research on student and staff experiences of cross-profession mentorship in the practice setting. Interviews were conducted with students from nursing, medicine, social work, physiotherapy and occupational therapy and the practitioners who supported them and a model of interprofessional mentorship derived from the research is presented. 23 refs.

Source: BNI

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38. Peer mentoring: untapped potential.

Citation: J Nursing Education, June 2010, vol./is. 49/6(340-2), 0148-4834 (2010 Jun)

Author(s): Dennison, S

Abstract: Educational Innovations series. Descriptions of a peer mentoring programme implemented in the nursing clinical learning centre at 1 university in Canada. Benefits to the senior nursing student mentors, students and educational institutions are discussed and the potential future of peer mentoring is considered. 13 refs.

Source: BNI

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39. Evaluation of a primary care pre-registration programme in London.

Citation: Practice Nursing, June 2010, vol./is. 21/6(316-9), 0964-9271 (2010 Jun)

Author(s): Chowthi-Williams, A; Woolmer, J; Harris, D

Abstract: Research evaluating pre-registration nursing students' experiences of a primary care pathway programme at London South Bank University, developed to prepare nurses for working in primary care. Focus groups were used to evaluate students' perceptions of the course and the support provided by mentors and others. 16 refs.

Source: BNI

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40. Additional options for achieving sign-off mentor criteria.

Citation: Br J Nursing, May 2010, vol./is. 19/10(658-9), 0966-0461 (2010 27 May)

Author(s): Glasper, A

Abstract: NMC requirements for mentors to achieve full sign-off status to sanction the competency of new nurses or midwives and enable them to register. Qualifications recommended for mentors, the competencies they are expected to demonstrate, including dealing with failing students and additional options in the preparation of sign-off mentors are outlined. 6 refs.

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41. Nursing preceptor workshops: partnership and collaboration between academia and practice.

Citation: J Continuing Education in Nursing, April 2010, vol./is. 41/4(155-60), 0022-0124 (2010 Apr)

Author(s): Schaubhut, R; Gentry, J

Abstract: Description of a partnership between a nursing school and local hospitals in Louisiana, USA to provide a series of workshops designed to recruit and train nurses for the nurse preceptor role. The partners' experiences of developing and delivering the programme, topics covered, the demographic profile of attendees and their evaluations of the workshops are outlined. 26 refs.

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42. Preceptors' perspectives on recruitment, support, and retention of preceptors.

Citation: J Nursing Education, April 2010, vol./is. 49/4(198-206), 0148-4834 (2010 Apr)

Author(s): DeWolfe, J; Laschinger, S; Perkin, C

Abstract: Qualitative research in Canada to elicit consensus among senior nursing student preceptors regarding issues related to the recruitment, support and retention of preceptors. The implications of focus group views on the benefits of being preceptors, characteristics of effective preceptors, challenges and the type and delivery of orientation information needed are considered. 39 refs.

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43. The professional practice knowledge of nurse preceptors.

Citation: J Nursing Education, March 2010, vol./is. 49/3(143-9), 0148-4834 (2010 Mar)
Author(s): Paton, B
Abstract: Research in Canada describing the knowledge nurses acquire and use to teach and assess undergraduate student nurses in the clinical setting. 4 domains of preceptor practice are reported: artfully connecting, creating a culture of respect, acknowledging contextual realities and preserving ethical, competent and respectful practice. 32 refs.
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44. Involving supervisors of midwives in student education.

Citation: Br J Midwifery, May 2010, vol./is. 18/5(308-14), 0969-4900 (2010 May)
Author(s): Bacon, L
Abstract: The potential role of supervisors of midwives in the development and delivery of midwifery education. Ways in which supervisors can support students and mentor midwives, their role in promoting accountability and understanding of practice issues, and the importance of a good relationship with students are considered. 22 refs.
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45. A mentor portfolio model for ensuring fitness for practice.

Citation: Nursing Management UK, March 2010, vol./is. 16/10(28-31), 1354-5760 (2010 Mar)
Author(s): Jones, S; Maxfield, M; Levington, A
Abstract: Development and implementation of a mentor portfolio framework to help sign-off mentors ensure nursing and midwifery students' fitness to practice. The introduction of the portfolios using a staff training and support programme which meets the revised NMC (2008) 'Standards to Support Learning and Assessment in Practice' is described, with framework-associated benefits and challenges highlighted. 7 refs.
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46. Clinical mentors' influence on student midwives' clinical practice.

Citation: Br J Midwifery, February 2010, vol./is. 18/2(114-23), 0969-4900 (2010 Feb)
Author(s): Armstrong, N
Abstract: Research to determine whether final year midwifery students were influenced by mentors' non-evidence based clinical practice. Hypotheses relating to mismatch between evidence-based teaching and traditional workplace reality, student adoption of mentors' practices and students' desire not to challenge mentors are tested. 60 refs.
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47. Time to precept: supportive and limiting conditions for precepting nurses.

Citation: J Advanced Nursing, February 2010, vol./is. 66/2(432-41), 0309-2402 (2010 Feb)

Author(s): Carlson, E; Pilhammer, E; Wann-Hansson, C

Abstract: Ethnographic research in Sweden on the experience of precepting as an educational process from the perspective of nurses acting as preceptors to preregistration students. Observations and focus groups were conducted to explore constraints such as time, organisational and clinical considerations, professional relations and attitude of other staff, importance of student feedback, and personal considerations. 37 refs.

Source: BNI

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48. Wise women: mentoring as relational learning in perinatal nursing practice.

Citation: J Clinical Nursing, January 2010, vol./is. 19/1-2(183-91), 0962-1067 (2010 Jan)

Author(s): Ryan, A; Goldberg, L; Evans, J

Abstract: Qualitative research in Canada on mentoring relationships between nurses working on labour wards, focusing on relational learning as an identified theme. Feminist phenomenology was used to examine participants' experiences of being a mentor/mentee, factors that supported/undermined the mentoring experience and the role of the nurse-patient relationship in the perinatal nurse's learning journey. 66 refs.

Source: BNI

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