

Liverpool John Moores University

Title: MENTORSHIP
Status: Definitive
Code: **5501PQCNUR** (107134)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Institut Jantung Negara

Team	Leader
Susan Hopkins	Y
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Academic Level: FHEQ5 **Credit Value:** 15.00 **Total Delivered Hours:** 115.00
Total Learning Hours: 150 **Private Study:** 35

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	20.000
Online	91.000
Seminar	4.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	3000 word portfolio, based on reflection on a mentoring event	100.0	

Aims

To enable practitioners working in a range of different work settings to develop their approach to supporting and assessing learning in practice.

To enable practitioners to apply best evidence in practice to promote the development of self and others.

Author	Fairclough, M.
Publishing Year	2008
Title	Supporting Learners in the Lifelong Learning Sector
Subtitle	
Edition	
Publisher	McGraw-Hill/Open University
ISBN	

Course Material	Book
Author	Gopee, N.
Publishing Year	2008
Title	Mentoring and Supervision in Healthcare
Subtitle	
Edition	
Publisher	Sage
ISBN	

Course Material	Book
Author	Grossman, S.
Publishing Year	2008
Title	Mentoring in Nursing
Subtitle	a dynamic and collaborative process
Edition	
Publisher	Springer
ISBN	

Course Material	Book
Author	Kinnell, D. & Hughes, P.
Publishing Year	2010
Title	Mentoring Nursing and Healthcare Students
Subtitle	
Edition	
Publisher	Sage
ISBN	

Course Material	Book
Author	Scales, P.
Publishing Year	2008
Title	Teaching in the Lifelong Learning Sector
Subtitle	
Edition	
Publisher	McGraw-Hill/Open University
ISBN	

Notes

This module will enable students to explore how to facilitate lifelong learning in others by developing their mentoring, teaching and assessing skills

After nurses graduate from a BSN degree program, they become educators even if they do not work as teachers in academia. Nursing is not just about dispensing medication or administering treatments. Nurses also are responsible for teaching patients about preventing and managing medical conditions. Patient education is a significant part of a nurse's job. Education empowers patients to improve their health status. When patients are involved in their care, they are more likely to engage in interventions that may increase their chances for positive outcomes. The benefits of patient education include:

- Nurses may have to adjust their teaching strategies to fit the patient's preferences. Many patients want detailed information, though some may request only a checklist. For all courses in nurse education, this student-friendly, easy-to-read text is the best resource for the nurse educator.

Teaching Strategies for Nurse Educators, 3e, prepares graduate nursing students to be nurse educators in settings of staff development, patient education, or academia—covering commonalities of teaching that pertain to all three. Based on a strong foundation in educational theory and practical teaching strategies, constructive information and cutting-edge content emphasize the theories and strategies most likely to be used in the field of nursing and health education. Refere Nurse educators from around the country shared words of wisdom on motivational teaching strategies that help nurses learn and flourish, whether in school, in facility inservice programs or in the clinical setting. Here's what they had to say.

Engage adult learners by facilitating a collaborative learning environment through the use of discussions and in-class group assignments. Consider the flipped classroom/learner approach. Remove barriers to learning. For example, try not to sit behind a desk and lecture. While there are times when this is appropriate, remember the average attention span of NLN Nurse Educator Core Competencies.

- Competency I: Facilitate Learning Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
- Competency II: Facilitate Learner Development and Socialization Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
- Competency III: Use Assessment and Evaluation Strategies Nurse educator... teaching strategy in the nurse education. If using these strategies well, students are more likely to memorize the information associated with the lesson. Selection of teaching strategies appropriately is of great importance for nurse educators to deliver high-quality education.

©2016 Shanxi Medical Periodical Press. A total of 150 nursing students completed the questionnaires, with the data being analysed descriptively using SPSS version 25. The nursing students reported that educators used technology to deliver course instructions (96.7%), and encouraged students to use it for creative or critical thinking tasks (95.3%). They were encouraged by their educators to use their own technology devices (94.7%) and online platforms (94.7%).