

## 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
Analie-Jayne Grimshaw	

**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.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Examine the development and implementation of strategies to facilitate student learning, which take account of the student's prior knowledge and developmental needs within the context of evidence based practice.
- 2 Analyse a variety of communication methods and working relationships within the clinical practice setting.
- 3 Discuss and evaluate the assessment of learning in the practice setting
- 4 Discuss and contribute to the creation of an optimum learning environment for their areas of practice.
- 5 Facilitate the development of collaborative approaches to teaching and assessing

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

Portfolio                                    1    2    3    4    5

## Outline Syllabus

*Mentorship and Facilitation. Learning theories. Experiential learning. Teaching strategies. Evidence based practice. Negotiation of learning. Communication methods and working relationships with students and with professional colleagues. Principles of assessment. The clinical learning environment*

## Learning Activities

Interactive lectures and seminars.  
Reflective discussions.  
Clinical Practice Learning of 7 hours per week.

## References

<b>Course Material</b>	Book
<b>Author</b>	De Young, S.
<b>Publishing Year</b>	2009
<b>Title</b>	Teaching Strategies for Nurse Educators
<b>Subtitle</b>	
<b>Edition</b>	2nd
<b>Publisher</b>	Prentice Hall
<b>ISBN</b>	

<b>Course Material</b>	Book
------------------------	------

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

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

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

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

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

---

**Notes**

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

While some seasoned nurses may spend less time teaching patients because they think the patient won't listen, younger nurses may lack enough experience and confidence to believe that their teaching will truly make a difference. Also, busy nurses who walk (or run) countless miles in any given shift, skip regular meals, and worry about whether they've missed anything may think that there's simply not enough time to teach. However, nurses have a responsibility to not just provide care, but also to teach and motivate patients to manage their disease as independently as possible. Effective 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 Innovative Teaching Strategies in Nursing and Related Health Professions. Martha J. Bradshaw. 4.7 out of 5 stars 22. Nurse as Educator: Principles of Teaching and Learning for Nursing Practice. Susan B. Bastable. 4.4 out of 5 stars 128. NLN Nurse Educator Core Competencies. u 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. u 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. u Competency III: Use Assessment and Evaluation Strategies Nurse educator... Nursing Education Perspectives: March-April 2009 - Volume 30 - Issue 2 - p 132. Buy. Copyright 2009 by National League for Nursing, Inc. Source. Teaching Strategies for Nurse Educators (2nd ed.) Nursing Education Perspectives30(2):132, March-April 2009. Full-Size. Email.