

What do Mentors do?

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What I do as a Practice Educator

- ◆ Allocate mentors
- ◆ Support mentors / students
- ◆ Feedback within Trust and University
- ◆ Ensuring mentorship training within “Knowledge and Skills Framework”
Band 6 nurses (1st year foundation gateway)
- ◆ Assist with the introduction of changes to mentorship

My study

- ◆ An examination of the mentorship of post registration nurses in an adult Intensive Care Unit.
 1. What activities do nurses carry out in the capacity of mentor?
 2. How is mentorship experienced
 3. What are the factors that influence how mentorship is delivered
- ◆ Two groups Mentors (>1 year ICU)
Mentees (<1 year ICU)

Defining Mentorship

- ◆ For the purpose of this presentation 'mentor' is used to denote a nurse who is supporting a colleague in the achievement of an educational course
- ◆ Trust Mentoring Policy

Evolution of mentorship.

- ◆ Business schools of North America
- ◆ ENB1987
 - “experienced and trusted advisor”, “wise and reliable counsellor”
- ◆ ENB1988
 - “A person selected by the student to assist, advise and counsel ”
- ◆ ENB 1990
 - “who by example and facilitation guides, assists and supports the practitioner in learning new skills, adopting new behaviours and acquiring new attitudes” (in Cahill 1996:792)

Evolution of the mentors role

- ◆ Introduction of Project 2000 gave mentors the joint role of supervisor and assessor
- ◆ Woodrow (1994) highlighted the possible conflict within the mentors role
- ◆ 2006 NMC introduced the concept of the “Sign off mentor”, requiring a greater accountability for mentors assessment of practice

Study findings

- ◆ Respondents from Band 5,6,7
- ◆ 18 respondents had completed or were studying a course on mentorship, 10 had not

Total number of activities listed was 124 (out of a possible 168)

- ◆ Educational activities: $n = 83$
- ◆ Interpersonal activities: $n = 41$

Educational activities:



Educational Activities

- ◆ Teaching (27 / 28)
- ◆ Assessing (12/28)
- ◆ Supervising (9/28)
- ◆ Feedback (8/28)
- ◆ Passive activities (7/28)
- ◆ Role modelling (6/28)
- ◆ Making time for students and planning (5/28)
- ◆ Orientation (5/28)
- ◆ Facilitating (3/28)
- ◆ Providing opportunities to practise (2/28)

Passive activities

- ◆ Passive activities reported included: acting as a patient advocate, providing evidence based care and keeping updated
- ◆ Keeping updated
 - Study days for mentors to update their nursing knowledge (as opposed to mentorship)
 - *“you feel intimidated if they have a gap in knowledge and you feel you should know”*

Interpersonal activities



Interpersonal Activities

- ◆ Support (21 / 28)
- ◆ Affective activities (6/28) including:
 - Patience
 - Understanding
 - Listening
 - Respect
 - Empathising
- ◆ Motivating (3/28)
- ◆ Encouraging (3/28)
- ◆ Guidance (3/28)
- ◆ Advising (2/28)
- ◆ Self reflection (1/28)
- ◆ Interaction (1/28)
- ◆ Empowering (1/28)

Mentees- What activities do you want your mentor to carry out?

- ◆ **Educational activity:** *"feedback so I know what to improve"*
- ◆ *"Demonstrate best practice"*
- ◆ **Interpersonal activities:** *"be approachable so you can ask stupid questions," "have patience" "understanding" and "give guidance."*
- ◆ Mentees did not use the terms teaching or assessing.

In Summary

- ◆ Is assessing part of the mentors role?
- ◆ It appears mentors value keeping themselves updated
- ◆ In future; raise awareness of some of the educational activities such as feedback, role modelling and assessment

Thank you for listening

- Cahill A (1996) "A qualitative analysis of student nurses' experiences of mentorship" *Journal of advanced Nursing*. 24(4): 791-799
- ENB (1987) *Circular 1987/28/MAT Approval process for courses in Nursing Midwifery and Health Visiting*. ENB London.
- ENB (1988) *Circular 1988/39/APS Institutional course approval / re approval process; information required*. ENB London.
- ENB (1990) *Regulations and guidelines for the approval of institutions and courses*. ENB London.
- Woodrow P (1994) "Perceptions and Pitfalls for nursing practice" *Journal of Advanced Nursing*. 19: 812-818