

Title: Literature Review on Mentorship

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The role of clinical experience in developing the learning of nursing students is very important. According to Butterworth, Faugier & Burnard (1998), while experiencing this, the communication with patients and their family members assists nursing students to learn and establish best communication, technical, psychomotor and interpersonal skills. In accordance with the study of Johnson (1981), students are provided with great opportunities to experience the theoretical concept, which assists them to establish a professional identity. It is necessary to facilitate nursing students with proper assistance and supervision in the clinical domain. This approach is important to improve the students' clinical experience (Faugier & Burnard, 1998).

Mentorship in contemporary practice: the experiences of nursing students and practice mentors by Myall & Lathlean (2008)

The first paper is a research-based article by the authors Myall & Lathlean (2008), called “*Mentorship in contemporary practice: the experiences of nursing students and practice mentors*”. The authors of this research investigate the contributing role of the mentor in modern practices of nursing in the United Kingdom. The main findings are presented by the authors in this research from a recent study which explored the impact of a locality-based nursing education plan on students, practice mentors and educational staff. This study also analysed the observations of mentors and students as well. To conduct research, the authors used online survey questionnaire method.

Myall & Lathlean (2008) examined the fundamental attributes of mentor in their research study. They highlighted the roles of mentors as well as their importance. They maintained that to carry out the role of mentorship successfully and to realize their obligations, mentors should have distinctive personal attributes and characteristics. These basic attributes comprise teaching and learning process; a reciprocal role; a relationship of career development; knowledge or competence differential between participants; and duration of several years. Keel (2009) examined this article and added further attributes, including sociability and approachability, patience and tolerance, effective interpersonal skills, and more importantly the professionalism.

The research-based study of Myall & Lathlean (2008) also discussed issues that emerge from mentoring research throughout the range of professional settings. For this, they conducted a questionnaire survey. In this survey, Myall & Lathlean (2008) extracted eight compulsory abilities defining the mentor's roles and responsibilities. These roles and responsibilities include developing effective working and learning environment, best learning facilitation, accountability and evaluation process, best learning assessment and practice based on evidence.

After the analysis of Myall's & Lathlean's (2008) study, Davison & Williams (2011) concluded that the roles and responsibilities of mentors are very important. According to them, mentors are anticipated to assist students' overall progress, aid them to accomplish best outcomes pertinent to the clinical position and direct teaching and assessment needs of students. Mentors are also responsible for realising the students' potential learning outcomes and partaking with them in reflective activities. They have to ensure that each one has achieved an acceptable number of mentored hours, according to Myall's & Lathlean's (2008).

The study of Myall & Lathlean (2008) also discussed the obstacles to good mentorship, and as observed by the study of Warren (2010), the survey of the study showed restrictions and obstacles on mentor's role. Myall & Lathlean (2008) examined that these obstacles comprised a load of work and lack of sufficient time. Other research studies have also found these same findings (Hopkins & Wilson, 2011). According to Warren (2010), other factors of obstacle that heavily influences the pre-registration students' quality comprise mentors being disturbed by their roles and responsibilities. Moreover, this research also examined that the academic setting of an educational institute is solely as vital as the faculty communication and students within a more motivating and academically vibrant, learning and teaching environment. The authors feel that the faculty of professional nursing who are involved in research are the good mentors for pupils.

Ali & Panther (2008) wrote a non-research-based article named as "*Professional development and the role of mentorship*". The authors of this article examined the mentorship concept in nursing. They addressed the basic roles and responsibilities of the mentor in improving the learning knowledge and experience of students. The necessary mentor's attributes and different stages of the relationship between mentor and student are also discussed in this article.

Mentorship in nursing is defined by Ali & Panther (2008) as a form of teaching and learning. According to them, learning and teaching is a basic attribute of mentors. They examined that

mentors' attribute of teaching and learning is a process between mentors and students as the sharing of knowledge. Though, most of the studies also agreed that the concept of mentorship in nursing is a process of teaching and learning. Most of the studies agree with the concept of Ali & Panther (2008) about mentorship, including Hopkins' & Wilson's study (2011). According to Ali & Panther (2008), the learning process is enhanced by mentoring. The reason behind is that protégé takes advantage from the mentor's successes and blunders and avoid unfavourable circumstances in the learning process. According to Hopkins & Wilson (2011), learning the mentor's life knowledge and experience as well as the success' secrets are the basic mentoring values for the students. This is validated by the critical assessment of Perea-Ryan & Alcalá-Van (2010) as in doctoral nursing education mentoring is a most important element. They agreed that the objectives of teaching-learning process concentrate on research abilities and scholarly involvement at the professional level.

Mentor's reciprocal role is also discussed by Ali & Panther (2008). With the passage of time in nursing field, increasing reciprocity in the relationship of mentoring was viewed by Ali & Panther (2008). According to the research of Ali & Panther (2008), the role of mentoring is categorised by the gradual move of protégé from the mentor's dependence to growing independence and sovereignty of the protégé as the role evolved. After that, a balanced process of give and take arisen between them. The reciprocity in mentor's role was viewed by Ali & Panther (2008) as increasing by virtue of their willingness to alter observation and establish shared values and objectives. They viewed the reciprocal role of mentors when mentor and student comprehended the significance of fulfilling their own requirements.

Conclusion

The research of Myall & Lathlean (2008) highlighted the worth of mentorship especially for prequalifying nursing students. They also highlighted the essential attributes, obstacles to good mentoring, teaching and learning process, and reciprocal role of mentors. They said that mentors need the appropriate guidance. They also verified past study and highlighted ameliorations in reducing the gap between rhetoric and fact. On the other hand, the article of Ali & Panther (2008) also discussed the mentor's importance and roles and responsibilities. However, it is found that mentors of pre-registration nursing students confront obstacles to performing their professional role. Both articles show the importance and worth of mentorship for prequalifying nurse students. The main findings of the paper emphasise the mentorship importance and worth

for prequalifying nursing students. These findings also highlight the need to facilitate mentors with more suitable preparation and assistance.

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