ERASMUS+

KA2: Strategic partnership

RESEARCH AND DEVELOPMENT PROJECT:

QUALITY MENTORSHIP FOR DEVELOPING COMPETENT NURSING STUDENTS

COURSE FRAMEWORK OF

ADVANCED MENTORSHIP COMPETENCES

The course framework has been developed in collaboration of five EU organizations.

The course framework of advanced mentorship competencies is a pilot testing I. version. Please note that the version will be modified upon completion of the pilot in four European Union countries participating in the project according to the evaluation of participants, teachers and project partners. The modifications will be completed according to the QualMent application.

The course framework was developed by:

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About the QualMent project

The College of Nursing in Celje is the coordinator of the European development and research project Quality mentoring for developing competent nursing students (QualMent), which was selected under the Erasmus+ Program, Strategic Partnerships in Higher Education.

The project includes as partners: The College of Nursing in Celje, University of Oulu (Finland), University of Health Sciences (Lithuania), University of Alicante (Spain), and European Federation of Nursing Associations (EFN).

The project will be conducted during the timeframe of 1st of September 2018 and 31st of December 2020.

The project is intended for the development of an education of clinical mentors with the objective to increase the quality of clinical practice for undergraduate nursing students, which complies with the EU directive. The project has three main outcomes:

1. to develop and validate an evidence-based clinical mentors' competence model in Europe;
2. to develop, implement and evaluate the effect of a clinical mentoring educational intervention in four European Union (EU) countries (Finland, Lithuania, Slovenia and Spain);
3. to develop mentoring international guidelines on clinical practice of nursing students.

Content	Number of training hours and form	
	Number of contact teaching hours	Number of virtual teaching hours)
Introduction of the QualMent EU project Introduction of the course framework, Introduction to e-learning environment (Moodle) MCI evaluation (1st)	1	1

MODULE I/NAME OF THE MODULE:

INTRODUCTION TO MENTORSHIP IN NURSING

Aims of the education module:

- To gain knowledge and understanding about mentorship traditions, principals, concepts and the role of different actors in mentoring.
- To understand and raise awareness of the importance and the requirements for clinical training for nursing students of the EU Directive 2013/55/EU and EFN Competency framework to guide the implementation of Article 31 listed competencies.
- To gain knowledge about didactical strategies and teaching methods for good practice in mentoring.
- To gain knowledge about the use of learning and knowledge technologies (LKT) in mentoring.
- To improve the mentoring competence of clinical mentors in Europe.

Mandatory learning material for the module:

- European Federation of Nurses, EFN, 2015. EFN competency framework for mutual recognition of professional qualifications Directive 2005/36/EC, amended by Directive 2013/55/EU. EFN Guideline to Implement Article 31 Into National Nurses' Education Programmes. Available at: http://www.efnweb.be/?page_id=6897
- European Council, 2013. European Council Directive 2013/55/EU on the recognition of professional qualifications. Official Journal of the European Union (L 354/132). Available at: https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32013L0055
- Tuomikoski, A.-M., Ruotsalainen, H., Mikkonen, K., Miettunen, J., & Kääriäinen, M. (2018). The competence of nurse mentors in mentoring students in clinical practice – A cross-sectional study. *Nurse Education Today*, *71*(September), 78–83. https://doi.org/10.1016/j.nedt.2018.09.008
- Oikarainen A., Mikkonen K., Kenny A., Tomietto M., Tuomikoski A.M., Meriläinen M., Miettunen J., Kääriäinen M., 2019. Educational interventions designed to develop nurses' cultural competence: a systematic review. International Journal of Nursing Studies 98, 75-86. https://doi.org/10.1016/j.ijnurstu.2019.06.005
- Sweet, L., & Broadbent, J. (2017). Nursing students' perceptions of the qualities of a clinical facilitator that enhance learning. *Nurse Education in Practice*, *22*, 30–36. https://doi.org/10.1016/j.nepr.2016.11.007
- Vizcaya-Moreno, M. F., Pérez-Cañaveras, R. M., Jiménez-Ruiz, I., & De Juan, J. (2018). Student nurse perceptions of supervision and clinical learning environment: a

phenomenological research study. *Enfermería Global*, *17*(3), 306. https://doi.org/10.6018/eglobal.17.3.276101

Recommended learning material:

- Antohe, I., Riklikiene, O., Tichelaar, E., & Saarikoski, M. (2016). Clinical education and training of student nurses in four moderately new European Union countries: Assessment of students' satisfaction with the learning environment. *Nurse Education in Practice,* 17, 139-144. https://doi.org/10.1016/j.nepr.2015.12.005
- Arnesson, K. & Albinsson, G. (2017) Mentorship – a pedagogical method for integration of theory and practice in higher education. *Nordic Journal of Studies in Educational Policy*, 3(3), 202-217. doi:10.1080/20020317.2017.1379346
- Dobrowolska, B., McGonagle, I., Kane, R., Jackson, C. S., Kegl, B., Bergin, M., ... & Kekus, D. (2016). Patterns of clinical mentorship in undergraduate nurse education: A comparative case analysis of eleven EU and non-EU countries. *Nurse Education Today,* 36, 44-52. https://doi.org/10.1016/j.nedt.2015.07.010
- Hollywood, K.G.; Blaaess, D.A.; Santin, C. (2016). Holistic mentoring and coaching to sustain organizational change and innovation. *Creighton J. Interdiscip. Leadersh*, 2(1), 32–46. https://files.eric.ed.gov/fulltext/EJ1152192.pdf
- Chicca, J., & Shellenbarger, T. (2018). Generation Z: Approaches and Teaching–Learning Practices for Nursing Professional Development Practitioners. *Journal for Nurses in Professional Development*, 34(5), 250-256 doi:10.1097/NND.0000000000000478
- Chicca, J., & Shellenbarger, T. (2018). Connecting with generation Z: Approaches in nursing education. *Teaching and Learning in Nursing,* 13(3), 180-184. https://doi.org/10.1016/j.teln.2018.03.008
- Rylance, R., & Leigh, J. A. (2018). Millennials & Generation Z: considerations for nurse educators. *British Journal of Nursing.* URI: http://usir.salford.ac.uk/id/eprint/49843
- Saarikoski M. & Strandell-Laine (Eds.). (2018). The CLES scale: An evaluation tool for healthcare education. Springer International Publishing. Doi:10.1007/978-3-319-63649-8 http://www.springer.com/us/book/9783319636481
- Santos, L. M. C., & Backes, V. M. S. (2019). Mentoring as a source of pedagogical content knowledge for nursing teaching. *Texto & Contexto-Enfermagem*, 28. http://dx.doi.org/10.1590/1980-265x-tce-2016-0245

Method of verification of learning outcomes:

- Simulation with debriefing
- Self-assessment (reflective assignments)

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
Theme 1: The European clinical mentors' competence model: the concepts, the role of different actors, and the clinical learning environment.	To gain knowledge on mentoring concepts included in the European clinical mentors' competence model.\n\nTo explain the roles of different actors (mentor, student, patient, teacher, etc.) in the mentoring process.\n\nTo gain knowledge on the values and characteristics of the mentor, millennials and Generation Z students.	Participants define mentoring concepts.\n\nParticipants describe the roles of different actors in the mentoring process.\n\nParticipants describe the values and characteristics of the mentor and the values and characteristics of millennials and Generation Z students.	Lecture Quiz Team work Distance learning Initial self-assessment	PowerPoint presentation Articles Textbooks Online debate	3	3
Theme 2: EU Directive 2013/55/EU, EFN Competency framework and mentoring competence.	To gain knowledge on the mentoring state of affairs in EU.\n\nTo raise awareness of the importance of the EU Directive and EFN Competency framework in nursing clinical education.	Participants recognize the mentoring state of affairs in EU.\n\nParticipants explain the importance of the European Directive in nursing clinical education.\n\nParticipants describe the competencies from the EU Directive	Lecture Brainstorming Group discussion Team work Distance learning	PowerPoint presentation Directive 2013/55/EU EFN Competency Framework Online debate	2	2

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
		and from EFN Competency framework				
Theme 3: Didactics and teaching methods for good reflective practice in mentoring.	To gain knowledge about the best teaching methods for good reflective practice in mentoring. To understand mentoring through case simulation.	Participants list and describe some of the best teaching methods for good reflective practice in mentoring.	Lecture Problem-based learning (PBL) Role playing Journal Club Distance learning	PowerPoint presentation Articles Textbooks Video cases Online debate	4	1
Theme 4: Learning and knowledge technologies (LKT) in mentoring and coaching.	To gain knowledge about the use of learning and knowledge technologies (LKT) in mentoring: • mobile technologies, • e-mentoring, • social networking, • e-coaching, • e-portfolios,	Participants describe and demonstrate the use of LKT in mentoring.	Lecture Problem-based learning (PBL) Team work Quiz Distance learning	PowerPoint presentation Articles Mobile technologies, e-mentoring, social networking, e-coaching, e-portfolios, etc. Online debate	4	4
Theme 5: Impact of mentors' competences on quality	To explain and raise awareness on mentoring competence in the present	Participants discuss and make suggestions for good practice in	Lecture Team work	List of recommended	1	1

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
mentorship.	and future for nurses in Europe.	mentoring competence in the present and future for nurses in Europe.	Distance learning Final self-assessment	learning materials Online debate		
Number of total hours: 25					14	11

CULTURAL AND LINGUISTICAL DIVERSITY IN THE MENTORING OF NURSING STUDENTS

Aims of the education module:

- To understand cultural diversity in health and social care ecosystems and the moral and ethical responsibility of nurses to provide and advocate for care that is culturally competent.
- To understand the concept of cultural competence in mentoring.
- To explore one´s own value and belief system and to understand the importance of cultural acceptance and willingness to learn about the beliefs and practices of others.
- To gain knowledge on the effects of culture on patterns of verbal and nonverbal communication and to develop skills to overcome communication barriers and differences.
- To gain the skills needed to maintain a safe, culturally sensitive clinical learning environment that supports the effective learning process of culturally diverse students.

Mandatory learning material for the module:

- Evidence tip based on: Mikkonen, K., Elo, S., Kuivila, H.-M., Tuomikoski, A.-M., Kääriäinen, M., 2016a. Culturally and linguistically diverse healthcare students' experiences of learning in a clinical environment: a systematic review of qualitative studies. Int. J. Nurs. Stud. 54, 173 187. http://dx.doi.org/10.1016/j.ijnurstu.2015.06.004
- Evidence tip based on: Mikkonen, K., Elo, S., Tuomikoski, A.-M., Kääriäinen, M., 2016b. Mentor experiences of international healthcare students' learning in a clinical environment: a systematic review. Nurse Educ. Today. 40, 87–94. http://dx.doi.org/10.1016/j.nedt.2016.02.013
- European Federation of Nurses, EFN, 2015. EFN competency framework for mutual recognition of professional qualifications Directive 2005/36/EC, amended by Directive 2013/55/EU. EFN Guideline to Implement Article 31 Into National Nurses' Education Programmes. Available at: http://www.efnweb.be/?page_id=6897
- European Council, 2013. European Council Directive 2013/55/EU on the recognition of professional qualifications. Official Journal of the European Union (L 354/132). Available at: https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex%3A32013L0055

Method of verification of learning outcomes for this module:

- Simulation with debriefing
- Self-assessment (reflective assignments)
- Case studies

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
Theme 1: **CULTURAL COMPETENCE** **Cultural diversity** • Definition and significance of cultural diversity and globalization. • Current state of cultural diversity in Europe and in the specific European partner country.	**To understand** the impact that increased cultural diversity has within health and social care organizations	**The participant is able to explain** the impact that increased cultural diversity has within health and social care organizations	Presentation of main facts in contact teaching	Powerpoint presentation	0,5	-
Nursing guidelines for culturally competent care • UN Declaration of Human Rights (1948, article 25). • Minority Rights: International Standards and Guidance for Implementation (UN 2010). • WHO Global Code of Practice on the International Recruitment of Health Personnel. • The ICN Code of Ethics for Nurses (2012). • National Standards for Culturally	**To understand** that nurses have a moral and ethical responsibility to advocate for and provide care that is culturally competent **Knowledge on** nursing guidelines that exist for promoting care that is culturally competent	**The participant recognizes** that nurses have a moral and ethical responsibility to advocate for and provide care that is culturally competent **The participant is able to express** the significance of professional nursing guidelines on promoting care that is culturally competent	Checklist/picture/table presenting documents	Picture/table/ checklist Online publications listed at end of course		

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
and Linguistically Appropriate Services in Health Care. • Standards of Practice for Culturally Competent Nursing Care by Douglas et al. 2011. • National guidelines specific to each European partner country. **Definition of cultural competence** • Constructivist definition by Blanchet Garneau and Pepin (2015). • Cultural competence in mentoring definition and model by Campinha-Bacote (2010).	**To define** cultural competence **To describe** a theoretical model that can support development of nurses´ cultural competence in patient care and in mentoring	**The participant is able to define** cultural competence **The participant is able to identify** five aspects related to cultural competence and use these to plan their personal development in cultural competence	Lecture in contact teaching	Powerpoint presentation Figure with components of model		

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
Theme 2: **CULTURAL SENSITIVITY AND DESIRE** • Respect for diversity, human dignity and individuality. • Cultural acceptance and receptivity to diversity and values/worldview of others.	**To understand** the importance of fostering a welcoming and accepting attitude towards different cultures, and of openness to learn about the beliefs and practices of others, and to adapt mentoring based on the needs of the student	**The participant is able to explain** the importance of cultural acceptance and openness towards culturally diverse patients, healthcare professionals and students	Lecture in contact teaching	Powerpoint presentation Self-assessment/quiz (How acceptant/open are you?)	0,5	-
Theme 3: **CULTURAL AWARENESS AND KNOWLEDGE** • Exploration of one´s own background, behaviors, values and beliefs. • Acknowledgement and knowledge that all individuals have a culture and there are wide variations within a culture.	**To explore** one´s own culture, values, beliefs, cultural heritage and worldview and to understand, the impact that these can have in multicultural encounters, and the importance of giving up one's own prejudices and attitudes towards students **To recognize** that culturally diverse individuals have unique	**The participant explores** his/her own background, behaviors, values and beliefs and is aware of how these can have an impact in multicultural encounters **The participant recognizes** that culturally diverse individuals	Lecture in contact teaching Online reflective assignment covering personal cultural sensitivity and awareness in mentoring and team work	Powerpoint presentation Online reflective assignment (drawing of a mind map)	0,5	1

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
	backgrounds and may not meet the typical stereotypes of their cultural group	have unique backgrounds **The participant is able to explain** the importance of understanding cultural differences and forming a sense of connection to those from diverse backgrounds				
Theme 4: INTERCULTURAL COMMUNICATION AND INTERACTION • Patterns of verbal and nonverbal communication. • Working with interpreters. • Development of professional language skills.	**To gain knowledge** on the effects of culture on patterns of verbal and nonverbal communication and to gain skills to overcome communication barriers and differences **To gain knowledge** on how to support culturally diverse students in developing their professional language skills in the local language and to overcome communication challenges	**The participant has the ability** to engage in effective communication and to be culturally competent and safe in interactions with patients, students and other healthcare professionals	Lecture in contact teaching Group discussion Case study Check list on good practice in communication Interview analysis in learning journal	Powerpoint Checklist Virtual cases at the end for participants to answer	1	2
Theme 5: CULTURAL SKILLS AND SAFETY	**Knowledge on** obtaining the	**The participant has the**	Lecture in online	Simulation cases	1	2

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
• Implications of cultural competence and safety. • Performance of cultural assessment of culturally diverse patients and students. • Providing sufficient resources and support to culturally diverse individual. • Providing opportunities for students to learn from each other. • Preventing and resolving cultural conflicts or misunderstandings.	necessary information from culturally diverse patients or students through culturally-appropriate conduct and assessment **Knowledge on** how to prevent and resolve problematic issues arising from cultural conflicts or misunderstandings between individuals and groups **To understand** the importance of ensuring that culturally diverse students receive sufficient support so they are able to function in the healthcare context and provide safe, culturally congruent care to the patient	**ability** to obtain the necessary information from culturally diverse patients or students through culturally-appropriate conduct and assessment **The participant is confident** in finding creative solutions to prevent and address problematic issues that arise during mentoring **The participant has the skills** needed to effectively support the learning process of culturally diverse students while understanding their individual learning needs and communication styles **The participant recognizes** the importance of sufficient resources addressed towards mentoring and are able to recognize when additional	learning environment Online reflective assignment (plan for development of skills) Contact teaching day: Simulation exercises to practice skills (2 hrs)	and debriefing Powerpoint presentation on self-reflection of skills Powerpoint presentation on overcoming challenges Online reflective assignment Simulation cases and debriefing		

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Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
		support is needed				
Theme 6: CULTURE, AND ITS LINKAGE TO EU COMPETENCIES FROM ART. 31 • European Federation of Nurses, EFN, 2015 • EFN competency framework for mutual recognition of professional qualifications Directive 2005/36/EC, amended by Directive 2013/55/EU.	To promote and respect human rights and cultural diversity in light of the physical psychological, spiritual and social needs of autonomous individuals, taking into account their opinions, beliefs, values and culture, and the international and national codes of ethics as well as the ethical implications of healthcare provision; ensuring their right to privacy and honouring the confidentiality of healthcare information. Cultural understanding is key to develop a fruitful and constructive communication.	To understand the link between communication and culture. To understand how culture is linked to the competencies in article 31. To understand and be able to apply the proposed case studies for this module.	Interactive lecture Brainstorm Simulation role play Distance learning Case studies	PowerPoint presentation Directive 2013/55/EU EFN Competency Framework	1,5	2
Number of total hours:					5	7

MODULE III/NAME OF THE MODULE:

MENTORING COMPETENCE IN ASSESSMENT AND REFLECTIVE DISCUSSION

Aims of the education module:

- To understand the rationale for effective assessment of the level of students' achievements related to knowledge, skills and attitudes.
- To gain knowledge about the assessment process, assessment tools and assessment bias in the clinical education of nursing students.
- To acknowledge the importance of self-assessment and the student's responsibility in the assessment process.
- To comprehend the importance of learning from experience and the application of constructive feedback in assessing clinical education of nursing students.

Mandatory learning material for the module:

- Immonen K, Oikarainen A, Tomietto M, Kääriäinen M, Tuomikoski AM, Kaučič BM, Filej B, Riklikiene O, Flores Vizcaya-Moreno M, Perez-Cañaveras RM, De Raeve P, Mikkonen K. Assessment of nursing students' competence in clinical practice: A systematic review of reviews. *International Journal of Nursing Studies.* 2019;100:103414. doi: 10.1016/j.ijnurstu.2019.103414.
- Mann K, Gordon J, MacLeod A. Reflection and reflective practice in health professions education: a systematic review. *Advances in Health Science Education* 2009;14 (4):595–621.
- Bass, J., Fenwick, J., & Sidebotham, M. Development of a Model of Holistic Reflection to facilitate transformative learning in student midwives. *Women and Birth* 2017;30:227–235. doi: 10.1016/j.wombi.2017.02.010.
- Wells L, McLoughlin M. Fitness to practice and feedback to students: A literature review. *Nurse Education in Practice* 2014; 14:137-141.
- Hardavella G, Aamli-Gaagnat A, Saad N, et al. How to give and receive feedback effectively. *Breathe* 2017; 13: 327–333.

Recommended learning material:

- Kinnell D, Hughes Philip. Mentoring nursing and health care students. Chapter 4, Sage, 2010.
- Jasper M. Beginning reflective practice. 2nd edition. Cengage Learning EMEA, 2013.
- Bjerkvik L.K, Hilli Y. Reflective writing in undergraduate clinical nursing education: A literature review. *Nurse Education In Practice*, 2019;35:32-41.

Method of verification of learning outcomes for this module:

- Written and oral assignments
- Online group discussion
- Test
- Quiz

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
Theme 1: ASSESSMENT AND EVALUATION • Process of assessment	To understand how the process of assessment supports development in nursing students' competence	Participants understand the concepts and process of assessment and are able to define different methods of evaluation and assessment forms	Lecture Discussion	Presentation and critical thinking questions	3	3
	To raise awareness on the importance of learning goals in the learning process	Participants recognize the importance of learning goals and assessment criteria set by the educational institution	Seminar			
	To gain knowledge on the use of different assessment strategies used in clinical practice	Participants have the ability to select a suitable assessment to evaluate student's achievement of clinical practice outcomes and competences,	Lecture on-line	Reflective assignment on-line		
• Areas of the student's assessment. EFN competency framework for	To enhance mentor-student relationships in the assessment process	Participants are able to explain the meaning of the mentor-student relationship in the student's learning	Lecture	Case studies		

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Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
assessment	To gain knowledge on the application of the EFN competency framework to become a nurse according to EU directive.	process. Participants will recognize the importance of using EFN competency framework in assessing students cognitive (understanding), affective, (emotional) and psychomotor (practical) elements.				
Theme 2: ASSESSMENT TOOLS • Assessment tools criteria: validity, reliability, discrimination and practicality.	To understand the importance of relevant assessment criteria	Participants are able to use relevant assessment criteria during the evaluation of students' clinical competence	Seminar	Presentation and critical thinking questions	3	3
• Students' responsibility in the assessment process.	To understand students' responsibility in collecting and providing evidence to verify their achievement of learning outcomes.	Participants are able to support students in collecting and providing evidence to verify their achievement of learning outcomes	Discussion	Analysis of documents (portfolios, diaries, tools, check-lists)		
• Student self-assessment.	To understand the	Participants will recognize				

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
• Mentor's role in assessment process. • Assessment tools and their characteristics. EFN competency scale	meaning and importance of student self-assessment To understand the mentor's role in the assessment of students To gain knowledge on various assessment tools and the characteristics of these	the significance of student self-assessment and will encourage and support the student in utilizing this Participants identify and explain the significance of participation of the nurse teacher in assessment of the student Participants are familiar with various assessment tools and measures and recognize their strengths and weaknesses. Participants will be able to use the EFN competency scale in assessing students' cognitive (understanding), affective (emotional) and psychomotor (practical) elements	Seminar	Cases study – Individual on-line assignment		

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Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
• Assessment challenges (bias)	To gain knowledge and understanding on assessment challenges (bias) To encourage continuous learning and development of the student	Participants explain the impact of the personality of students on the evaluation of their learning effects of horn, halo, Hawthorne, ect.) Participants identify alternative solutions for students to achieve clinical practice outcomes		Online reflective assignment Case study		
Theme 3: LEARNING THROUGH REFLECTION • Definition of reflection • Significance of being a reflective practitioner Types of reflection • Reflection-on-action.	To gain knowledge on reflection from experience To understand how reflection can be used to assist learning from experience To understand the concepts of *reflection-on-action* (retrospective	Participants define the concept of reflection and explain the significance of learning from experience Participants are able to use different methods to promote mutual student-mentor dialogue Participants are able to apply their knowledge and skills to provide *reflection-on-action*	Online lecture Seminar Seminar	Presentation Critical thinking questions Online quiz Role paying Critical analysis of documents (portfolios, diaries)	2	3

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
• Reflection-in-action. Reflection tools • Portfolio-based learning and reflective diary.	activities) and *reflection-in-action* (exploring "here and now") To gain knowledge on reflection tools and the application of these To understand how personal records (narratives, diaries) of individual abilities and motivation encourages further learning from experience	and *reflection-in-action* Participants are able to select and apply reflection tools that encourage further learning from experience Participants will be aware how to avoid detracting effect rather than enhancing of assessment.		Online reflective assignment		
Theme 4: CONTINOUS FEEDBACK IN STUDENT LEARNING	To comprehend the significance of feedback in increasing a student's motivation and willingness to learn	Participants recognize the usefulness of gaining feedback from service users, patients and their relatives about student's learning process.	Online lecture	Presentation Critical thinking questions	2	1

Training content (broader clarification of the content)	Objectives (To explain, To understand, To raise awareness, To gain knowledge)	Learning outcomes defined as knowledge, skills and competences	Form of training (theory/lecture, case study, quiz, tests, etc.)	Didactic materials	Number of training hours and form	
					Number of contact teaching hours	Number of virtual teaching hours)
	To gain knowledge on the process of giving and receiving constructive and supportive feedback in order to convert negative encounters into positive and viable experiences for the student	Participants have the skills to apply feedback in order to produce a supportive action plan.		Role playing online Quiz		
Number of total hours: 20					10	10

Content	Number of training hours and form	
	Number of contact teaching hours	Number of virtual teaching hours)
MCI evaluation (2nd), Evaluation among clinical mentors	-	1