



Multiplier Event: Quality Mentorship for Developing Competent Nursing Students

The project QualMent has been founded with the support from the European Commission. This publication (communication) reflects the views of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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Module I

Introduction to Mentorship in Nursing

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ERASMUS+
KA2: Strategic partnership
RESEARCH AND DEVELOPMENT PROJECT:
QUALITY MENTORSHIP FOR DEVELOPING COMPETENT NURSING STUDENTS

**COURSE FRAMEWORK OF
ADVANCED MENTORSHIP COMPETENCES**

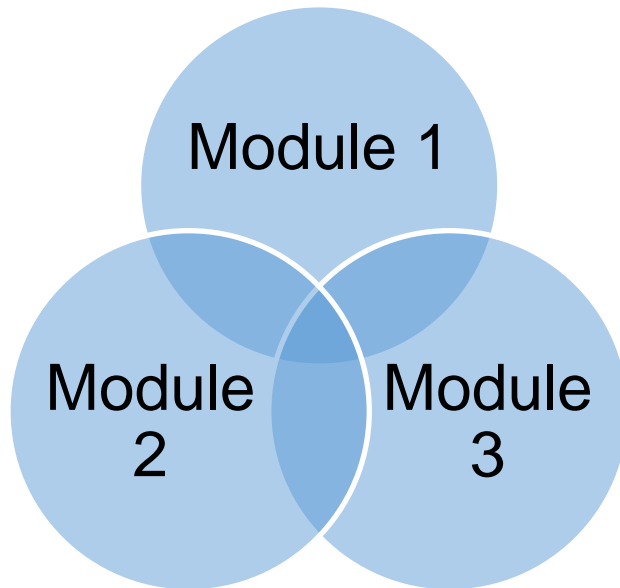
The course framework has been developed in collaboration of five EU organizations.

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.

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• Quality Mentorship for Developing Competent Nursing Students

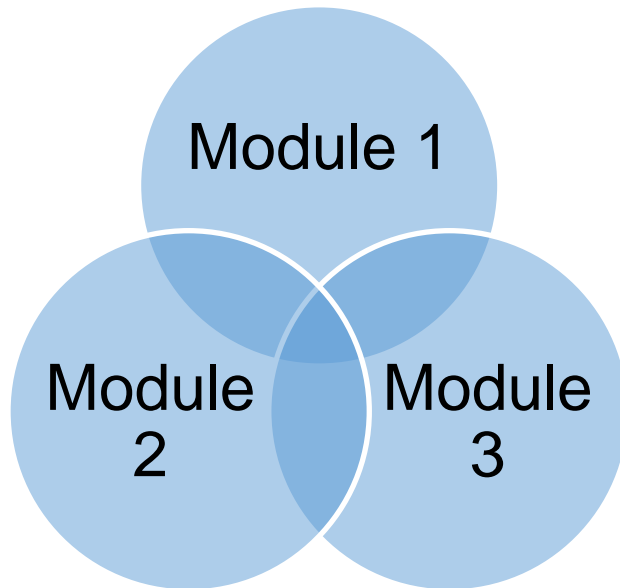


M1- Introduction to Mentorship in Nursing

M2- Cultural and Linguistical diversity in the Mentoring of Nursing Students

M3- Mentoring Competence in Assessment and Reflective Discussion

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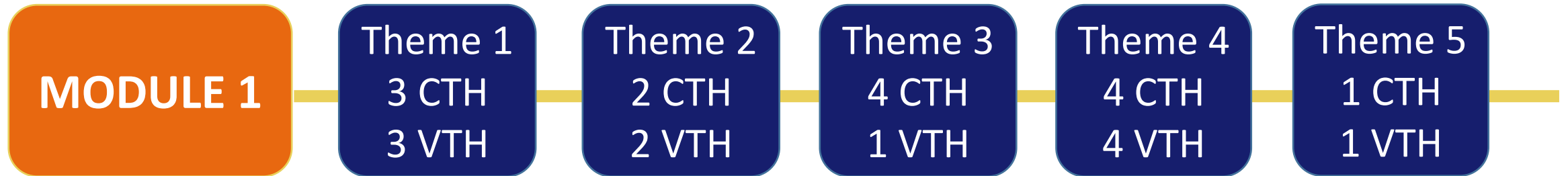


M1- Introduction to Mentorship in Nursing

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Module 1 structure



CTH = Contact Teaching Hours VTH = Virtual Teaching Hours

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.

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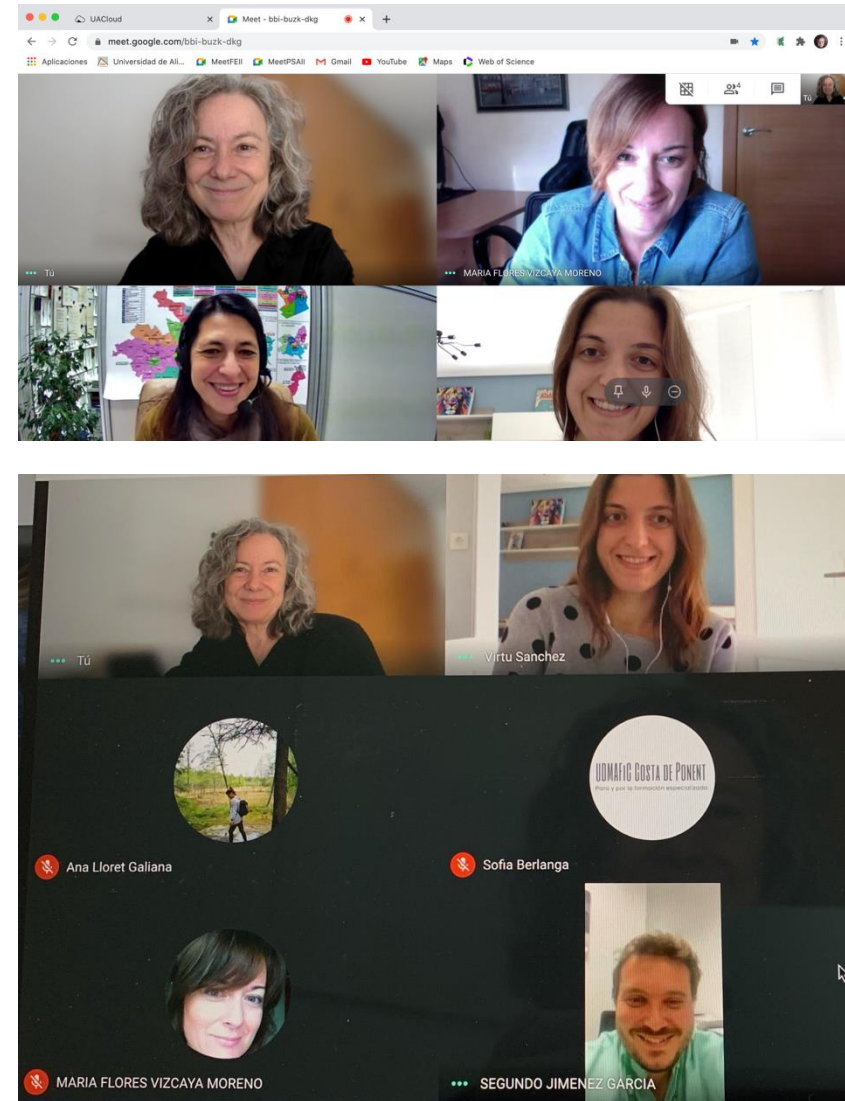
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Module 1

- ❑ Mandatory learning material
- ❑ Recommended learning material
- ❑ Method of verification of learning outcomes:
 - ❑ Simulation with debriefing
 - ❑ Self-assessment (reflective assignments)



Themes

1. The European clinical mentors' competence model: the concepts, the role of different actors, and the clinical learning environment.
2. EU Directive 2013/55/EU, EFN Competency framework and mentoring competence.
3. Didactics and teaching methods for good reflective practice in mentoring.
4. Learning and knowledge technologies (LKT) in mentoring and coaching.
5. Impact of mentors' competences on quality mentorship.

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Form of training

- Lecture
- Brainstorming
- Team-work
- Group discussion
- Distance learning
- Quiz



Teamwork: Brainstorming activity (30 min.)

Mentors' motivation: how doing it?

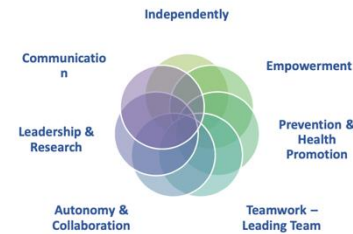


Teamwork: discussion in small groups (15 min.) and share your ideas (15 min.)

- What are the positive and negative factors for the clinical learning process?
- Is there an "ideal" clinical environment?
- In your opinion, which are "ideal" clinical environment characteristics?



EFN COMPETENCY FRAMEWORK



4. Practical work 5. Bedside teaching 6. Fieldwork

Advantages

1. Puts the student in an active situation.
2. Permits evaluation of degree to which educational objectives (practical and communication skills) have been attained.
3. Develops qualities of observation and decision-taking.
4. Ensures closer contact with reality (professional, health situation of country, colleagues and teachers).
5. Permits comparison between practice and theory.
6. Enables student to develop self-confidence.
7. Increases diversity.

Disadvantages

1. High personnel, transport and material costs.
2. Covers a limited group of students.
3. Sometimes puts the patient in a difficult situation.
4. Poor standardisation.
5. Narrow limits of utilisation, therefore requiring careful planning.

(Guilbert, J. J., 1998)



Nurse mentoring on the ward



e-mentoring

- Finally, when it comes to health sciences, e-mentoring could be used as a support tool to fulfill the mentoring process.



Didactic materials

- ❑ PowerPoint presentation
- ❑ Articles
- ❑ Directive 2013/55/EU
- ❑ EFN Competency Framework
- ❑ Textbooks
- ❑ Online resources

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Educational interventions designed to develop nurses' cultural competence: A systematic review

Ashlee Oikarainen^{a,*}, Kristina Mikkonen^a, Amanda Kenny^b, Marco Tomietto^a, Anna-Maria Tuomikoski^{a,c,d}, Merja Meriläinen^a, Jouko Miettunen^{a,e}, Maria Kääriäinen^{a,d,j}

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^h Medical Research Center Oulu, Oulu University Hospital, Finland

Nurse Education Today 71 (2018) 78–83

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The competence of nurse mentors in mentoring students in clinical practice – A cross-sectional study[☆]

Tuomikoski Anna-Maria^{a,*}, Ruotsalainen Heidi^{b,c}, Mikkonen Kristina^{b,c}, Miettunen Jouko^{c,e}, Kääriäinen Maria^{d,e}

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^e Medical Research Center Oulu, Oulu University Hospital, Finland

EFN Guideline for the Implementation of Article 31 of the Mutual Recognition of Professional Qualifications Directive 2005/36/EC, amended by Directive 2013/55/EU

EFN Competency Framework
 Adopted at the EFN General Assembly, April 2015, Brussels

EFN

The CLES-Scale:
 An Evaluation Tool for
 Healthcare Education

Mikko Saarikoski
 Camilla Strandell-Laine
 Editors

Springer

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Course Mentorship
 EFN Competency Framework
 Directive 2013/55/EU
 Competencies General Care Nurse (RN)
 Module 1.2.

Prof Dr Paul De Raeve
 EFN Secretary
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Millennials answer the call for nursing

8 THINGS YOU NEED TO KNOW

QualMent Erasmus+ COLLEGE OF NURSING IN CELJE UNIVERSITY OF ALACANT Universidad de Alicante EFN



Thanks for your attention!

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