

## Course structure - Mentoring competence course for critical care nurses (10 hours)

| Topic                                                                                                              | Learning activities                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>Introduction</b>                                                                                                |                                                                                                                         |
| Welcome to the course                                                                                              | Face-to-face or digital meeting<br>Explaining course structure                                                          |
| <b>Module 1 - Personal mentoring competence and mentoring practices in workplace <sup>1</sup></b>                  |                                                                                                                         |
| Characteristics of a good mentor<br>Subtopics: motivation, relationship, power balance, emotional support, culture | Written material<br>1 video <sup>3</sup><br>1 assignment <sup>4</sup>                                                   |
| Roles of student, mentor and teacher                                                                               | Written material<br>1 video <sup>3</sup><br>1 assignment <sup>4</sup>                                                   |
| Mentoring practices in own workplace<br>Subtopics: learning possibilities, time allocation                         | Written material<br>1 assignment <sup>4</sup>                                                                           |
| <b>Module 2 - Supporting student's learning process <sup>1</sup></b>                                               |                                                                                                                         |
| What is learning<br>Subtopics: learning, teaching and mentoring, learning in practice                              | Written material<br>1 video <sup>3</sup>                                                                                |
| Significance of learning outcomes<br>Subtopics: SMART model                                                        | Written material<br>1 assignment <sup>4</sup>                                                                           |
| Assessing student's previous competence                                                                            | Written material                                                                                                        |
| Mentoring and learning methods<br>Subtopics: dialogue, reflection                                                  | Written material<br>1 assignment <sup>4</sup>                                                                           |
| Giving and taking feedback                                                                                         | Written material<br>1 video <sup>3</sup>                                                                                |
| Assessment of practical studies<br>Subtopics: fitness for practice, achievement of learning objectives             | Written material<br>1 assignment <sup>4</sup>                                                                           |
| <b>Module 3 - Practical simulations <sup>2</sup></b>                                                               |                                                                                                                         |
| 5 simulated cases from relevant practice                                                                           | Themes:<br>learning outcomes, challenging dialogue,<br>emotional support, under-achieving<br>student, positive feedback |
| Discussion and mutual feedback                                                                                     |                                                                                                                         |

<sup>1</sup>) Module 1 and 2: self-paced online learning (6 hours in total)

<sup>2</sup>) Module 3: simulated discussions, and a discussion on course themes (4 hours in total)

<sup>3</sup>) All videos are 2-3 minutes where students, mentors and teachers present their views on the topics

<sup>4</sup>) All assignments are written self-reflections on topics, ca. 400 words, feedback from instructor