

**School of Healthcare**

FACULTY OF MEDICINE AND HEALTH



**UNIVERSITY OF LEEDS**

**2011/2012**

# **PRACTICE MENTOR HANDBOOK**

Guidelines and code of practice for the mentoring of  
students on practice placement

© Leeds Addiction Unit / University of Leeds

IN COLLABORATION WITH

Leeds and York Partnership   
NHS Foundation Trust

**Leeds Addiction Unit**



# **1. Introduction**

- 1.1 The term mentoring relates to the interactive process between the Practice Mentor and the student during the practice placement component of the module.
- 1.2 The purpose of these Guidelines is to establish standards for Practice Mentors in their work and to inform them of their responsibility and accountability within the course requirements. Therefore, the Guidelines should be seen in relation to the procedure for Practice Placement as described within the Programme Handbook.

# **2. The Nature of Mentoring**

- 2.1 The primary purpose of mentoring is to ensure that the student is addressing the requirements of the practice placement.
- 2.2 Mentoring encompasses a number of functions concerned with the monitoring and development of students during their practice placement.
- 2.3 Mentoring is primarily concerned with the training and enabling of students. The skills associated with these activities are central to competent mentoring.
- 2.4 Mentoring should inform the development and enhancement of practice skills and the attainment of knowledge.
- 2.5 Mentoring should encourage the student's professional growth, promote self-assurance and confidence, broaden thinking and increase commitment.

# **3. Issues of Responsibility**

- 3.1 Students are directly responsible for their work and for presenting and exploring their work honestly with the Practice Mentor.
- 3.2 Practice Mentors are responsible for helping students to reflect critically on that work, to explore and clarify thinking, to share information, skills, and experience, and to give clear feedback.
- 3.3 Practice Mentors are responsible with the student for ensuring that they make best use of mentoring time.
- 3.4 Practice Mentors and students are both responsible for setting and maintaining boundaries between working relationships and friendships or other relationships.

- 3.5 Practice Mentors must recognise the value, status, and dignity, of students in relation to and irrespective of their background experience, level of knowledge, and personal orientation, ie age, sex, origin.
- 3.6 Practice Mentors are responsible for encouraging and facilitating self development whilst establishing clear working agreements which indicate to the student their responsibility for their own learning, achieving of competences and self monitoring as defined within their workbook requirements.
- 3.7 Practice Mentors and student are both responsible for evaluating the effectiveness of the mentoring arrangements and considering whether it is appropriate to make changes.
- 3.8 Practice Mentors must monitor and record their work with students and be prepared to account to the Module Leader for the work they do and the extent of their discussions with the student.
- 3.9 Practice Mentors have a responsibility to monitor and maintain their own effectiveness whilst working with the student. There may be a need to seek help, support and guidance from the Module Leader. The Module Leader will be available throughout the module.

## **4. Organisation / Management of Mentoring Work**

- 4.1 Practice Mentors should inform students about the approach to mentoring and the methods they will use.
- 4.2 Practice Mentors should be explicit regarding practical arrangements including duration of contact time, frequency of contact time, and the safety and privacy of the venue. A guideline for a minimum standard would be a meeting of one hour every fortnight throughout the module.
- 4.3 Practice Mentors and students should arrange a preliminary meeting at the beginning of the module to discuss (a) a review/analysis of current knowledge and competences, (b) a plan of learning needs and (c) the learning contract of competences. These are described fully within the Record of Learning Achievement as Learning Needs Analysis 1 and 2.
- 4.4 Practice Mentors and students will meet at the commencement of the module to negotiate a learning contract for the acquisition of Practice Competences.
- 4.5 Practice Mentors and students will continue to meet on a regular basis as previously negotiated and agreed for the purpose of mentoring and feedback to the student on their progress toward (a) the acquisition of the negotiated learning contract, (b) the acquisition of practitioner competences and (c) the self monitoring and recording of their learning as required and described within the Record of Learning Achievement.
- 4.6 If disagreements cannot be resolved by discussion between the Practice Mentor and student, the Practice Mentor will consult with the Module Leader.

- 4.7 Practice Mentors should monitor and record in note form their mentoring work.
- 4.8 Wherever and whenever possible, the student's observed practice and supervised practice will be with the Practice Mentor. On other occasions this work can be carried out by a delegate approved by the Practice Mentor who will report their work to the Practice Mentor.
- 4.9 Confidentiality - Practice Mentors must maintain confidentiality with regard to personal information about students or their clients with the exception that (a) the Practice Mentor considers it necessary to prevent serious emotional damage to a client or (b) in the pursuit of a disciplinary action toward, or appeal by, a student.
- 4.10 Practice Mentors have no direct involvement with the student in their work towards achieving success in assessed projects i.e. case study and video presentations. However, at their own discretion, they can offer advice and guidance or present details of mitigating circumstances if appropriate.
- 4.11 Practice Mentors and students will meet up at the end of the module to review the practice placement and the acquisition of all the requirements set out within the Programme Handbook.

## 5. Role Responsibilities

### 5.1 Practice Mentor

The Practice Mentor will play an essential role in facilitating the acquisition of practical competences and offering clinical mentoring during the practice placement component of the module. They will have the appropriate qualifications and/or experience for mentoring within their discipline as well as knowledge and experience of the addictions field which they can impart to the student. It is preferable that they are based at the practice placement site and will be required to complete the Audit Document before the commencement of the module.

The Practice Mentor and student member should meet regularly throughout the placement.

Practice Mentors will be expected to witness the competency component of the Record of Learning Achievement.

The RLA will be made available to the Practice Mentor as part of the student's evidence of competence.

The Practice Mentor will play an essential role in monitoring the development of practical skills.

**The student is responsible for ensuring that they use a 'real client' for their video assignment. Failure to use a 'real client' is deemed a very serious event by the University and if the markers have evidence that a student has not used a 'real client' their mark will be withheld and the**

case referred to the University for them to take the appropriate action. The Practice Mentor is required to sign the *Confirmation of client participation in video assessment* form (see p.9). Please be aware that signing this form may need to be supported with evidence should there be a disagreement.

**NB** The Module Leader will be available for support and guidance throughout the module.

## **5.2 Module Leader**

The Module Leader will be involved either directly or indirectly in issues relating to progress at all stages and he/she will be responsible for supporting and guiding the student and Practice Mentor through the Practice Placement component of the module.

## **5.3 The Student**

The student is responsible for:

- a. identifying opportunities for practice and the achievement of competences in collaboration with the Practice Mentor and these are agreed at the preliminary meeting.
- b. arranging regular meetings with the Practice Mentor throughout the placement.
- c. agreeing with the Practice Mentor how and when the achieved competences can be witnessed and signed in advance of the assignment submission date.
- d. the documentation of achievements and the way in which learning has occurred
- e. handing in the assignment on time.

# Record of Mentoring

Make brief notes of critical discussion points. Record the students learning or Practice Competences. Note any concerns regarding students lack of progress and why, e.g. insufficient resources, opportunities or standards of practice. Make notes of any plans or aims which result from this meeting and objectives to achieve before next meeting. Always observe issues of confidentiality. What needs to happen now in order to complete the Record of Learning Achievement?

Date and Time of next meeting

.....  
.....

Signature of Practice Mentor

.....  
.....

Signature of Student

.....  
.....

This page is intentionally blank



## Confirmation of client participation in video assessment

Name of student:

University of Leeds  
Student ID Number

--	--	--	--	--	--	--	--	--	--

Module code:

Module title:

Name of Practice Mentor:

Agency name and address (inc postcode) where assessment video was recorded:

The session was recorded on (date):

We (the student and the Practice Mentor) hereby confirm that the accompanying video is a recording of the above named student in a counselling/advice session with a bona fide client/service user.

1. The student did not assess a role-played client
2. All relevant consent was obtained and a *Limited Consent Form* was signed by the client prior to the video being recorded. We understand that the *Limited Consent Form* must be kept with the client's records or with the Practice Mentor as (under exceptional circumstances) the University may need to gain access to this document
3. We are prepared to demonstrate that the person counselled/advised in the video was a client
4. We would be willing to attend a University Examination Board meeting to support our signatures

Signed by student: .....

Signed by Practice Mentor .....

**NB** The signatories should retain a copy of this form and the original should be attached to the video submitted for supervision/examination

**VIDEO SUBMISSIONS WILL NOT BE ACCEPTED FOR SUPERVISION OR EXAMINATION WITHOUT THIS FORM**

This page is intentionally blank

S:\TRAINING\COURSES\Practice Handbooks\MS Word Originals\PracticeMentorHandbook\_2011-2012a.doc

Student\_Forms\practicementor.pdf

# HANDBOOK Practice Mentor

2011/2012

IN COLLABORATION WITH  
UNIVERSITY OF LEEDS SCHOOL OF HEALTHCARE

Leeds and York Partnership 

NHS Foundation Trust

**Leeds Addiction Unit**