



Mentor Training Series – Module I

A Conversation About Consistency



Colleen Myrie

Director of Registration Services



Samidha Joglekar

Audiology Advisor & Manager of Mentorship

POLLING QUESTION 1

How many of you here today:

- A. Are currently mentoring
- B. Have mentored in the past
- C. Haven't mentored yet
- D. Are considering being a mentor

Agenda

Consistency – what do we mean?

The Purpose of Mentorship

Mentor's Role and Expectations

How to Evaluate the Mentee

Your Questions

Survey



What do we mean by consistency in CASLPO's Mentorship Program?



What do we mean by consistency in mentorship?

It means consistency in:

- How mentors and mentees understand the purpose of mentorship
- How mentors understand their role and the College's expectations
- How mentors evaluate the mentee





The Purpose of Mentorship



POLLING QUESTION 2

In your opinion, what is the most valuable aspect of a Mentorship Program?

- A) To provide general guidance and support to initial registrants (i.e., mentees) who are beginning their practice
- B) To teach the mentee about day-to-day clinical practice
- C) To determine that a mentee meets minimum standards of practice and demonstrates the knowledge, skill and judgement to continue their practice as a General CASLPO registrant

POLLING ANSWER 2

All are valuable aspects...

- A) To provide general guidance and support to initial registrants (i.e., mentees) beginning their practice
- B) To teach the mentee about day-to-day clinical practice
- C) To determine that a mentee is meeting minimum standards of practice and demonstrates the knowledge, skill and judgement to continue their practice as a General CASLPO registrant

However, for the College, C) is particularly important

For CASLPO, mentorship serves two major purposes:

1. Public Protection– mentorship is a condition of Initial Registration. It allows the College to ensure a mentee’s accountability and that they are capable of being self-regulated.

2. Introduction to Quality Assurance (QA) Program– mentorship is like a 6-month Peer Assessment. It introduces the mentee to the Self-Assessment Tool (MSAT), which is about practice reflection and maintaining competence to practice over the span of a registrant’s career.



Scenario 1

The Purpose of Mentorship

Olivia (mentor)



Zara (mentee)



Scenario 1

The Purpose of Mentorship



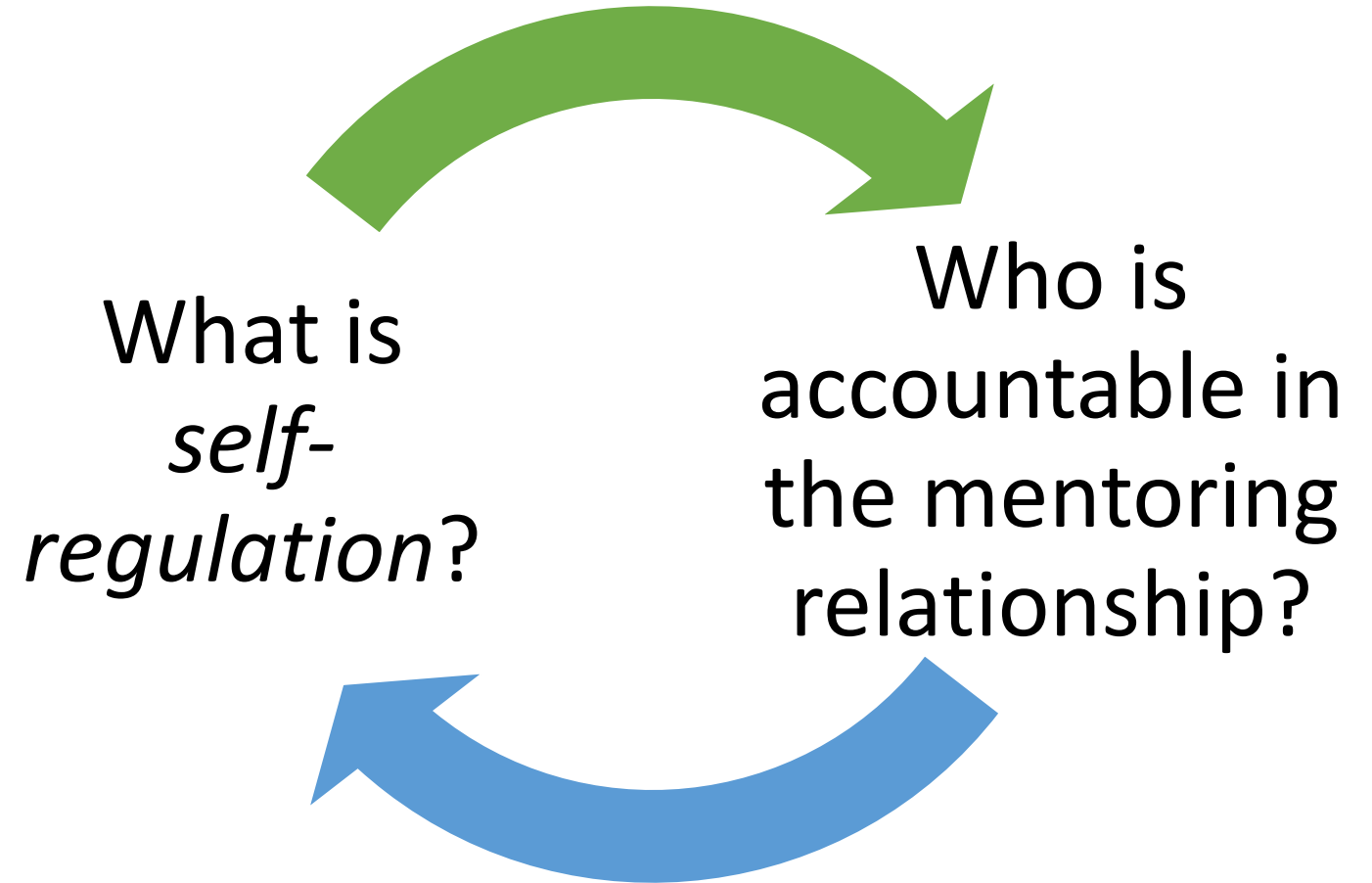
Olivia is mentoring Zara,
a recent grad and newly hired SLP.

Zara is slowly adjusting to the
workplace setting but lots of things are
new to her.

As the mentor, Olivia takes the lead in
the relationship, setting up all meetings
and driving all elements of Zara's
learning during the mentorship.

Is this a problem?

Scenario 1:
What is the
problem?



Self-Regulation

Self-regulation means that the **regulatory function has been delegated** to those who have the knowledge, skill and judgement to do the job.

The granting of self-regulation acknowledges **a profession's registrants can govern themselves.**



Accountability



- A person who is **accountable** is completely **responsible** for what they do and must be able to give satisfactory reasons for their actions



- Zara is **accountable** for her actions and clinical decisions
- **Accountability** is a large part of **self-regulation**

Accountability

Self-Regulation: maintaining your competence to practice

monitoring performance
+

- Reflect on your practice

interpreting performance
+

- Acknowledge what you need to learn. Decide how you will learn it and how you will incorporate the learning in your practice.

initiating action

- Devise a learning goal and complete the learning to achieve your goal.

During her
mentorship
we want
Zara to
understand
that...



She is accountable for her practice



She has a duty to practice in the best interest of her patients, which means meeting standards of practice and other regulatory requirements



She is responsible for her own learning and for developing and maintaining her competence



This is what self-regulated health professionals must do

What can Olivia do?



When Olivia takes the lead as the mentor, Zara does not have the opportunity to learn and demonstrate her understanding of self-regulation and her accountability as a practicing SLP or audiologist.

So the question is...

What would help Zara understand the purpose better?

How can Olivia support Zara?



As a mentor, Olivia can:



Encourage

- Encourage Zara to take the lead in every aspect of her mentorship



Recognise

- Recognize and remind Zara of her accountability



Motivate

- Motivate Zara to critically evaluate her competence and how she is performing to meet standards



Support

- Support Zara to set professional goals to improve her competence and to meet standards



Questions?



Mentor's Role and Expectations



Scenario 2

Mentor's Role & Expectations



Part of Zara's job description is to conduct fluency assessments.

Zara tells Olivia that during her clinical placements in University, she watched her supervisor conduct fluency assessments. However, she hasn't done many herself and isn't that familiar with the process.

As a mentor, how can Olivia help Zara?

POLLING QUESTION 3

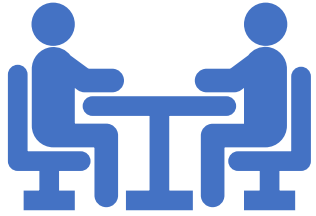
How can Olivia help Zara?

- A) Teach Zara how to conduct the assessments and monitor her work in this area
- B) Review the practice standards for assessment with Zara and discuss their importance with respect to fluency assessments
- C) Help Zara develop a learning goal and guide her to resources to help her gain the knowledge, skill and judgement she needs
- D) Discuss clinical cases to help Zara talk through the process and relate to standards of practice
- E) All of the above

POLLING ANSWER 3

How can Olivia help Zara?

- A) Teach Zara how to conduct the assessments and monitor her work in this area
- B) Review the practice standards for assessment of adults and children with Zara and discuss their importance with respect to fluency assessments
- C) Help Zara develop a learning goal and guide her to resources that will help her gain the knowledge, skill and judgement she needs
- D) Discuss clinical case examples to help Zara talk through the assessment process and relate to standards of practice
- E) Answer: All of the above!



CASLPO's Expectations of Mentors

Role & Expectations of Mentors

Help the mentee identify the barriers in their practice

- Time constraint issue, lack of understanding, need to develop skills, lack of experience
- Encourage discussion of clinical cases to help the mentee think through and discuss their clinical practice
- Relate to standards of practice and their importance

Help the mentee generate solutions to overcome the barrier

- Help the mentee problem solve on how they can improve
- Help the mentee develop a learning goal for their practice
- Modeling

Be available as a resource

- Guide the mentee to learning opportunities, e.g., shadowing a colleague, in-person or online-courses, articles, CASLPO documents, e-mail and phone correspondence, feedback via the MSAT.

Mentors are helping mentees become information seekers & life-long learners



SUPPORTING AND GUIDING



LISTENING & ACTING AS A SOUNDING BOARD



PROFESSIONAL COLLEAGUES



COACHING & ADVISING



ROLE MODELS LEADING BY EXAMPLE

Mentor Role and Expectations

Mentors' are
not:



Supervisors



Responsible for the mentee's
clinical decisions

Mentorship is not supervision



In mentorship, the mentee is in-charge of their own learning.



In supervision, the supervisor directs the learning and instruction.

A mentor may teach a mentee new clinical skills as part of their learning in mentorship.

However, mentors are not required to teach clinical skills or to constantly monitor a mentee's practice.

“The mentor’s role should be viewed as an experienced consultant and trusted advisor, who will coach the mentee in understanding and applying the College’s practice standards as well as principles for developing sound clinical judgement...”

-From CASLPO’s Mentorship Program Guidelines, 2019.

Mentors *are* required to:

1. Directly observe the mentee's practice
2. Engage with the mentee in order to **evaluate** if they meet the College's minimum standards of practice.

During the 6-month mentorship, mentors must provide **48 hours of mentored guidance to the mentee.**

- 2 hrs. per week or 8 hrs. per month
- Combination of direct & indirect guidance

-From CASLPO's Mentorship Program Guidelines, 2019



Questions?



How to Evaluate the Mentee





Scenario 3

How to Evaluate the Mentee

Olivia is completing Zara's **midterm evaluation** and considers the following practice standards:

2.4 I use intervention procedures that are appropriate to the patient's abilities

4.1 I use language that is appropriate to the age and cognitive abilities of the patient to facilitate comprehension and participation.

Olivia thinks that Zara is making good progress but feels that there is still room for improvement in these areas. She isn't sure how to rate Zara using the scale in the Mentorship Self-Assessment Tool (MSAT).

MEETS THE STANDARD	NEEDS WORK TO MEET THE STANDARD	NOT APPLICABLE
--------------------	---------------------------------	----------------

How can Olivia determine how to rate Zara?

The Mentor's Evaluation



A “point-in-time”
evaluation, not looking
into the future



Midterm evaluation @
3 months



Final evaluation @ 6
months

The Mentor's Evaluation




Mentors use their professional judgement to determine:

- 1) Does the mentee demonstrate a level of competence that is adequate for their **career stage** and the **practice setting**?
- 2) Does the mentee demonstrate **overall behaviour** that shows a commitment to meeting standards and the skills to carry on as a self-regulated General registrant of CASLPO?



Red flag indicators

New in the  !

- The **Mentorship Self-Assessment Tool (MSAT)** has **7** Red Flag indicators
- These are standards that the College expects a mentee to meet early in their practice and they are measured by the midterm evaluation
- If not met, these standards appear in the mentor's midterm report for a comment from the mentor
- The mentee must address these standards through a learning goal



Red flag indicators are evident, “clear-cut” standards



- ❑ **1.2** I maintain records which accurately reflect the services provided
- ❑ **1.3** I perform the controlled act of prescribing a hearing aid for a hearing impaired person (*Regulated Health Professions Act (RHPA) 1991, 27(2)10*) according to practice standards and the position of the College.
- ❑ **1.7** I follow health and safety procedures and practices.
- ❑ **3.1** I obtain and document consent for all intervention plans or courses of action and any significant changes thereafter.
- ❑ **3.2** I obtain and document consent to collect, use, retain, and disclose personal health information, as required.
- ❑ **3.6** I maintain patient confidentiality at all times.
- ❑ **4.4** I accurately communicate my professional credentials to my patients and others.

Other standards are contextual and it's a matter of degree

2.3 I use intervention procedures based on current knowledge incorporating evidence-based research and advances in technology.

2.4 I use intervention procedures that are appropriate to the abilities of the patient.



3.4 I set intervention goals that describe realistic outcomes for the patient.

4.2 I communicate in a manner that is responsive to the cultural and linguistic background of the patient.



The Mentor's Evaluation



- Apart from  Red Flag indicators, it is acceptable for the mentee to receive a “needs work” rating at the midterm
- Standards that receive a “needs work” rating can be addressed with a learning goal
-  Red Flag indicators must be prioritized for the learning goals
- The goal is that the mentee will meet all the standards by the end of the mentorship period
- Meeting standards is not finite. Many standards are on-going points of learning and development over the career span

Guidelines for mentors on determining mentee ratings

From CASLPO's Mentorship Program Guidelines, 2019.

<p>A RATING OF MEETS THE STANDARD SHOULD BE GIVEN IF:</p>	<ul style="list-style-type: none"> • The standard is consistently met (i.e., the mentee meets the standard most of, if not all, the time) • Evidence is well prepared, and understanding of the standards is well documented and/or demonstrated • The mentee independently recognizes areas requiring improvement • The mentee asks questions and seeks feedback and knowledge to improve their compliance with standards
<p>A RATING OF NEEDS WORK TO MEET THE STANDARD SHOULD BE GIVEN IF:</p>	<ul style="list-style-type: none"> • The standard is not met on a consistent basis • Evidence is incomplete or needs improvement • The mentee does not independently recognize areas that need improvement • Attempts to improve compliance have not been effective • Lack of demonstrated effort to seek feedback or knowledge that would improve compliance with the standard



Q. Should a mentor be concerned if the mentee is getting lots of “needs work” ratings at the midterm?

A: It depends

Consider:

- To what degree is the mentee not meeting the standard?
- Is it a standard where the mentee can improve over time? Or, is it a red flag “clear-cut” standard where there is urgency to address it?
- Can the behavior be remediated?



Q. Should a mentor be concerned if the mentee is getting lots of “needs work” ratings at the midterm?

A: It depends

Strategies:

- Help the mentee set in place a plan to improve
- Help the mentee set specific goals and track their progress
- Ensure that Red Flag indicators are addressed immediately



Questions?

Scenario 4

How to Evaluate the Mentee



Olivia is completing Zara's **final evaluation**.

Olivia had some concerns that she discussed with Zara during her midterm evaluation. Unfortunately, Olivia feels that little progress has been made since then.

Olivia must answer the following high-stakes question:

The Mentee meets CASLPO's Professional Practice Standards and I recommend the Mentee for a General Certificate of registration without any terms, conditions, or limitations:

Yes No

Based on her observation of Zara and discussions with Zara about her practice, Olivia has doubts about recommending Zara for a General Certificate of registration without any terms, conditions or limitations.

What should Olivia do?



What should mentors do if they have doubts about a mentee's competence during the mentorship period?

Doubts may be due to:

- The mentee is not consistently meeting practice standards
- The mentee is not clinically where you would expect them to be at this stage

What can Olivia do as the mentor?



- Discuss her thoughts with Zara
- If necessary, contact the College to discuss options

Examples of possible options:

- Extend the mentorship period
- Repeat the mentorship period with a new mentor



Clinical Reasoning Tool (CRT)

- Can be used to address the situation where a mentee is not clinically where they need to be
- A method of evaluating clinical reasoning through a guided conversation
- Helps to reveal why a clinician did what they did, how and why they made their clinical decisions
- Promotes reflective practice

Visit the URL below for the CRT Guide and the tool:

<http://caslpo.com/members/quality-assurance-program/peer-assessment-program>



What should a mentor do if they give a “needs work” rating at the final evaluation but overall still feel they can recommend the mentee for General registration?

- As a mentor, you will be asked to put your “needs work” rating in context and provide an explanation for the rating.
- The MSAT has mandatory comment boxes for the mentor.
- Using these comment boxes, mentors should explain why the mentee has received a “needs work” rating and if the mentor has concerns about the mentee’s ability to meet the standard in the future. If there is a disconnect then you will be contacted by the College.
- The mentor’s comments are helpful for the mentee moving forward. The mentee can use the comments for a learning goal in their General member SAT the following year.

What do we mean by consistency in mentorship?

It means consistency in:

- How mentors and mentees understand the purpose of mentorship
- How mentors understand their role and the College's expectations
- How mentors evaluate the mentee





Your Questions



Mentorship Information on the CASLPO Website

Mentorship Program Policies and Procedures

<http://caslpo.com/members/registration-and-membership-renewal/mentorship/mentorship-overview>

- FAQs, Mentorship Program Guidelines, Mentorship Contract and the Criteria for Mentors

MSAT Information

<http://caslpo.com/members/registration-and-membership-renewal/mentorship/mentorship-self-assessment-tool-msat>

- FAQs, access to MSAT Log-in page



Please complete the survey

- You will receive a survey after this training session
- Maximum 3 minutes
- Your feedback is very valuable to us!

MENTORING



“Mentoring is to support and encourage people to manage their own learning in order that they may maximize their potential, develop their skills, improve their performance and become the person they want to be.”

Eric Parsloe, The Oxford School of Coaching & Mentoring

Thank You!

Contact information and resources:

Mentorship | mentorship@caslpo.com

Follow CASLPO on social media:



facebook.com/CASLPO



youtube.com/user/caslpo

www.caslpo.com

Publications:

www.caslpo.com/members/resources

www.caslpo.com/express