

Mentorship Guidelines

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Purpose

Mentorship is required for provisional registrants. Through the process, provisional registrants (i.e., mentees) develop and demonstrate the competencies necessary to meet standards of practice under the guidance and mentorship of an experienced Practising Member of NBASLPA. During the mentorship period, the mentee reflects on their ability to meet standards of practice through self-assessment. The mentee and mentor work together to complete assessments of the mentee’s practice at the midterm and at the end of mentorship.

Both mentors and mentees play crucial roles in a mentorship program, and both stand to gain significant benefits from their participation.

Responsibilities of Mentor

1. Observe at least two clinical visits per week and review documentation for the sessions observed. They will then schedule an appointment with the mentee to discuss the observed sessions using the Clinical Reasoning Tool (CRT) to help the mentee develop.
2. Provide Provisional registrant (mentee) with guidance, support and feedback in the following areas:
 1. Assuring Provisional registrants develop a firm foundation for independent professional practice and essential competencies for safe and ethical practice.
 2. Developing a process of self-assessment of essential competencies to ensure the Provisional registrant is providing ongoing safe and ethical practice to the New Brunswick public.
 3. Discussing expectations with Provisional registrant in advance of starting mentorship.
3. Complete required documentation and reports and submit to NBASLPA. (See [Relevant Mentorship Forms](#))
4. Inform the Registrar if they have any concerns about the mentee's clinical or ethical practice.

Responsibilities of Mentee

1. Be responsible, accountable, and liable for all health care services provided.
2. Seek a mentor, approved by NBASLPA, with practising registration in good standing.
3. Read and sign the agreement form, have it signed by your mentor, and return it to NBASLPA for approval within 14 days of beginning employment.
4. Notify NBASLPA of any changes to the agreement.
5. Prepare for each mentorship activity.
 1. Introduce mentor to clients/patients when mentor is observing direct client/patient care.
 2. Obtain and document informed consent from client/patient prior to mentor observation.
 3. Obtain information about employer policies for mentor observation (in situations where the mentor is not an employee).
6. Meet with your mentor to discuss the observed sessions using the Clinical Reasoning Tool. This is an opportunity to reflect on your clinical visits.
7. Your mentor will conduct a mid-term and final evaluation based on the clinical skills on which the Canadian Entry to Practice (CETP) exam is also based. On the evaluation form, fill in the comments section, and sign the form.

Responsibilities of NBASLPA

1. Approve choice of mentor.
2. Provide mentors with information about the mentorship process and program documents.
3. Review documents once the Mentorship Program has been completed.
4. Provide assistance in conflict resolution.
5. Notify Provisional registrant of successful completion of the Mentorship Program.
6. Conduct reviews when the Provisional registrant completes the Mentorship Program but is not deemed qualified to work independently.

Conditions of Mentorship

The following conditions apply:

1. Duration:
 - a. Covers a **minimum of 3 months** of full-time employment with a minimum **450** hours of patient care.
 - b. Extends to a maximum of 24 months for Provisional registrants working on a part time basis and/or meeting the Canadian Entry-to-Practice Exam (CETP) requirement. Provisional registrants must remain in the Mentorship Program until they pass the CETP exam.
 - c. Mentors must provide **24** hours of guidance to the mentee, which is 2 hours per week or 8 hours monthly.
 - d. It is mandatory for your designated mentor to spend a portion of the 24 hours of mentored guidance directly observing your practice.
2. As a Provisional registrant, you are legally entitled to work as a speech-language pathologist or audiologist under the Mentorship Program for 3 (three) consecutive attempts to pass the CETP Exam.
 - a. If you fail the first two attempts, you will remain in the Mentorship Program. You may ask your current mentor to continue mentorship or find a new mentor.
 - b. Failing to pass within three attempts results in revocation of your license to practice.
3. The period of mentorship will allow you to obtain experience in a number of areas that would be reflective of practice for your profession and to demonstrate that you meet the minimum requirements in each area of Practice Competencies for Speech-Language Pathologists or Audiologists in Canada (Knowledge Expert, Communicator, Collaborator, Advocate Scholar, Manager, Professional).

4. The mentorship period will include both direct and indirect mentorship, and will include observation of assessment, intervention, and counselling, as well as review of written reports, charting, etc. Time spent in other profession related activities (i.e., on-site research, writing, meetings, etc.) may also count towards the total hours required. Most of the hours accrued during the mentorship should relate to client/patient care, whether they are direct client/patient contact hours or client/patient related activities, and will vary depending on the client/patient population served, service delivery model, etc.
5. The amount of direct versus indirect guidance required will vary and will depend on client/patient complexity, site, caseload, registrant skills and experience, and should be adjusted to meet individualized mentorship needs. For the mentor to evaluate the registrant’s skills and abilities, it is essential that adequate direct guidance takes place during the early stages of the mentorship period.
6. Additional requirements for direct reading and related activities may be recommended in discussion with the mentee registrant.

The Difference Between Mentorship and Student Supervision

Mentorship is different from the supervised practice you had as a student. Your mentor is not accountable for your clinical decisions or the care you provide to clients/patients and their families.

During your mentorship you are legally, ethically, and professionally accountable for your clinical decisions, as the title “speech-language pathologist”, “speech therapist” or “audiologist” implies.

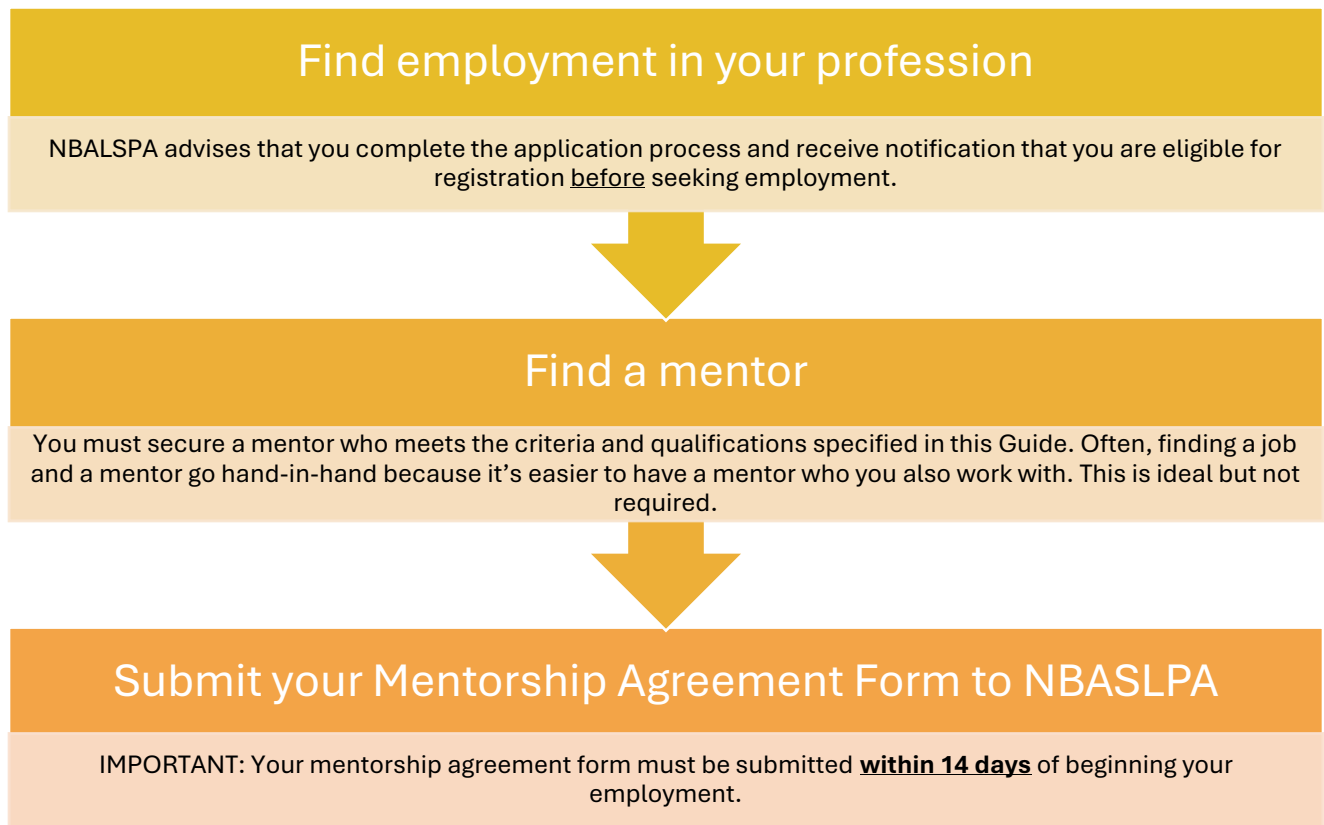
Mentoring	Supervising
The mentee is fully accountable for all clinical activities they provide	The supervisor is accountable for all clinical activities provided by the student
The mentee typically uses the title “speech-language pathologist”, “speech therapist” or “audiologist” in NB	The student is not legally permitted to use any title recognized by legislation as connoting a speech-language pathologist or audiologist, or registrant of NBASLPA. The student must use a title indicating they are a student
The mentor evaluates the mentee’s practice competencies. The mentor may provide general guidance around professional practice issues and support the mentee in developing clinical decisions based on sound reasoning.	The supervisor evaluates the student’s knowledge, skill, and judgement for the areas of practice in which they are involved. The supervisor intervenes in the student’s practice to teach skills and impart knowledge to raise the student’s level of competence.
NBASLPA determines all aspects of the requirements for mentoring.	Universities determine all aspects of the requirements for supervision.

Relevant Mentorship Forms

1. **Mentorship Agreement Form** (You will need to review the agreement with your mentor. Once you have both signed the agreement, you will return it to NBASLPA for approval.)
2. **Clinical Reasoning Tool** (Used by the mentor as a guide for discussion when observing sessions, does not need to be submitted to NBASLPA.)
3. **Mid-term and Final Report** (to be completed by the mentor at the end of the sixth week of mentorship, and again at the end of 3 months of mentorship.)

Initiating Mentorship

To begin mentorship, as a provisional registrant you must:



Mentor Qualifications

- be a practising registrant of NBASLPA,
- have the required level of experience as determined by the Registrar,
- be in good standing with NBASLPA and not be the subject of any complaints or investigations at the time of mentorship, and
- be approved as a mentor by NBASLPA.

Mentoring Process

The mentorship plan includes:

- At least two observed clinical visits per week.
- The completion of a self-evaluation of your progress at the midterm and at the end of your term of mentorship and to discuss and review your self-evaluations with your mentor.
- The completion of a clinical reasoning tool that your mentor will use with you to guide a discussion of observed clinical interactions.
- A meeting with your mentor for a mid-term evaluation/discussion. A final evaluation/discussion at the end of the Mentorship Program.

The clinical reasoning tool and evaluation forms are designed to support you throughout your mentorship, ensuring that your clinical practice is safe, ethical, and competent.

Methods of Guidance

Observation of the mentee interacting clinically with patients directly or via video is mandatory and must include discussion regarding the direct interaction.

Direct Observation

- The mentor is physically present within the environment or virtually present via real-time videoconferencing or audioconferencing.
- The mentor is able to observe the mentee carry out activities and can provide immediate feedback, as necessary.

Indirect Observation

- The mentor is not physically or virtually present when an activity is being carried out by the mentee.
- The mentor monitors and evaluates the mentee's performance of activities by reviewing audio/video recordings, written records, and/or through discussions with the mentee, clients/patients, family, team members, etc.

Guidance can be provided by:

- Direct observation of the mentee with the clients/patients
- Video conferencing
- Reviewing video or audiotapes of clinical sessions
- Directing clinical management discussions
- Reviewing written reports
- Leading administrative management discussions
- Guiding telephone conferences

The Clinical Reasoning Tool (CRT)

The Clinical Reasoning Tool (CRT) is a required component of the mentorship process. Its purpose is to assist mentors & mentees to evaluate clinical reasoning and monitor how these skills evolve during the

mentorship period. Clinical reasoning is an essential competency for audiologists and speech-language pathologists at the beginning and throughout their careers. Reflecting on how clinical reasoning guides clinical and professional decisions is an integral component of quality practice that has been established across many health care professions.

1. Mentors are not required to submit the CRT to NBASLPA.
2. As a mentor you are required to:
 - a. discuss the CRT with the mentee by or at the midterm evaluation meeting, and
 - b. comment on your observations of the mentee's application of clinical reasoning skills in the midterm and final reports submitted to NBASLPA.
3. As a mentor, you will observe the mentee demonstrating or applying clinical reasoning outside of the CRT discussions. The CRT is an additional tool to help you in your assessment of this competency.
4. There are many different models of care and clinical scenarios, consequently, not all sections of the CRT will apply to every registrant or every patient.
5. Before you start, inform the registrant:
 - a. You will skip questions if the registrant has already provided sufficient information.
 - b. You might return to one section on the CRT for elaboration or clarification.
6. Document the clinical reasoning processes when the registrant provides evidence in the conversation.
7. Probe for missing processes by asking additional questions.
8. Do not ask additional questions if the registrant has shown clinical reasoning in their response.
9. Substitute language according to the registrant's clinical context, for example, screening, assessment, spouse, parents, children, teacher, team etc.
10. Remind the registrant, if necessary, what is meant by intervention (screening, assessment, and management).
11. It is NOT expected that all areas of the CRT will be documented in the patient record.

Mid-term and Final Evaluation Report

You and your mentor will meet at the midterm to do the following:

1. Mentors will consider the Clinical Reasoning Tool (CRT) discussions to assign a midterm rating.
2. Discuss your progress thus far during mentorship. Are there any areas where you need additional guidance or have questions?
3. Based on the discussion of your progress, you will develop learning goals for the second half of your mentorship.

4. Your mentor will complete your midterm report and provide comments on your progress thus far. You will have a chance to review the midterm report and provide your own comments before the report is submitted to NBASLPA.
5. Your mentor will submit your midterm report to NBASLPA by the due date.

Final evaluation

1. Discuss your overall progress during the mentorship period. What did you learn? Was the process beneficial? Are there any areas where you still have questions? Do you have a plan in place to address any remaining questions or areas of concern?
2. Your mentor will submit your final evaluation to NBASLPA by the due date.

Benefits

Benefits to All

1. Protection of the public.
2. Quality assurance of essential competencies for safe practice.
3. Harmonization with the requirements of other regulated jurisdictions.

Benefits to Mentees

1. **Professional Development:** Mentees gain accelerated learning, clinical skills, and career insights from experienced mentors.
2. **Networking & Personal Growth:** Access to mentors' networks fosters connections and encourages personal growth through reflection and goal-setting.
3. **Increased Job Satisfaction & Professional Identity:** Support and empowerment from mentors lead to greater job satisfaction and a strong professional identity.
4. **Work-Life Balance:** Mentoring may include guidance on achieving balance, managing stress, and prioritizing well-being.

Benefits to Mentors

1. **Professional Growth & Leadership Development:** Mentoring fosters skill refinement, keeps mentors updated, and enhances leadership abilities.
2. **Networking, Recognition & Personal Satisfaction:** Mentors expand networks, gain recognition, and find personal fulfillment in guiding mentees.
3. **Legacy Building:** Mentors contribute to future generations' development, leaving a lasting impact.
4. **Continuing Education Equivalents:** Time spent mentoring may count towards professional development requirements.

Benefits to Employers

Employers can derive numerous benefits from implementing a mentorship program within their organization:

1. **Employee Development & Succession Planning:** Enhances skills, grooms future leaders, and ensures smooth transitions.
2. **Increased Engagement, Retention & Improved Performance:** Demonstrates commitment, leading to higher satisfaction, retention, and productivity.
3. **Knowledge Transfer & Organizational Culture:** Preserves knowledge, fosters learning, collaboration, and community.
4. **Talent Development, Recruitment, Diversity, and Inclusion:** Attracts top talent, supports diversity initiatives, and promotes equity by providing underrepresented groups with access to mentorship opportunities, helping to overcome barriers and promote equity in career advancement.
5. **Cost Savings & Enhanced Reputation:** Reduces turnover costs and builds a positive workplace image, attracting talent.

Overall, mentorship programs can yield numerous benefits for employers, contributing to organizational success, employee satisfaction, and long-term viability.

Acknowledgments

NBASLPA acknowledges and thanks the Alberta College of Speech-Language Pathologists and Audiologists (ACSLPA) for allowing NBASLPA to adopt and adapt their **Supervised Practice Plan and Evaluation** Forms.

NBASLPA acknowledges and thanks the College of Audiologists and Speech-Language Pathologists of Ontario (CASLPO) for allowing NBASLPA to adopt their **Clinical Reasoning Tool, Mentorship Guidelines, and Mentorship Contract**.

NBASLPA acknowledges and thanks the Canadian Alliance of Audiology and Speech Language Pathology Regulators (CAASPR) for the use of their Clinical Competency Profiles, used in the **Mid-Term and Final Evaluation** form.