

**Leeds Institute of Health Sciences**

FACULTY OF MEDICINE AND HEALTH



**UNIVERSITY OF LEEDS**

# **PRACTICE MENTOR** **HANDBOOK**

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

2016

© The University of Leeds / Leeds Addiction Unit

in collaboration with

Leeds and York Partnership   
NHS Foundation Trust

**Leeds Addiction Unit**

All LAU documents and forms can be found at:  
< [www.lau.org.uk/training/forms/](http://www.lau.org.uk/training/forms/) >

[practicementor.pdf](#)

# Contents

1. Introduction.....	5
2. The Nature of Mentoring .....	5
3. Issues of Responsibility.....	5
4. Organisation / Management of Mentoring Work .....	6
5. Role Responsibilities.....	7
5.1 Practice Mentor.....	7
5.2 Module Leader .....	8
5.3 The Student.....	8
Record of Mentoring .....	9
<b>Appendix I</b>	<b>11</b>
Limited Consent Form.....	13
Confirmation of client participation in video assessment.....	15
Evidence of Student Practice .....	<b>Error! Bookmark not defined.</b>
<b>Appendix II</b>	<b>19</b>
Essential documents and forms .....	21
LAU Documents .....	21
Forms .....	21
Study Skills.....	22

This page is intentionally blank

# 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 mentoring and to establish their responsibility and accountability within the course requirements. The guidelines should be seen in relation to the procedure for Practice Placement as described in 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 supporting 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 for giving 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 attributes, i.e. 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 in 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 The Practice Mentor should inform students about the approach to supervision and the methods they will use.
- 4.2 The Practice Mentor 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 The Practice Mentor and Student should arrange a preliminary meeting at the beginning of the module to review current knowledge and competences and formulate a plan of learning needs and competences.
- 4.4 The Practice Mentor and Student will meet at the commencement of the module to negotiate a learning contract for the acquisition of Practice Competences linking with the Record of Learning Achievement (RLA).
- 4.5 The Practice Mentor and Student will continue to meet on a regular basis as previously negotiated and agreed for the purpose of supervision 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. This should include the competencies required for the Record of Learning Achievement.

- 4.6 The Practice Mentor should monitor and record in note form their supervision work.
- 4.7 Wherever and whenever possible, the students' observed practice and supervised practice will be with the Practice Mentor. On other occasions a delegate approved by the Practice Mentor can carry out this work (and then report back to the Practice Mentor).
- 4.8 Confidentiality - the Practice Mentor 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.
- 4.9 With the exception of the Record of Learning Achievement, the Practice Mentor has no direct involvement with the student in their work towards achieving success in assessed work, e.g., case studies, and video/DVD presentations. However, at their own discretion, they can offer advice and guidance. For the purpose of presenting mitigating circumstances in the case of a student experiencing difficulties, the Practice Mentor may also offer support.
- 4.10 The Practice Mentor is required to witness and sign off the individual competences in the Record of Learning Achievement when they are satisfied the student has carried out the task sufficiently. The Practice Mentor is not responsible for whether the assignment passes or fails.
- 4.11 The Practice Mentor and Student will meet up at the end of the module to review the practice placement and the acquisition of all the requirements set out in the Programme and Module Handbooks.
- 4.12 If disagreements cannot be resolved by discussion between Practice Mentor and student, the Practice Mentor will consult with the module leader.

These guidelines – *Organisation/Management of Mentoring Work* – can also be found in the LAU *Student Handbook* [Appendix 1: *Procedure for practice placement and mentor*]

## 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.

Practice Mentors will be expected to witness the competence components of the Record of Learning Achievement.

The Record of Learning Achievement 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 a 'real client' is used 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 the appropriate action. The Practice Mentor is required to sign the *Confirmation of client participation in video assessment* form (see Appendix I page 15). Please be aware that signing this form may need to be supported with evidence should there be a disagreement.

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

## **5.3 The Student**

The student is responsible for:

- i identifying opportunities for practice and the achievement of competences in collaboration with the Practice Mentor and these are agreed at the preliminary meeting.
- ii arranging regular meetings with the Practice Mentor throughout the placement.
- iii agreeing with the Practice Mentor how and when the achieved competences can be witnessed and signed in advance of the assignment submission date.
- iv the documentation of achievements and the way in which learning has occurred
- v handing in assignments 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

# **Appendix I**

## **Limited Consent Form**

**Confirmation of client participation form**

**Evidence of student practice**

This page is intentionally blank

## Limited Consent Form

I consent to this session being video recorded. I give my consent on the understanding that the recording may need to be stored for a period of up to 5 years at which time it will be erased or destroyed, and that the Leeds Addiction Unit respects issues of confidentiality during the period of storage.

I understand that the recording will only be used for the purpose of supervision, teaching and evaluation of the interviewer within the Leeds Addiction Unit Training Department and that it does not constitute part of any clinical records.

I understand that the recording will be seen and discussed by internal and external examiners who are bound by the agency rules on confidentiality and disclosure.

I understand that I do not physically appear in the recording but my voice can clearly be heard.

This agreement has been discussed with me by .....

(name of interviewer)

Name:

Signed:

**NB This consent form should be filed in the case notes and a copy retained by the client.**

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



# Evidence of Student Practice

<b>Module Title</b>		<b>Module Code</b>
<b>Student</b>	<b>Practice Mentor</b>	<b>Module Leader</b>
<b>Activity</b>	Make reference to the component or part of your learning contract you wish to demonstrate having achieved	
<b>Student's comments</b>	Analyse your own involvement in the activity and make comments which demonstrate your perception of how well you have achieved the required standards or competence.	
Signature and Date -----		
<b>Practice Mentor's comments</b>	Make critical comments on the students performance. How well they've done. Point out any concerns if standards have not been achieved. Recommendations for further learning/ practice to enable the student to achieve the required standards or competence.	
Signature and Date -----		
<b>Delegate's comments</b>	Make notes as above if you are delegate for the Practice Mentor	
Signature and Date -----		

Copies of this form can be found on the VLE under *Organisations > Leeds Addiction Unit > Forms* or at: < [www.lau.org.uk/training/forms/](http://www.lau.org.uk/training/forms/) >

This is just an example of the type of form practice mentors may find useful. Feel free to make amendments and/or create your own version.

[practice\\_evidence.pdf](#)

This page is intentionally blank

# Appendix II

## Essential Documents and Forms

This page is intentionally blank

## Essential documents and forms

Most LAU documents, guides and forms are no longer supplied as hard copies and are only available electronically. This includes the forms that you are required to complete and enclose with, or attach to, your assignment submissions.

It is essential that you familiarise yourself with these documents and forms which can be found on the University of Leeds *Virtual Learning Environment* (VLE) which is available via the *Portal* homepage or at:

< [vlebb.leeds.ac.uk/](http://vlebb.leeds.ac.uk/) > under *Organisations* ⇒ *Leeds Addiction Unit*

They are also available at: < [www.lau.org.uk/training/forms/](http://www.lau.org.uk/training/forms/) >

### **LAU Documents**

*Organisations* ⇒ *Leeds Addiction Unit* ⇒ *LAU Documents*

#### **Student Handbook**

< [student\\_handbook.pdf](#) >

Essential reading for all students. This handbook contains details of regulations and procedures covering assignment submissions, attendance, absence, resubmissions and withdrawal.

#### **Assessment Criteria**

< [assessment\\_criteria.pdf](#) >

Level definitions and assessment criteria marking grids (for written assignments, video assignments and audio-visual presentations at levels 1, 2 and 3).

#### **Guidance Notes: Written Assignment Submissions**

< [assignment\\_guide.pdf](#) >

Short illustrated guide on how to present written work in order to comply with the *Written assignment submission protocol* outlined in the *LAU Student Handbook*.

### **Forms**

*Organisations* ⇒ *Leeds Addiction Unit* ⇒ *Forms*

#### **Assignment Submission Form**

< [submission.pdf](#) >

**ONE** signed copy of this form **must** accompany all assignment submissions.

### **Confirmation of Client Participation by Practice Mentor**

< [clientparticipation.pdf](#) >

ONE signed copy of this form **must** accompany all assignment submissions  
Video submissions will **NOT** be accepted for supervision or examination without this form.

### **Limited Consent Form**

< [consent.pdf](#) >

To be signed by the client before each recording and retained by the student in the client's personal file.

### **Request for Assignment Deadline Extension**

< [extension.pdf](#) >

Extensions to assignment deadlines are only made in exceptional circumstances. If you experience difficulties in meeting the deadline you must seek advice from your Module Leader in advance.

Extensions can only be granted before the due date and apply to one assignment only. Genuine cases of difficulty will be treated sympathetically.

For more information see the LAU *Student Handbook* or contact the LAU training office on 0113 855 9591.

## **Study Skills**

*Organisations* ⇒ *Leeds Addiction Unit* ⇒ *Study Skills*

### **Study Skills Guide & Assignment Information**

< [study\\_skills.pdf](#) >

Contains information about studying effectively, sources of information about alcohol and substance misuse in addition to general advice for the completion of assessments, such as how to plan and write an essay.

[Based on the University of Leeds document 'Study Skills and Assignment Information Booklet']

### **Study Skills: Video Recorded Assessment and Case Studies**

< [video\\_skills.pdf](#) >

How to video record your practice. Counselling qualities and skills. How to write analysis reports and case studies.

[ Full details of how to submit case studies and video recorded assignments can be found in the LAU *Student Handbook*.]



## **Leeds Addiction Unit**

*Training Department*  
19 Springfield Mount  
LEEDS LS2 9NG

**0113 855 9591**  
[lau@leeds.ac.uk](mailto:lau@leeds.ac.uk)

# HANDBOOK

## Practice Mentor

# 2016

Addiction studies at  
**Leeds Addiction Unit**  
in collaboration with University of Leeds

Leeds and York Partnership   
NHS Foundation Trust

[www.lau.org.uk/training/](http://www.lau.org.uk/training/)