

Student: Print your full name, school and campus, and the start and end date of your course.

Student Name: _____

School: _____ Campus: _____

Course Start Date: _____ Course End Date: _____

Mentor(s): Mentor print name, sign initials, identify placement site, and start date.

1. Mentor Name: _____ **Initials** _____

Site: _____ Date _____

2. Mentor Name: _____ **Initials** _____

Site: _____ Date _____

3. Mentor Name: _____ **Initials** _____

Site: _____ Date _____

4. Mentor Name: _____ **Initials** _____

Site: _____ Date _____

5. Mentor Name: _____ **Initials** _____

Site: _____ Date _____

6. Mentor Name: _____ **Initials** _____

Site: _____ Date _____

Note: Site is the physical **location** of the placement not the organization the site operates under for example: Valley Regional Hospital not the Nova Scotia Health Authority.

Placement Purpose:

Mentorship placements are comprised of three distinct placements which can be completed in the sequence collaboratively established by the education provider and the placement site. The first two scheduled placements allow the student to refine their skills while developing behaviours and competencies to practice safely in different settings. The final placement allows the student to demonstrate the behaviours and competencies at or above entry-level.

Although the mentorship schedule is not mandated to occur in a specific sequence, there are specific progress and evaluation expectations for the first, second and third/final placement in the sequence. The Mentor Directions section provides summarized assessment expectations for each placement within the mentorship sequence.

Evaluation:

The integration of students' knowledge and skills progresses from basic to more complex; from skills, to behaviours, to competence. Students require continuous feedback involving the instructor, placement site, and mentor to evaluate and document their progress towards entry-level competent.

While students have had the benefit of education in the classroom and laboratory settings, they have had little experience with clients. Placements allow students to develop judgment and critical thinking skills through the integration of theory and practice. Placements document the students' performance in relation to where they are in the program and the expectations for that placement (Mentor: PS&G: Expectations & Guidelines for Student Proficiency – page 5). For each mentorship placement in the sequence, the mentor will initial all behaviours the student demonstrates that meet expectations. The mentor also completes the Placement Feedback: Student Form weekly.

The *Placement Feedback: Student Form* documents the student's performance; it is completed by mentor/placement site during the mentorship. This form allows the education provider to track successes as well as performance issues while allowing the student the opportunity to continue to progress; it also assists in the overall evaluation of a student's performance during placement.

Student Name: _____

Mentor Directions:

First (1st) placement within the mentorship sequence

On the front page of the CA, in the Mentor(s) box, the mentor indicates their name, initials, the placement site location, and the date(s) of placement. Under the First (1st) placement column, the mentor initials each behaviour the student demonstrates that meets the below expectations:

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (3 rd)
Care Setting Management (CSM) Respecting client preferences, the CCA demonstrates knowledge of and contributes to care setting management needs of clients in a variety of care settings according to the care plan and policies and procedures.	OK		
• Provides a restful and comforting environment (e.g., maintain tidy environment).	OK		
• Respects the client's dignity and preferences considering the safety of the client, themselves, and others (e.g., making an occupied and/or unoccupied bed, using and cleaning appliances and food services).	OK		

- Student is starting to develop skills into behaviours and may require prompts for basic care requirements (e.g., personal care)
- Mentor leads the care routine with student support
- Mentor can expect to actively and without judgement, guide the student to integrate their learning to safe practices
- Student can expect positive, constructive, and clear feedback on their performance from the mentor, instructor and/or placement site
- Placement site can expect the student to assume more responsibility for the workload as the placement progresses
 - Mentor can expect to start transitioning basic care expectations to the student while providing active guidance and direction

Second (2nd) placement within the mentorship sequence

On the front page of the CA, in the Mentor(s) box, the mentor indicates their name, initials, the placement site location, and the date(s) of placement. Under the Second (2nd) placement column, the mentor initials each behaviour the student demonstrates that meets the below expectations:

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (3 rd)
Care Setting Management (CSM) Respecting client preferences, the CCA demonstrates knowledge of and contributes to care setting management needs of clients in a variety of care settings according to the care plan and policies and procedures.	OK	OK	
• Provides a restful and comforting environment (e.g., maintain tidy environment).	OK	OK	
• Respects the client's dignity and preferences considering the safety of the client, themselves, and others (e.g., making an occupied and/or unoccupied bed, using and cleaning appliances and food services).	OK	OK	

- Student demonstrates behaviours more consistently and may require prompts for more complex care requirements (e.g., ostomy)
- Student leads the care routine with mentor assistance, as necessary
- Mentor can expect to support the student in the demonstration of behaviours for safe practices
- Student can expect positive, constructive, and clear feedback on their performance from the mentor, instructor and/or placement site
- Placement site can expect the student to assume more responsibility for the workload as the placement progresses
 - Mentor can expect the student to provide care while supporting and directing, as necessary

Final (3rd) placement within the mentorship sequence

On the front page of the CA, in the Mentor(s) box, the mentor indicates their name, initials, the placement site location, and the date(s) of placement. Under the Final (3rd) placement column, the mentor initials each behaviour the student demonstrates that meets the below expectations:

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (3 rd)
Care Setting Management (CSM) Respecting client preferences, the CCA demonstrates knowledge of and contributes to care setting management needs of clients in a variety of care settings according to the care plan and policies and procedures.	OK	OK	OK
• Provides a restful and comforting environment (e.g., maintain tidy environment).	OK	OK	OK
• Respects the client's dignity and preferences considering the safety of the client, themselves, and others (e.g., making an occupied and/or unoccupied bed, using and cleaning appliances and food services).	OK	OK	OK

- The student demonstrates behaviours and competencies consistently at entry-level and may require an occasional prompt (e.g., new situation)
- Student leads the care routine with mentor support, as necessary (e.g., refusing care)
- Mentor can expect to observe the student demonstrate the behaviours and competencies for safe practices
- Student can expect positive, constructive, and clear feedback on their performance from the mentor, instructor and/or placement site
- Placement site can expect the student to assume more responsibility for the workload as the placement progresses
 - Mentor can expect to observe person-centred care being provided by the student while supporting safe practices
 - Student leads a moderate workload with mentor support

Placement Feedback: Student Form

The mentor report the student's progress towards entry-level competence in relation to the placement expectations using the Placement Feedback: Student form. It is submitted weekly to the placement site (for submission to the instructor) unless otherwise directed. Significant performance concerns are reported immediately to the placement site.

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (Final)
Care Setting Management (CSM)			
Respecting client preferences, the CCA demonstrates knowledge of and contributes to care setting management needs of clients in a variety of care settings according to the care plan and policies and procedures.			
<ul style="list-style-type: none"> Provides a restful and comforting environment (e.g., maintain tidy environment). 			
<ul style="list-style-type: none"> Respects the client's dignity and preferences considering the safety of the client, themselves, and others (e.g., making an occupied and/or unoccupied bed, using and cleaning appliances and food services). 			
<ul style="list-style-type: none"> Meets each client's household care needs in an efficient manner (e.g., clean bathroom, floor, kitchen and living areas). 			
<ul style="list-style-type: none"> Applies appropriate cleaning strategies and techniques (e.g., laundry services, dispose garbage including composting and recycling). 			
Communication			
When communicating, the CCA interacts with clients, families and care teams respecting their unique needs and confidentiality while maintaining client records according to scope of practice and legal requirements.			
<ul style="list-style-type: none"> Establishes and maintains an individualized approach while applying communication strategies and techniques in all situations (e.g., reviews client plan of care). 			
<ul style="list-style-type: none"> Collects data to support the client assessment (e.g., take and record vitals). 			
<ul style="list-style-type: none"> Demonstrates person-centered communication with clients, family, and the care team (e.g., building and maintaining supportive relationships, contribution to the care plan, and de-escalating situations). 			
<ul style="list-style-type: none"> Maintains client confidentiality. 			
<ul style="list-style-type: none"> Responds and/or seeks appropriate help when changes occur in clients' conditions. 			
<ul style="list-style-type: none"> Reports and documents changes in the client's behaviour and condition (e.g., using correct procedures and accepted terminology). 			
<ul style="list-style-type: none"> Communicates appropriately using technology-based applications (e.g., electronic documentation). 			
<ul style="list-style-type: none"> Practices in a manner consistent with the principles and legal requirements for maintaining a client record, including maintaining accurate and clear records of care provided (e.g., using correct procedures). 			
<ul style="list-style-type: none"> Contributes to the development and ongoing revisions of the client-specific, holistic plan of care, as a part of the collaborative care team (e.g., participates in admission/discharge planning). 			
<ul style="list-style-type: none"> Accurately documents, in a timely manner, the client's care and incidents, working with the client, family, and care team to address concerns (e.g., safety, changes in client condition). 			

Student Name: _____

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (Final)
<ul style="list-style-type: none"> Applies accepted techniques to document efficiently using medical terminology. 			
Infection Prevention & Controls (IPC)			
The CCA demonstrates knowledge of infection prevention and control guidelines according to legislation and care setting policies and procedures.			
<ul style="list-style-type: none"> Applies setting appropriate infection prevention and control measures (e.g., follows appropriate isolation procedures, performs hand hygiene, and cleans/ disinfects medical equipment). 			
<ul style="list-style-type: none"> Applies client specific infection prevention and control measures (e.g., applies and removes personal protective equipment (gloves, masks, goggles, and gown), removes soiled linens). 			
Mental Health & Wellness			
The CCA understands the impact common chronic illnesses have on the physiological, psychological, social, cultural, and spiritual needs of people within the continuum of wellness; promoting healthy choices; and prevention and intervention strategies for responsive behaviours according to the care plan and care settings policies and procedures.			
<ul style="list-style-type: none"> Recognizes and reports changes/variations in social norms (e.g., changes in social situation, family dynamics, addictions, abuse). 			
<ul style="list-style-type: none"> Provides care through a generational lens (e.g., tailors communication to meet unique needs). 			
<ul style="list-style-type: none"> Communicates community services available locally, provincially, and nationally. 			
<ul style="list-style-type: none"> Reinforces the client’s teaching in the promotion of wellness including promoting meaningful activities, healthy lifestyle choices and illness prevention (e.g., encourage participation in recreation or leisure activities, promote healthy life choices). 			
<ul style="list-style-type: none"> Responds appropriately to the psychological, cultural and social needs of the client across the life span (e.g., supports end of life care (palliative care), interacts with client’s family). 			
<ul style="list-style-type: none"> Respects the clients’ rights and preferences including cultural, spiritual, moral and ethical beliefs and choices (e.g., right to live at risk, comfort measures). 			
<ul style="list-style-type: none"> Applies care strategies recognizing all behaviour has meaning (e.g., support client exhibiting responsive behaviour (distract, calm, etc.), reassure client) 			
<ul style="list-style-type: none"> Selects strategies recognizing how a safe and supportive care environment contributes to the client’s response to care (e.g., balancing support and respecting independence, advocate for the client). 			
<ul style="list-style-type: none"> Applies strategies recognizing the impact of relationship building and approaches to care on the client’s response to care. 			
<ul style="list-style-type: none"> Applies strategies recognizing the impact that common chronic illnesses have on the continuum of wellness. 			
<ul style="list-style-type: none"> Responds to a person’s needs (e.g., safety, personal identity, dignity, self-esteem) across the life cycle. 			

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (Final)
<ul style="list-style-type: none"> Applies health related knowledge to disease processes in caring for individuals across the life cycle (e.g., dementia related care, mental health, palliative care). 			
<ul style="list-style-type: none"> Applies prevention strategies for responsive behaviours (e.g., dementia and nondementia related). 			
<ul style="list-style-type: none"> Applies intervention strategies for responsive behaviours (e.g., dementia and nondementia related). 			
<ul style="list-style-type: none"> Evaluates the client's response to care and applies appropriate measures to prevent injury to self and others. 			
<ul style="list-style-type: none"> Demonstrates self care in the promotion of personal well being and safety. 			
Nutrition (competencies covered prior to home support placement)			
The CCA promotes balanced nutritious snacks and meals, healthy eating habits, and food safety while meeting the client's needs, respecting culture, religion, dietary restrictions, food sensitivities, and preferences according to the care plan.			
<ul style="list-style-type: none"> Plans, prepares, cooks and serves snacks and meals to meet person-specific nutritional needs and preferences including food sensitivities, limited food choices, special diets, socially accepted traditions and practices, and texture modification. 			
<ul style="list-style-type: none"> Positions the client to meet nutritional and safety needs. 			
<ul style="list-style-type: none"> Provides partial and/or complete feeding assistance (e.g., support clients with enteral nutrition). 			
<ul style="list-style-type: none"> Assists the client with adaptive feeding devices. 			
<ul style="list-style-type: none"> Applies the principles of Canada's Food Guide in promoting nutrition and healthy eating habits. 			
<ul style="list-style-type: none"> Applies food safety principles when preparing, cooking and serving snacks and meals. 			
<ul style="list-style-type: none"> Stores food according to food safety principles including packaging and dating. 			
Personal Care			
The CCA demonstrates knowledge of individualized personal care needs (e.g., hygiene, nutrition, rest, and mobilization) and applies special procedures and protocols to meet unique requirements related to specific client conditions and preferences according to the care plan and care setting policies and procedures.			
<ul style="list-style-type: none"> Assesses the client prior to care for safety and care concerns (e.g., skin integrity, changes in the client's status). 			
<ul style="list-style-type: none"> Promotes the client's independence by supporting individual client capacities. 			
<ul style="list-style-type: none"> Provides personal care (e.g., bed bath, tub/whirlpool/shower assistance, perineal care, hair care, oral care, nail care, shaving, back rubs). 			
<ul style="list-style-type: none"> Assists the client with elimination needs and incontinent products (e.g., bathroom/bedside commode assistance, urinal assistance). 			
<ul style="list-style-type: none"> Supports the client while dressing/undressing. 			

Student Name: _____

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (Final)
<ul style="list-style-type: none"> Applies medicated creams, ointments, and drops in accordance with the Joint Practice Guidelines. 			
<ul style="list-style-type: none"> Provides support in a palliative situation understanding the principles of palliative care. 			
<ul style="list-style-type: none"> Provides personal care needs such as hearing aid care, denture care, compression/anti-embolism garments, and catheter or ostomy care. 			
<ul style="list-style-type: none"> Assists with implementing the health care plan or therapeutic treatment (e.g., admission process, skin integrity inspection, range of motion (ROM), heel/elbow protectors, urine/stool specimens collection, measure/record vitals (blood pressure, digital pulse, O2 Saturation levels, respirations, temperature and weight), check/adjust prescribed oxygen flow rate, don/remove oxygen mask/cannula, apply hot/cold packs, record intake/output). 			
<ul style="list-style-type: none"> Demonstrate application of medicated creams¹, ointments, shampoos and eye drops, under the continued assessment of an RN/LPN within the practice guidelines. <i>RN/LPN signature required:</i> 			
Safe Handling & Mobility (SHM)			
The CCA applies strategies and procedures based on person specific assessment to assist with ambulation, positioning, transferring, and restraint protocol (chemical, environmental, physical) according to care plan and care setting policies and procedures.			
<ul style="list-style-type: none"> Applies principles of body mechanics. 			
<ul style="list-style-type: none"> Assesses safe handling and mobility plans to ensure their own safety and that of the client (e.g., get client in/out of bed/chair/wheelchair, position client in bed/chair). 			
<ul style="list-style-type: none"> Performs active/passive range of motion (ROM) exercises with the client. 			
<ul style="list-style-type: none"> Positions the client appropriately using safe handling and mobility devices (e.g., using fowlers, lateral, semi-fowlers, and supine re/positions clients in chair, turn on their side, logroll, move up/down in bed, apply footboards, pillows, hand rolls/grips as necessary). 			
<ul style="list-style-type: none"> Assists the client with transfer and ambulation including use of mobility aids (e.g., walkers, walking, gait/transfer belts, slide boards, cane, walker). 			
<ul style="list-style-type: none"> Transfers the client appropriately (e.g., 1-person, 2-person, 2-person side-by-side, transfer disc, commode, chair, wheelchair, mechanical/ceiling lift, transfer sheet/slider sheet). 			
<ul style="list-style-type: none"> Applies and promotes the use of prosthetic, orthotic, and assistive devices (e.g., braces, splints). 			
<ul style="list-style-type: none"> Applies restraints appropriately. 			
Safety Protocols			
The CCA demonstrates knowledge of and contributes to a safe work environment in accordance with legislation and protocols (e.g., OH&S), and promotes safety including applying falls prevention protocols and strategies according to the care			

¹ Includes prescription and over-the-counter (OTC) medicated and non-medicated creams, ointments, or drops _____

CCA Core Behaviours	Mentorship Placement		
	First (1 st)	Second (2 nd)	Third (Final)
plan.			
<ul style="list-style-type: none"> Applies OH&S principles to maintain a safe environment (e.g., prompt client to take medication, use and care for equipment and supplies when providing care, disposal of sharps (razors)). 			
<ul style="list-style-type: none"> Assesses when an emergency response may be required (e.g., disaster protocols). 			
<ul style="list-style-type: none"> Applies the emergency protocols (e.g., fire safety: RACE, prevent, identify, report risks impacting client, employee and family (e.g.; equipment, falls, abuse, medications)). 			
<ul style="list-style-type: none"> Responds to emergencies (e.g., provide CPR). 			
<ul style="list-style-type: none"> Applies effective measures, strategies and protocols for maintaining safety (e.g., prevention of falls, least restraint, potential abuse, medications). 			

The Foundational Competencies: are defined as the fundamental professional requirements needed to provide person-centered care and services. CCAs are expected to act professionally by functioning with integrity and accountability in meeting industry’s best practice expectations in providing person-centered care. Furthermore, these competencies are fundamental or central to the CCAs’ ability to demonstrate both functional and technical competencies. To evaluate (mentors and supervisors) should consider the overall performance of the student during any interactions when determining if the student meets the competencies at entry-level.

Note: Successful demonstration of foundational behaviours indicate associated foundational competencies are being met, see Periodic Evaluation Forms.

CCA Foundational Competencies	Entry-Level		
	First (1 st)	Second (2 nd)	Third (Final)
Integrity			
In demonstrating integrity, the CCA conducts themselves in an honest, respectful, caring manner during all interactions regardless of the communication mode (e.g., verbal, non-verbal, written, technology-based), respecting confidentiality in the care setting according to policies and procedures.			
<ul style="list-style-type: none"> Respects confidentiality in the care setting including the use of technology. 			
<ul style="list-style-type: none"> Conducts themselves in a caring manner, including consideration of others, listens attentively, and responds appropriately. 			
<ul style="list-style-type: none"> Displays an attitude that is positive, friendly, helpful, courteous, person-centered, optimistic, patient, and team oriented. 			
<ul style="list-style-type: none"> Conducts themselves in a respectful, honest, ethical, sincere, reliable, empathic, compassionate, gentle and attentive manner. 			
<ul style="list-style-type: none"> Demonstrates respect for the client’s personal situation and choices, environment, care needs, personal beliefs, and preferences by providing nonjudgmental and equitable care. 			
<ul style="list-style-type: none"> Demonstrates respect for self, care team and others’ different opinions, beliefs, and preferences. 			
<ul style="list-style-type: none"> Understands and maintains professional boundaries. 			

Student Name: _____

CCA Foundational Competencies	Entry-Level		
	First (1 st)	Second (2 nd)	Third (Final)
<ul style="list-style-type: none"> Displays work-appropriate appearance. 			
<ul style="list-style-type: none"> Functions as an effective team player including contributing to the team, displaying initiative, offering to help, sharing the workload, participating in tasks, and demonstrating accountability for themselves and to the group. 			
Accountability			
In demonstrating accountability, the CCA exercises due diligence, problem solves, adapts to change, communicates professionally, manages time and stressors effectively while pursuing continuous learning in the care setting according to policies and procedures.			
<ul style="list-style-type: none"> Assesses the risks for self and client prior to delivery of care applying effective safety strategies and techniques, including demonstrating due diligence, and meeting safe work practices by identifying, reporting, documenting, and addressing safety concerns. 			
<ul style="list-style-type: none"> Demonstrates appropriate application of knowledge and skills, staying informed of team goals and the client's status, asking questions, seeking guidance, reporting issues/changes and advocating. 			
<ul style="list-style-type: none"> Problem solves appropriately, including employing critical thinking by applying logic and facts to formulate decisions when resolving or addressing situations and continuing to develop learned skills. 			
<ul style="list-style-type: none"> Applies appropriate verbal (written and oral) and non-verbal communications skills, including voice control, language, messaging, confidentiality (e.g., media use). 			
<ul style="list-style-type: none"> Adapts effectively to change, including approaching change with a positive attitude, managing changing environments, varying workloads, and working well with a variety of co-workers and clients. 			
<ul style="list-style-type: none"> Applies appropriate time management strategies, including punctuality, preparedness, dependability and prioritizing workload effectively. 			
<ul style="list-style-type: none"> Applies stress management techniques including being aware of and managing triggers, utilizing and continuing to develop coping skills. 			
<ul style="list-style-type: none"> Recognizes the importance of and strives for work-life balance. 			
<ul style="list-style-type: none"> Recognizes how one's approach, values, and preferences can impact care. 			
<ul style="list-style-type: none"> Pursues continuous learning including seeking opportunities to learn, attending in-services and workshops, openly offering/receiving and applying feedback, and seeking to continuously improve. 			

Overall Mentorship Performance Evaluation

Student: Print your full name, school and campus, the start and end date of your course and sign and date below once mentorships are complete.

Student Name: _____
 School: _____ Campus: _____
 Course Start Date: _____ Course End Date: _____
 Student Signature: _____ Date: _____

The authorized **mentorship** placement site representative(s)² is asked to evaluate the student's overall performance as satisfactory or unsatisfactory ("satisfactory" met placement expectation or "unsatisfactory" has not met placement expectations, as outlined on page 2). The overall performance evaluation will be submitted to the CCA Program upon exam eligibility, as a permanent record of the satisfactory performance of the student at entry-level.

As displayed in the sample to the right, at the end of each mentorship placement, the placement site representative will:

- Identify the authorized care hours the student spent at the placement site.
- Identify the site location where the placement occurred.
- Identify the student's level of performance ("Satisfactory" or "Unsatisfactory").
- Provide the site representative's name (print), title, phone number, and sign and date.

Identifying a student's performance as "Satisfactory" indicates the student met the placement expectations as outlined on page 2.

Identifying a student's performance as "Unsatisfactory" indicates the student did not meet the placement expectations as outlined on page 2. Before a placement is signed off as "unsatisfactory", a collaborative effort between relevant parties³ will have been made to assist the student to gain the required competence. Failing a placement means the student is not eligible for the CCA Certification Exam. As a result of daily feedback and periodic evaluations, an unsatisfactory placement result should not be a surprise to the student or instructor.

Student Name: <u>Jane Doe.</u>
Mentorship: The above noted student has completed <u>80</u> hours at <u>ABC Home Support Agency</u> (site) and based on this experience I would have assessed their overall entry-level competence as: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (documentation provided to education provider)
Signature of Authorized Placement Site Representative: Name <u>Colleen Shamply</u> Title <u>COA Liaison</u> Phone <u>123 456 7891</u> Signature <u>[Signature]</u> Date <u>Apr 24/19</u>
Mentorship: The above noted student has completed <u>80</u> hours at <u>MY Nursing Home</u> (site) and based on this experience I would have assessed their overall entry-level competence as: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (documentation provided to education provider)
Signature of Authorized Placement Site Representative: Name <u>Vanda Newton</u> Title <u>COA Instructor</u> Phone <u>1-802-500-2111</u> Signature <u>[Signature]</u> Date <u>Apr 27/19</u>
Mentorship: The above noted student has completed <u>60</u> hours at <u>Acute</u> (site) and based on this experience I would have assessed their overall entry-level competence as: <input checked="" type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory (documentation provided to education provider)
Signature of Authorized Placement Site Representative: Name <u>Beal Shokin</u> Title <u>CCA Instructor</u> Phone <u>902-123-3091</u> Signature <u>[Signature]</u> Date <u>Apr 24/2019</u>

The Overall Mentorship Performance Evaluation (pages 9, 10 and 11) are copied by the education provider and submitted to the CCA Program with the Education Providers' Final Evaluation as an appendix.

² **Authorized Placement Site Representative** is determined by placement site and can be the mentor, the mentor's supervisor, or another person the placement site deems appropriate. The placement site may be contacted by the CCA Program Administration to verify the identity of the authorized placement site representative.

³ Relevant parties include student, placement site, mentor and educator.

Student Name: _____

Mentorship:

The above noted student has completed _____ hours at _____ (site) and based on this experience I would have assessed their overall entry-level competence as:

Satisfactory **Unsatisfactory** (documentation provided to education provider)

Signature of Authorized Placement Site Representative:

Name _____ Title _____ Phone _____
Signature _____ Date _____

Mentorship:

The above noted student has completed _____ hours at _____ (site) and based on this experience I would have assessed their overall entry-level competence as:

Satisfactory **Unsatisfactory** (documentation provided to education provider)

Signature of Authorized Placement Site Representative:

Name _____ Title _____ Phone _____
Signature _____ Date _____

Mentorship:

The above noted student has completed _____ hours at _____ (site) and based on this experience I would have assessed their overall entry-level competence as:

Satisfactory **Unsatisfactory** (documentation provided to education provider)

Signature of Authorized Placement Site Representative:

Name _____ Title _____ Phone _____
Signature _____ Date _____

Mentorship:

The below noted student has completed _____ hours at _____ (site) and based on this experience I would have assessed their overall entry-level competence as:

Satisfactory **Unsatisfactory** (documentation provided to education provider)

Signature of Authorized Placement Site Representative:

Name _____ Title _____ Phone _____
Signature _____ Date _____

Mentorship:

The below noted student has completed _____ hours at _____ (site) and based on this experience I would have assessed their overall entry-level competence as:

Satisfactory **Unsatisfactory** (documentation provided to education provider)

Signature of Authorized Placement Site Representative:

Name _____ Title _____ Phone _____
Signature _____ Date _____

Note: If additional mentorship signatures are required, attach signatures as a separate page to the current CA and copy as a part of the appendix to accompany the Education Provider's Final Evaluation.

Comments
