



# CCA MENTORSHIP:

Interactive Workbook

May 2021



CONTINUING CARE  
ASSISTANT

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# INTRODUCTION

Program Introduction

Learning Outcomes

# INTRODUCTION

The CCA Mentorship: Participant Workbook has been created to support mentors. It is intended to empower mentors and students to work collaboratively toward a successful mentorship experience.

The purpose of the CCA Program education is to prepare students/CCAs to deliver short or extended periods of assistance and support services to people in various care settings. The Program integrates theory and practice using classroom, laboratory, and placement learning and experiences.

Placement is a critical component of the education, connecting the student's learning and evaluation required to meet entry-level competence within the CCA Scope of Practice and Competency Framework.

Students benefit from a supportive placement environment that encourages them to feel welcome, safe, valued, respected and nurtured. Mentors are key to the supportive learning process. Mentors require support and education in this vital role. The goal of the mentorship education package is to support the mentor in their role of creating a strong learning environment for the student.

The continuous feedback provided by the mentor is instrumental in the development of a student's competence. Evaluating the student's performance requires competency in providing both supportive and corrective feedback. Appropriate feedback and guidance require an understanding of where the student is in the program and the expectations for that placement (Student Proficiency).

There has been excellent work accomplished in this area across the province. The CCA Program would like to thank the individuals and organizations who have shared their programs and contributed their expertise in this area. It has truly been an example of building on best practices in Nova Scotia healthcare.

The education provider, placement site, mentor, and student work collaboratively, to achieve a successful placement experience. CCA students are part of the future of health care in this province and mentors help make that happen.



## PROGRAM INTRODUCTION

Placements are a critical component of student education, connecting learning and evaluation required to meet entry-level competence within the CCA Scope of Practice. Mentorship placements count on the availability and willingness of current employees to mentor students. Industry has identified the need for consistent Mentorship training across the province of Nova Scotia in order to support and assist the mentors with the skills required.

### **The goals of creating a standardized provincial student mentorship program are:**

- To foster the ability of industry to increase the number of mentors available in the system.
- To improve the overall mentorship experience for students and mentors.
- To provide consistent provincial mentorship training including student skills evaluation.

### **On completion of this program, the participant will be able to:**

- Identify and summarize the role of a mentor.
- Demonstrate knowledge of important mentor skills.
- Demonstrate knowledge of mentor accountability.

### **In order to complete the program, the participant must:**

- Complete the Participant Workbook.
- Complete the scenarios included in the Participants Workbook.
- Discuss scenario responses with organization designate.

# LEARNING OUTCOMES

By the end of this training, the participant will be able to:

## 1. Identify and Summarize the Role of a Mentor

1.1. Define mentor and identify value of becoming a mentor.

1.2 Describe expectations of a mentor.

Recall knowledge, skills, attitude and abilities of a mentor.

Summarize MENTOR expectations and demonstrate knowledge through check-in.

1.3 Summarize mentor responsibilities.

Demonstrate knowledge of mentor responsibilities through completion of scenario.

1.4 Define professionalism as implemented by CCA Program.

Apply professionalism using CCA Program professional behaviour development rubric.

## 2. Demonstrate Knowledge of Important Mentor Skills

2.1 Recall and identify different learning styles through knowledge check-in.

2.2 Identify Critical Thinking & Problem Solving Strategies.

2.3 Summarize and recall supportive and corrective feedback strategies

Integrate feedback strategies learned into scenario responses.

2.4 Identify Conflict Resolution Strategies.

Demonstrate understanding of strategies in scenario responses.

## 3. Demonstrate Knowledge of Mentor Accountability

3.1 Identify mentorship collaborative responsibilities.

3.2 Identify Required Documentation.

Identify Competency Assessment (CA) completion requirements.

3.3 Identify assessment processes with completion of required forms.

3.4 Identify Time Tracking with Qualified Hours.

Demonstrate Time Tracking with completion of scenario.

# MODULE 1

## Understand the Role of the Mentor

**1.1 Define Mentor**

**1.2 Describe Expectations of a Mentor**

**1.3 Describe Mentor Responsibilities**

**1.4 Define Professionalism**

# MODULE 1

## Understand the Role of the Mentor



[Click here for video](#)

## OVERVIEW

The overall goal for this module is to create and foster an understanding of your role as a mentor. As a Continuing Care Assistant, you have direct knowledge of what is done on the job. The mentor knows what knowledge, skills, and attributes (KSAs) are required in order to do the job successfully. A mentor knows their organization's culture and interacts positively with persons in care.<sup>1</sup>

This module will also outline the expectations and accountabilities of mentorship with emphasis on building self-awareness, professionalism, competence, safety and communication. These themes will be illustrated through the use of scenarios, knowledge check-ins, as well as through reflection of actual placement experience.

# 1.1 DEFINE MENTOR



“Mentorship is the process where an experienced worker [mentor] works with and educates a less experienced worker [learner] to help foster skill development and professional growth. The mentor shares his/her skills, knowledge, techniques, best practices and experience to provide a comprehensive hands-on training experience for the [learner]” (2, p. 7).

## MENTOR

An experienced, well informed employee who fosters the learning growth and advancement of learners.

A **CCA MENTOR** has the skills and knowledge required to do the job, they know the culture of their organization and they know the persons-in-care.

## WHY BECOME A MENTOR?

A mentor may have many reasons to become a mentor – often they have been mentored themselves and remember the experience well. They may get satisfaction from passing along their knowledge, skills and experience to a new person in the field (giving back).

# SHOULD I BE A MENTOR?

Using this tool may help to increase your self-awareness regarding mentoring potential. Not everyone is suited to become a mentor. If you have more responses in the -somewhat- and -no- columns, you may wish to support the CCA mentorship in other ways.

Statement	Yes	Somewhat	No
I am people oriented			
I am a good listener			
I want to share what I know as a CCA			
I work well with staff (as a multidisciplinary team)			
I have faced challenges in a positive manner			
I am secure in my knowledge and abilities as a CCA			
I use positive coping methods			
I recognize my role in facilitating learning			
I am able to support without parenting or taking charge			
I wish to promote a positive work environment for a diverse workforce			
I am comfortable providing both supportive and corrective feedback			
I am open to receiving feedback on new ways of doing things			

Adapted from McKinley (3)



## 1.2 DESCRIBE EXPECTATIONS OF A MENTOR

Mentoring includes sharing of competence in knowledge, skills and attitude/abilities (KSA).



Let's take a closer look:

- **Knowledge:** Understanding workplace responsibilities - Learning, and promoting the highest industry and safety standards - Sharing best practices and promoting learning.<sup>2</sup>
- **Skills:** Offering guidance toward demonstration of entry-level skills and tasks that are within the CCA Scope of Practice.
- **Attitude:** Maintaining a positive approach to people, work and learning  
Willing to see things from another perspective - Promoting fairness and equity in the workplace.<sup>2</sup>

# M-E-N-T-O-R

A role **Model** with demonstration of behaviours and competencies for safe practices.

- Actively and without judgement, guide the student to integrate their learning to safe practices.
- Be open to new ways and ideas the student may bring from recent learning.

**Encourage** the student to ask questions and solve problems.

- Be open to different points of view supporting students to speak up when they require clarity on how to approach a situation.
- Support and motivate the student to take initiative.

**Nurture** to take care of oneself and stay informed of best practice.

- Students will perform best when physically, mentally and emotionally fit.
- Keep students informed of relevant and pertinent information.

A **Team Player**; reliable, flexible, active participant, shares openly and willingly

- A good listener is essential for effective teams; listen first, speak second.
- Allow the student opportunities for development.

**Organize** workload to ensure skills can be accomplished effectively

- Collaborate with the student to establish a communication plan for placement.
- Demonstrate efficiencies to increase job satisfaction and performance.

**Respond** directly to the student and in the moment with feedback.

- Observe and provide guidance when students are having difficulty with a skill.
- Use supportive, corrective, and clear feedback on their performance.



# **KNOWLEDGE CHECK-IN**

Fill in a time you or someone you worked with exemplified the six skills below:



**Model**



**Encourage**



**Nurture**



**Team Player**



**Organize**



**Respond**

# 1.3 DESCRIBE MENTOR RESPONSIBILITIES

As a mentor, while operating under the placement site's policies and procedures, you are responsible to observe, evaluate, communicate with and promote safety for the student you are mentoring. In addition, some key responsibilities outlined in the Mentor Placement Standards and Guidelines (2019) include:

- As required, collaborate with the student to establish a **communication plan** for the placement.
- Collaborate with the student to make appropriate **travel arrangements** for home care.
- Ensure **clients receiving care** are **notified** prior to the student's involvement in their care.
- Evaluate the demonstration of the student's **knowledge, skills, abilities** and **attitudes** as listed in the CA.
  - Sign off **competently demonstrated skills** (skills should be witnessed demonstrated a variety of times at entry-level).
- Complete and **submit** all **required documentation** appropriately and on time
- Report (as directed by supervisor/scheduling) when the student is **sick or absent** for any scheduled hours.
- Document, report and communicate student performance to the placement site and education provider during the placement using the Placement Feedback: Student form.
- Refer all significant performance concerns/conflicts to the placement site and education provider in accordance to the established Performance Concerns process.

**If it isn't documented, it didn't happen.**





# SCENARIO 1

## Part 1

You have been paired with a student for their mentorship placement. You meet and have a conversation about what each of you should expect during your time together.

*Note: Use the "Self-Reflection Tool for Mentor/Student Relationship" below and fill in your responses.*

### **Self-Reflection Tool for Mentor/Student Relationship**

Adapted from Mertz (4)

*Setting expectations of the relationship at the beginning of mentorship will put both of you more at ease as they come to understand the parameters of the relationship.*

What is wanted or expected of me as a mentor?

As a mentor, am I willing and able to meet those expectations? How will this affect my needs?

What are the benefits I hope to obtain from this relationship?

What other considerations should be kept in mind specific to this mentor/student relationship?

## Part 2

After about a week you and the student are taking a break together. The student is very observant and asks a lot of good questions.

The student states "being a mentor is a lot of responsibility, why do you do it?". They have observed other students who at times are not polite to their mentors and seem to resent having to complete their placements.

You realize that the student is serious and you explain why mentorship is necessary and what you get out of it personally.

In further conversation, the student states "you are such a good mentor, how did you get that way?" You smile and turn the conversation back to the student and ask "well you tell me first what makes me a good mentor?" After thinking about it, the student starts telling you how they feel. (Demonstrating skill: *listen first, speak second*).

Why do you mentor students?

What makes you a good mentor?

# 1.4 DEFINE PROFESSIONALISM

Professionalism is an approach to work that demonstrates respect for self and others, commitment, competence and appropriate behaviour.<sup>5</sup>



## **Demonstrate professionalism**

One area of the Competency Assessment (CA) Tool focuses on professional behavior. As mentors you will be role-modeling, coaching and assessing student's competence in these areas.

The Professional Behaviour Development Rubric identifies behaviours the CCA learner is expected to develop and display throughout the program and their working career. Review the [Professional Behaviour Development Rubric Key](#).

**Professionalism** outlines several behaviours divided into two competencies:

**1. Integrity:** Confidentiality, caring manner, attitude, honesty, respect for client, respect for self and others, professional boundaries, appearance and team player.

**2. Accountability:** Safety and risk management, knowledge application, problem solving, communication, adaptability, time management, stress management, work-life balance, personal perspective and continuous learning.

# KNOWLEDGE CHECK-IN

Each competency has behaviours identified. See behaviours in the chart below. Choose one behaviour from each competency section. Next, fill in the category that best describes you (developing, competent, exemplary) with examples of how you meet this measurement.

<b>Professionalism Competencies</b>	<b>Developing</b> In the process of learning and applying the behaviour.	<b>Competent</b> Consistently meets the entry-level behaviour expectation.	<b>Exemplary</b> Exceeds entry-level behaviour expectations.
<b>Integrity</b> <ul style="list-style-type: none"> <li>▪ Confidentiality</li> <li>▪ Caring Manner</li> <li>▪ Attitude</li> <li>▪ Honest</li> <li>▪ Respect for Client</li> <li>▪ Respect for self and others</li> <li>▪ Appearance</li> <li>▪ Team Player</li> </ul>			
<b>Accountability</b> <ul style="list-style-type: none"> <li>▪ Safety &amp; Risk Management</li> <li>▪ Knowledge Application</li> <li>▪ Problem Solving</li> <li>▪ Communication</li> <li>▪ Adaptability</li> <li>▪ Time Management</li> <li>▪ Stress Management</li> <li>▪ Work-Life Balance</li> <li>▪ Personal Perspective and Continuous Learning</li> </ul>			

# MODULE 2

## **Demonstrate Mentor Skills**

**2.1 Understand Different Learning Styles**

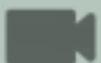
**2.2 Critical Thinking & Problem Solving Strategies**

**2.3 Provide Helpful Feedback**

**2.4 Resolving Conflict**

# MODULE 2

## Demonstrate Mentor Skills



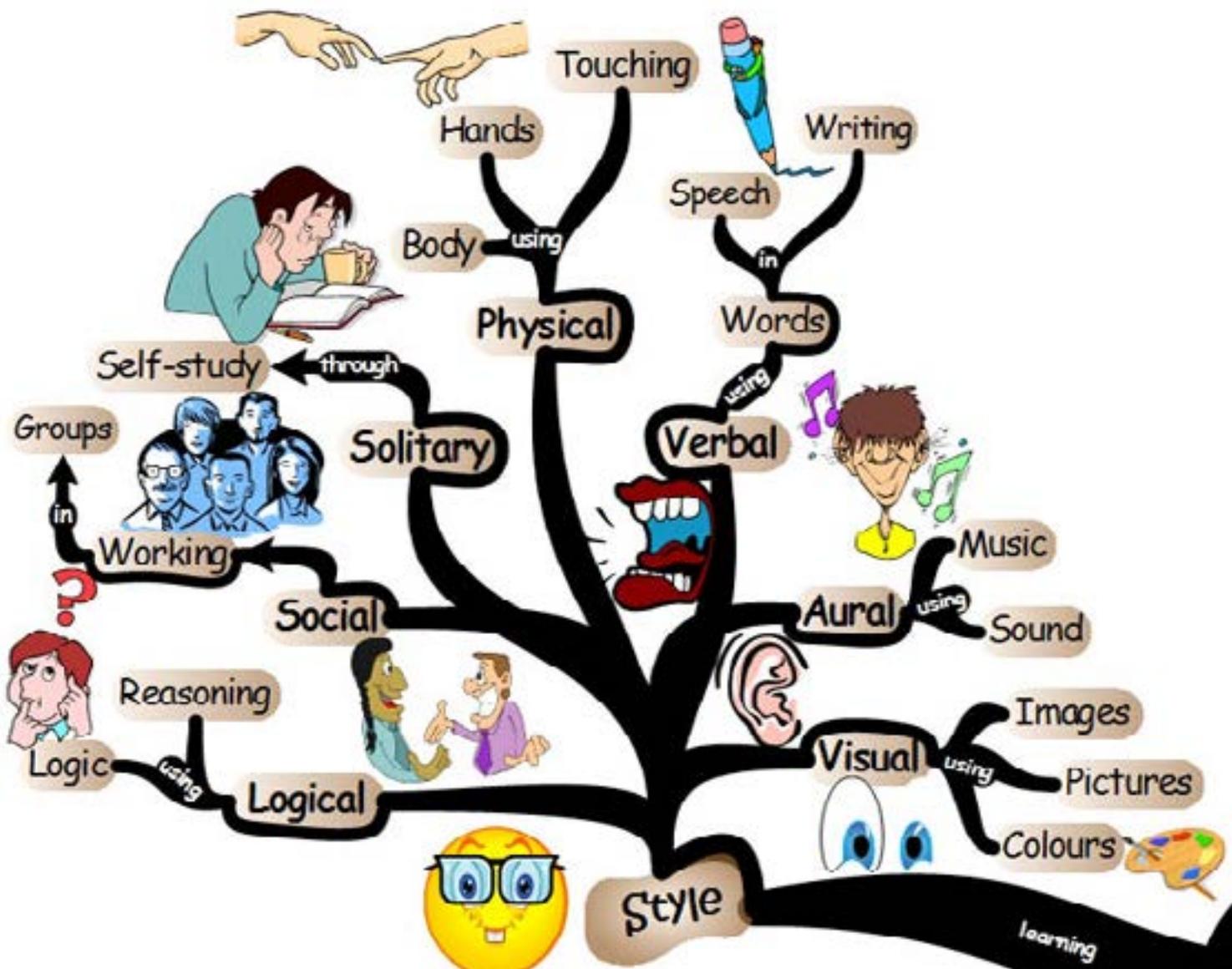
[Click here for video](#)

## OVERVIEW

This module will enable you, the mentor, to understand and use best practice techniques to give constructive (supportive and corrective) feedback. Information will include methods of problem solving as well as the importance of timely, specific and authentic feedback. Also, module 2 will build on the global expectations of professionalism, competence, safety and communication with the focus on giving feedback to the students.

## 2.1 UNDERSTAND DIFFERENT LEARNING STYLES

Adult learners have well-established ways they prefer to learn. "These preferences are collectively called an individual's learning style" (6, p. 1). Knowing your learning style, helps you to know how you learn best. We also tend to teach to our own learning style.<sup>2</sup> However, this may not work for the person you are coaching.



# KNOWLEDGE CHECK-IN

Do you know your learning style? Check off areas that best describe you in the chart below:



## **SEEING - VISUAL: USING YOUR EYES**

Learn best by seeing a picture, diagram, or demonstration or how things work on how pieces fit together.

- Like to see a diagrams and/or image.
- Like to watch a demonstration.



## **HEARING - AUDITORY: USING YOUR EARS**

Learn best by hearing a description or explanation from someone who knows.

- Like to listen to instructions.
- Like to read things out loud.

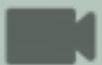


## **DOING - PHYSICAL: USING YOUR HANDS AND MOVEMENT**

Learn best by getting their hands on the equipment/materials, and by actually putting things together or performing a skill.

- Like to explore for themselves.
- Like to participate in demonstrations.

Adapted from NSCC (2)



Watch this learning styles [video!](#)

Have a conversation with the student about preferred learning style. Identifying and using a student's preferred way of learning will help build a collaborative relationship and successful mentorship.

## 2.2 CRITICAL THINKING & PROBLEM SOLVING STRATEGIES

### Critical Thinking

Critical thinking is the identification and evaluation of evidence to guide decision making. Learning in this way is often described as 'reflecting' on experience. Think of reflection as looking at yourself in the mirror. You might ask yourself; what's working, what has changed, what needs to change. Similarly, reflecting on differences in approaches and why, will help the student with making evidence based decisions.



As a mentor, you are helping a student learn from your experience. There are times when what is taught may not completely match with what occurs in your work setting. Situations like this can be opportunities for the student to learn and understand why there might be differences in your environment.

### Solution Based Problem Solving

One way to assist students is using problem-based learning, also known as solution-based problem solving. This type of learning is based on real life situations or scenarios – in other words, the problem drives the learning or the solution. It is a way of learning which encourages a deeper understanding of the problem.

After a situation occurs six strategies often used when you are using the solution based problem-solving approach are:

1. Ask leading, open-ended questions.
2. Help student reflect on experience / "cueing" the student.
3. Challenge the student's thinking.
4. Raise additional issues.
5. Create a warm, safe environment.
6. Monitor progress (follow-up).



## SUPPORTIVE FEEDBACK

Mentors can help students learn in a variety of methods. Learning can be done through demonstrations of certain skills. Mentors can also observe students and provide feedback on their understanding and performance of the task.

When you see someone demonstrating a skill well, let them know what they are doing and how well they are doing it. This is called supportive feedback and acts as a source of positive reinforcement. "It encourages people to do a good job and/or the right thing" (2, p. 94).

**When feedback is corrective in nature - that is, it explains where and why students have made errors - significant increases in student learning occur.**



## CORRECTIVE FEEDBACK

Giving feedback to anyone isn't hard when you are telling the person how well they are doing. The challenging part is when you need to give feedback, where improvement is needed. As with many aspects of life, if it is hard to do, planning can help.

If you need to point out a skill that is done incorrectly, immediately explain or demonstrate a better way. Keeping the discomfort to a minimum turns an uncomfortable situation into a positive learning experience. It also shows the student you want to do good work and care about the work they are doing.<sup>2</sup>

Although both types of feedback are valuable, supportive feedback is more effective for learning.<sup>2</sup>

## FEEDBACK SHOULD BE:

- Timely, ongoing, respectful and authentic.
- Direct, specific, accurate, and clear.
- State the facts (Avoid opinions!).
- Focused on what was observed.
- Solution-focused (help the student improve, not just point out what they did wrong).
- Recognize improvement.
- Discuss areas for improvement positively, providing examples of how to achieve desired improvement.



## SCENARIO 2 & 3

Using the following scenarios, fill in the Feedback Planner below.

### **Scenario 2: Let's get thinking about providing feedback**

Your first day with a new student goes something like this: Student arrives on time but looks like they have just rolled out of bed. Hair is messy, clothing is wrinkled and looks like they have been crying. You introduce yourself and the student immediately swears and says, "I forgot my CA Tool and I have to leave". You don't even get a chance to say, "it is not a big deal as we are paired all week and we can catch up tomorrow." The student just walks away, leaving you standing there wondering what just happened.

1. Would you report this situation, why or why not?

2. What would you report if you indicated you would report this situation and to whom?

### Scenario 3: Providing Feedback

Your second day with the student goes something like this: The student arrives, again on time, but stays in her car talking on the phone for a few minutes. She waves and gives you the 1 minute gesture. You stand there waiting. When she gets out of the car, she is dressed neat and tidy. She looks well rested and put together. She has a paper in her hand and is smiling. Before you get to say anything, the student states "I am so sorry about yesterday, it was a bad day. My boyfriend dumped me, locked me out of the house and emptied my bank account." You shake your head and...

1. What do you do?

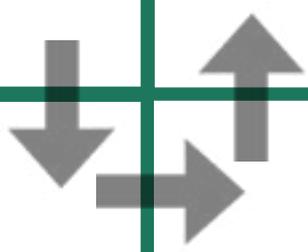
2. How would you give feedback to this student about the day prior?

3. Would you report today's situation, why or why not? What would you report if you indicated you would report this situation and to whom?

# FEEDBACK PLANNER

The Feedback Planner is a useful tool to help plan and document both supportive and corrective feedback. Thinking through and completing each box in the Planner prior to a discussion can help ensure that the feedback is clear, specific and helpful. Between each step, verify understanding with a check-in with the student.

1. Describe Current Behaviours: (What?)	4. Identify Alternative Behaviours: (How?)
2. Identify Situations: (When?)	3. Describe Impacts and Consequences: (Why is this important?)



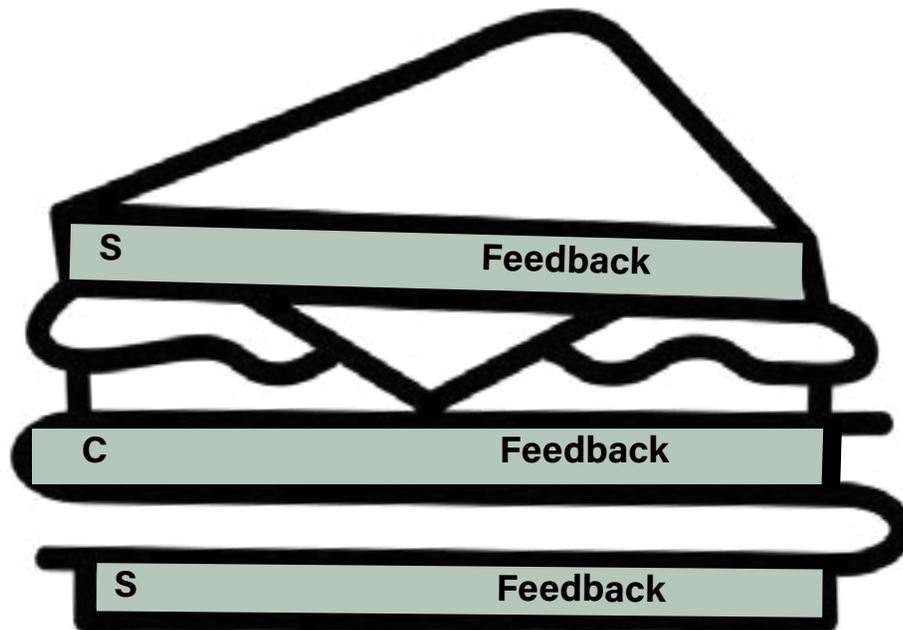
Adapted from Jerome (7)

*There is a blank Feedback Planner in the additional resources section of this workbook if you should choose to use it in the future.*

## ✓ KNOWLEDGE CHECK-IN

Another technique used in giving feedback is the Sandwich technique. In this technique you give positive feedback first, then areas for improvement, and finish with more positive feedback. Since areas for improvement can be uncomfortable to deliver, it may help by offering positive feedback at the same time.

Fill in the blanks with the two types of feedback previously described:



## 2.4 RESOLVING CONFLICT

At times a situation may arise when there is a difference of opinion in approach or thoughts that seem difficult to resolve. Below are suggestions from the Digital Project Manager (8) for workplace conflict resolution strategies:

1. Pause, breathe and decide on next steps.
2. Address the issue privately.
3. Determine the most appropriate medium to deal with the issue.
4. Create an opening for communication so that everyone can have their say.
5. Use active listening techniques when addressing the conflict.
6. Repeat back your understanding of the issues.
7. Use "I" statements to address emotions or reactions.
8. Lean into the silence in difficult conversations.
9. Understand when it's out of your hands.
10. Follow up with a close-out conversation, email, or call.

# MODULE 3

## Required Forms & Assessment

**3.1 CCA Program & Site Expectations**

**3.2 Familiarize with the CA Tool**

**3.3 Assess Progress & Feedback Form**

**3.4 Discover Time Tracking with Qualified Hours Log**

# MODULE 3

## Required Forms & Assessment



[Click here for video](#)

## OVERVIEW

The intent of this module is to review the usage of the Competency Assessment (CA) Tool as well as the Placement Feedback - Student Form. The CA Tool is used during all placements and is kept by the student. The Placement Feedback: Student form is used as necessary (a minimum of once/week) in all placements and returned to the education provider's primary instructor or navigator for RPL participants. Discussion will focus on why the CA Tool is used as well as how and when to complete the CA Tool from a mentor's perspective.

Consideration from the student, educator and site perspective in terms of placement responsibility and processes within the particular agency/facility will also be reviewed. This module will continue to build on the global themes of professionalism, competence, safety and communication.

## 3.1 CCA PROGRAM & SITE EXPECTATIONS

It is important the placement be a positive experience for the student; a key factor is the working relationship between the education provider, placement site, and the student. Each partner has a role to play.

The **education provider** will provide indirect supervision during mentorship placements. An assigned RN/LPN student supervisor must make at least one documented contact with the student for each mentorship placement.

The **placement site** and the education provider need to work in collaboration to ensure all parties' needs are met during the placement. These expectations include what the site requires to have students on site, schedule students and manage performance concerns, provide an orientation to the student, provide as varied an experience as possible, and sign off on the overall performance section of the CA Tool at the end of the placement.

While on placement, the **student** operates under the placement site's policies and procedures and is responsible to demonstrate their skills safely by performing the assigned tasks, incorporating feedback as necessary.

As their mentor, you can expect the students to conduct themselves professionally, including the student only performing tasks they have been educated to perform within the CCA Scope of Practice. The student should participate as part of the cooperative multidisciplinary team, seek guidance when they need help and complete all required documents and paperwork (CA, Hours log) prior to the end of each scheduled shift. They must arrange reliable travel to meet the assigned placement schedule. This includes, arranging meeting locations, arriving on time, and notifying mentor and student supervisor if sick or late, along with arranging suitable make up hours.



Let's break down KSA responsibilities (defined during module 1) for each person involved in placement.

## MENTORSHIP COLLABORATIVE RESPONSIBILITIES

	Student	Mentor	Placement Site
<p><b>Knowledge</b></p> <p>Learn, practice, and promote the highest industry standards</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Find out about goals of mentorship and industry standards</li> <li><input type="checkbox"/> Identify learning goals</li> <li><input type="checkbox"/> Work to achieve goals</li> <li><input type="checkbox"/> Find out about policies they must follow</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist student to become familiar with goals of mentorship and industry standards</li> <li><input type="checkbox"/> Assist student with learning goals</li> <li><input type="checkbox"/> Familiarize student with policies pertinent to them</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure employees become familiar with the goals of mentorship and industry standards</li> <li><input type="checkbox"/> Promote and encourage learning</li> <li><input type="checkbox"/> Ensure mentor is aware of policies pertinent to student</li> </ul>
<p><b>Skills</b></p> <p>Demonstrate and become efficient according to industry standards</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify skills needing to be completed</li> <li><input type="checkbox"/> Demonstrate skills</li> <li><input type="checkbox"/> Familiarize self with completing CCA Competency Assessment (CA) Tool</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assist student with identifying skills needing to be completed</li> <li><input type="checkbox"/> Support student in demonstrating skills</li> <li><input type="checkbox"/> Familiarize self with completing CA</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure employees are aware of skills needing to be demonstrated</li> <li><input type="checkbox"/> Ensure staff understand the mentorship guidelines for completing skills</li> </ul>
<p><b>Attitude/Attribute</b></p> <p>A positive approach to people, work and learning</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a positive attitude</li> <li><input type="checkbox"/> Show respect for others</li> <li><input type="checkbox"/> Be fair and equitable</li> <li><input type="checkbox"/> Willing to learn &amp; share</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a positive attitude</li> <li><input type="checkbox"/> Show respect for others</li> <li><input type="checkbox"/> Be fair and equitable</li> <li><input type="checkbox"/> Willing to learn &amp; share</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Have a positive attitude</li> <li><input type="checkbox"/> Show respect for others</li> <li><input type="checkbox"/> Be fair and equitable</li> <li><input type="checkbox"/> Willing to learn &amp; share</li> </ul>

Adapted from NSCC (2)

## 3.2 FAMILIARIZE WITH THE CA TOOL



The CCA CA Tool is a comprehensive tool to assess skills competency and professional attributes in all placement settings. Completion of the CA Tool, according to established procedures, is required for the student to gain eligibility to write the certification exam.

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 (Student Proficiency). For each of the 3 mentorship placements in the sequence, the mentor will initial the behaviour the student demonstrates that meets expectations and complete the Placement Feedback: Student Form weekly.

The first two scheduled placements allow time for the student to refine their skills while developing behaviours and competencies to practice safely. The final placement expects the student to demonstrate the behaviours and competencies at or above entry-level.

In other words, skills go from basic in their first mentorship placement to more complex in their final placement. Refer to mentor directions, next page.



## Mentor Directions:

### First (1<sup>st</sup>) 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 (1<sup>st</sup>) placement column, the mentor initials each behaviour the student demonstrates that meets the below expectations:

CCA Core Behaviours	Mentoring Placement		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<p>1. Responding to care requirements, 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.</p> <p>2. Provides a positive care experience (e.g., maintain the environment)</p>	<p>✓</p>		
<p>3. Responds to client's dignity and preferences considering the values of the client, themselves, and others (e.g., making an informed choice, consented task, using and sharing information and best practice)</p>	<p>✓</p>		

- 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 (2<sup>nd</sup>) 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 (2<sup>nd</sup>) placement column, the mentor initials each behaviour the student demonstrates that meets the below expectations:

CCA Core Behaviours	Mentoring Placement		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<p>1. Responding to care requirements, 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.</p> <p>2. Provides a positive care experience (e.g., maintain the environment)</p>	<p>✓</p>	<p>✓</p>	
<p>3. Responds to client's dignity and preferences considering the values of the client, themselves, and others (e.g., making an informed choice, consented task, using and sharing information and best practice)</p>	<p>✓</p>	<p>✓</p>	

- 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 (3<sup>rd</sup>) 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 (3<sup>rd</sup>) placement column, the mentor initials each behaviour the student demonstrates that meets the below expectations:

CCA Core Behaviours	Mentoring Placement		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<p>1. Responding to care requirements, 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.</p> <p>2. Provides a positive care experience (e.g., maintain the environment)</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>
<p>3. Responds to client's dignity and preferences considering the values of the client, themselves, and others (e.g., making an informed choice, consented task, using and sharing information and best practice)</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>

- 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

## 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)<sup>2</sup> 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 parties<sup>3</sup> 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: Jane Doe

Mentorship:  
 The above named student has completed 60 hours at ABC Home Support Agency (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: Colleen Simpson Title: CCA Instructor Phone: 123 456 7891  
 Signature: [Signature] Date: Apr 21/19

Mentorship:  
 The above named student has completed 30 hours at MY Teaching Home (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: Vanda Plaster Title: CCA Instructor Phone: 1-800-500-2111  
 Signature: [Signature] Date: Apr 21/19

Mentorship:  
 The above named student has completed 60 hours at Acute (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: Paul Aiken Title: CCA Instructor Phone: 402-123-4561  
 Signature: [Signature] Date: Apr 21/2019

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.

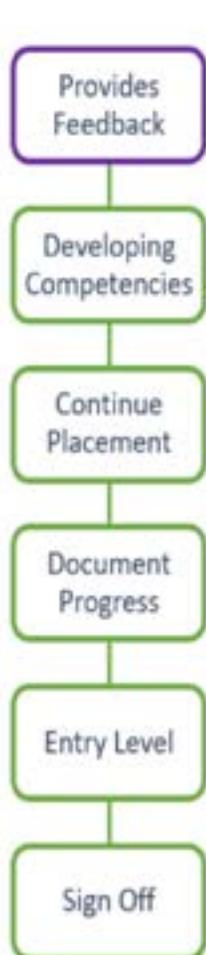
<sup>2</sup> **Authorized Placement Site Representative** is determined by placement site and can be the mentor, the mentor's supervisor, or another person the placement site deems appropriate. The placement site may be contacted by the CCA Program Administration to verify the identity of the authorized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

# 3.3 ASSESS PROGRESS & FEEDBACK FORM

## Methods for Assessing Progress

It is important to be sure the student knows assessment is taking place. Work out an approach to assessment that doesn't intimidate.<sup>2</sup>

The continuous feedback provided by the instructor, placement site and mentor are instrumental in the development of a student's competence. Evaluating the student performance requires an understanding of where they are in the program and the expectations for that placement (see Student Proficiency). This understanding strengthens the authentic measurement of the student's performance, which should occur daily and periodically; these evaluations should inform the overall evaluation for the placement. During the Mentorship placement, the mentor provides immediate feedback as they guide, support, and observe the student develop entry-level competence.



### Mentor's Process when the student is *improving*...

1. Mentor observes student demonstrating behaviours/competencies (performance).
2. Mentor provides feedback to improve skills/behaviours with competence.
3. Mentor observes student incorporating feedback and is practicing safely and improving.
4. Mentor documents feedback using Placement Feedback: Student Form, notes improvements and areas still developing.
5. Mentor provides weekly student progress updates to placement site supervisor using the Placement Feedback: Student Form.
6. Placement site supervisor forwards updates weekly to instructor.
7. Instructor shares feedback from the placement site and mentor with the student.
8. Student continues placement.
9. When the student is observed demonstrating competencies expected for the placement (Student Proficiency), the mentor initials it (signs off) on the CA Tool.

**Students benefit from a supportive placement environment that encourages them to feel welcome, safe, valued, and respected.**

## **Mentor's Process when the student is *not improving*...**

Occasionally, despite best efforts, a student may have limited or no competencies developing. This needs to be documented and referred to the educator to refresh competencies. Below is a process to follow. Further detail can be found in the [Mentor CCA Placement Standards and Guidelines](#):

1. Mentor observes student is not incorporating feedback.
2. Mentor observes student is not improving, not meeting professional expectations, or not practicing safely.
3. Mentor reports concern to placement site supervisor immediately (respecting safety).
4. Placement Feedback: Student Form submitted to site supervisor.
5. Placement site supervisor notifies instructor of student performance concern.
6. For serious/safety concerns, learner's placement may be immediately suspended.

The mentor is required to check-in with the education provider on the student's progress using the [Placement Feedback: Student Form](#). The form is completed at a minimum, weekly by the mentor and sent to the education provider by the placement site. The form provides the opportunity for the mentor to document commentary on the student's performance, note successes, and address performance concerns. The mentor should inform the student of performance concerns prior to documenting and reporting to the education provider; significant performance concerns will be addressed by the education provider.

**As a result of daily and periodic evaluations, an unsatisfactory result will not be a surprise to the student or instructor.**



### Placement Feedback: Student form

The Placement Feedback: Student form, completed by the mentor, is a key developmental evaluation tool used to record periodic evaluations, address performance concerns, and to document commentary on the student's performance.

Evaluating the student performance requires an understanding of where they are in the program and the expectations for that placement (Placement Expectations are outlined on page 2 of the Mentorship: CCA Student CA). 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.

**Unless otherwise directed, the Form will be submitted weekly to the placement site (for submission to the instructor). Significant performance concerns will be reported immediately to the placement site.**

School:

Student Name:

Date:

Mentor Name:

Placement Site<sup>27</sup>:

Circle Current Mentorship Placement: **1<sup>st</sup>** (prompt for basic care) **2<sup>nd</sup>** (prompts for more complex care) **3<sup>rd</sup>** (entry-level)

*"Entry-level": minimally competent; the point at which a newly Certified CCA can perform the skill safely and work independently with little or no direct supervision but may still require prompts and time to gain efficiency in performing the task.*

#### Agreement Rating:

1. Disagree (student is not meeting expectations for the placement)
2. Somewhat agree (student requires assistance to meet expectations for the placement)
3. **Agree (student meets expectations of the placement)**

When observing tasks demonstrated by the student, circle your level of agreement with the below statements in accordance to placement expectations.

1 indicates you disagree with the statement and 3 indicates you agree with the statement.

CCA Competencies according to student proficiency scale	Dis -- Agree		
Student demonstrates accountability	1	2	3
Student demonstrates integrity	1	2	3
Student applies safety protocols	1	2	3
Student applies safe handling & mobility	1	2	3
Student demonstrates personal care needs through the support of ADLs & IADLs	1	2	3
Student supports nutritional needs	1	2	3
Student promotes mental health & wellness	1	2	3
Student applies infection prevention & control	1	2	3
Student demonstrates competent communication	1	2	3
Student demonstrates competent care setting management	1	2	3

**Comments/Notes: (please identify area(s) the student is improving, has mastered and any suggested improvements the student could make)**

**Significant Performance Concerns**

It is expected the mentor will make all **reasonable efforts to support the student for success**; however, if significant performance concerns arise that the mentor cannot resolve with the student (e.g., confidentiality breach, client safety risk, failure to incorporate feedback consistently, personality conflicts, etc.) the Mentor will notify the placement site and document the situation below.

**Significant Performance Concern**

When documenting a significant performance concern, please document the facts and identify relation to foundational/core competency(s).

**Situation:**

Mentor Name:

Mentor Signature:

Date Form Submitted:

Reported to (Placement Site Supervisor Name):



## SCENARIO 4

### CA Tool feedback

#### Part One

The first day of mentorship arrives. You meet the student and review care plans; they interrupt a couple times to ask questions. The student provides care to the first person in care and they move confidently and smoothly. The care is safe and very client focused. You just stand there amazed! The whole day is this way; they are efficient and professional, warm and open. Day 6, they run into a little problem with the colostomy, don't ask for help with it and put it on upside down, and it leaks.

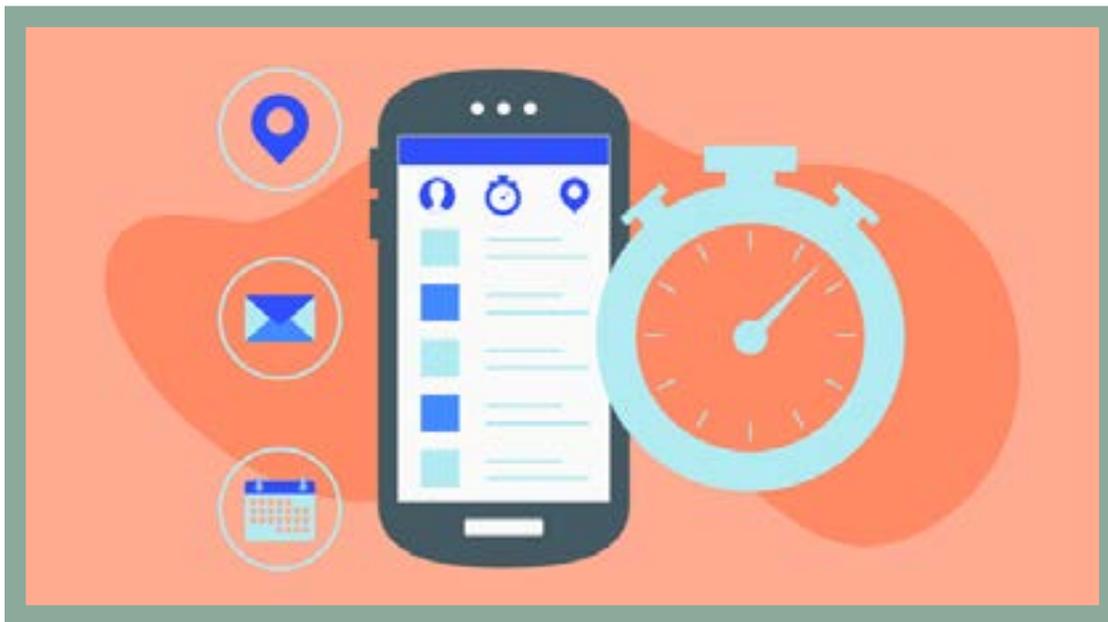
#### Part Two

You address the colostomy issue with the student providing feedback on how to do the colostomy properly. You ask "why didn't you come to me to ask for assistance"? The student states, "during my first week with another mentor, whenever I would ask any questions the mentor told me not to question her work and when I insisted on an answer, the mentor would tell me not to be so pushy."

1. How would you give feedback to this student?

2. When reviewing the CA tool, you notice the mentor during the student's first week has not signed anything off. What do you do?

### 3.4 DISCOVER TIME TRACKING WITH QUALIFIED HOURS LOG



#### Time Tracking

In order to satisfactorily complete a placement, a student must complete a certain number of qualified hours. Qualified hours means 95% of the total placement hours must be direct person-in-care hours; 5% (4 hours maximum) may include informal/formal team meetings, case conferences and/or evaluations by the mentor/placement site. In the ideal situation, the student would work with consistent mentors in each of the three placements, in order to evaluate effectively on an ongoing basis. The method of time tracking can vary depending on the education provider. While you may be asked to sign off for student hours, the responsibility rests with the student and therefore any document should remain with them. Much like competencies on the CA Tool and giving feedback, any hours tracking log should be signed off at the end of each day worked.

Review the [Sample Hours Tracking Log](#) in the resource section and complete the scenario below.



# REFERENCES

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# RESOURCES

- **Professional Behaviour Development Rubric Key**
- **Feedback Planner Template**
- **Mentorship: CCA Student Competency Assessment**
- **Placement Feedback: Student Form**
- **Sample Hours Tracking for Mentorship Placement Log**
- **Mentor CCA Placement Standards & Guidelines**