

Annex 1

7.1.1 Standards for Practice - Mentors

A mentor is to:

1. Invest time to build a relationship of trust.
2. Exhibit exemplary/role model behaviour always.
3. Discuss and clarify your role as a mentor as often as needed.
4. Encourage mentees to discuss difficulties. Listen and allow mentees to vent their feelings and frustrations and then help mentees in exploring ways to deal effectively with their difficulties.
5. Encourage mentees to become progressively independent, but remain available as a coach and a facilitator of their continued learning.
6. Always be a trusted person with sensitive information and maintaining UNIT confidentiality, especially with personal information the mentor has learned or access as a result of the mentoring role (if personal information is harmful to self or others it would need to be shared directly with nurse in charge and placement team without hesitation).
7. Protect students and not put them in any danger both physically and emotionally. The mentor should always know her students capabilities to avoid harm to anyone.
8. Follow policies and standard operating procedures of their organization and of the University of Malta.
9. Recognize and value the expertise that mentees bring to the relationship and be open to learn from my mentees.
10. Avoid discussing the mentee publically (personal or professional issues).
11. Express personal confidence in mentees' abilities to succeed and their competence as adult learners.
12. Be proud of mentees' successes and publicly praise them for their accomplishments.

Introduction to placement

13. Introduce oneself within the context of the placement, adhering to professional boundaries.
14. Introduce a mentee to co-workers, physicians, and other significant individuals.
15. Encourage mentees to refer to an organization's mission statement/customs/culture and to respect relevant management structures and bodies.
16. Guide mentees' actions in a way that is politically correct within the unit/organization/entity.
17. Initiate and schedule periodic progress reports to determine mentees' perceptions of their learning and progress toward goal achievement along a learning contract.
18. Communicate effectively with mentees including through one-to-one meetings.

Feedback

19. Meet mentees in an environment where there will be few, if any, interruptions.
20. Be interested and not appear rushed to provide feedback.
21. Encourage mentees who are upset or discouraged about a mistake, failure, or negative experience to identify what went wrong, determine reasons why and what could be done differently next time, and to learn from the experience.
22. Encourage mentees to display a positive attitude and a confident manner when interacting with patients and colleagues.
23. Encourage mentees to provide feedback about one's performance as a mentor and one contribution or otherwise to their learning.
24. Share negative feedback privately and only at times when doing so is appropriate, that is, when mentees are able to receive such negative feedback constructively.
25. Communicate negative feedback to mentees by
 - a. Making a positive comment,
 - b. By stating the undesired behaviour/action,
 - c. Discussing ways to correct the situation and/or ways to improve in the future,
 - d. End on a positive note of affirmation of the mentees' skills and abilities.

Critical thinking/problem solving/decision making and managing change

26. Ask probing questions and encourage mentees to reach their own conclusions and solve problems while providing helpful support. Mentors should not try to solve problems for mentees.
27. Encourage mentees to gather all the facts and define the problem before attempting to solve a problem.
28. Encourage mentees to challenge the way things have always been done in a critical but constructive manner.
29. Point out inconsistencies in mentees' rationale for their actions and assist them in a clearly thinking about their behaviours and performance.
30. Assist mentees in viewing and managing change as a positive opportunity for growth.
31. Encourage mentees to institute change when they are in an opportune position/circumstance to do so and to involve all individuals who will be affected by the change.
32. Encourage mentees to continually assess their learning needs in a critical manner and provide guidance in meeting those needs.
33. Stimulate mentees to critically think about the long-range implications of their actions and goals.
34. Provide step-by-step guidance and direction to mentees when they are performing a task they have never carried out before and provide feedback on their performance afterwards.
35. Assist mentees to identify and make appropriate decisions about situations that pose ethical dilemmas.
36. Encourage mentees to separate facts from feelings, interpretations, and opinions when engaging in dialogue and decision-making.

Learning opportunities

37. Introduce and link mentees with learning resources (human and material) to expand their knowledge and skills.
38. Look for situations, projects, or advancement opportunities for mentees to gain experience and demonstrate their expertise.
39. Complete a stipulated minimum amount of hours with the mentee. Although the mentor can allocate the mentee with another colleague or student, it is her/his responsibility to mentor the allocated student.

40. Refer mentees to other professionals/personnel who may offer information and guidance in areas that one may not have adequate cognisance, experience or expertise in.
41. Confront mentees with the reality of potential consequences in a direct, but supportive, manner if they are avoiding dealing with problems or not demonstrating accountability in fulfilling their responsibilities.

Placement committee.

42. Communicate any concerns when a mentee's verbal and nonverbal behaviour do not match each other.
43. Inform the placement committee immediately regarding any leave of absence and of one's unavailable period of time to mentor.
44. Inform the placement committee and the link lecturer of any misconduct or incidents pertaining to the mentee.
45. Ensure that the student works the amount of hours needed during that placement and if any problems are envisaged she/he should make contact with the placement committee in a timely manner.

Placements outside hospital setting

46. Mentors in outside-hospital settings as for example, the Community and Primary health care placement settings should be aware and follow respective insurance policies to safeguard themselves and mentees. To contact placement committee in case of queries or concerns in this regard.

Annex 2

7.1.2 Standard for Practice - Mentees

1. Mentees are expected to take the initiative to schedule meetings.
2. Mentees should be sensitive and respectful towards their mentor's availability and preferred method of scheduling.
3. Mentees should be able to and allowed to contact their mentors between scheduled meetings.
4. Mentees should take responsibility for scheduling regular meetings with her mentor for feedback.

5. Mentees should be punctual, be prepared, be honest, be receptive to feedback and not be afraid to tactfully and respectfully disagree with his or her mentor.
6. Mentees should follow through on commitments and goals set during the mentoring sessions.
7. Mentees should admit mistakes and take responsibility for them and should feel comfortable in a no blame environment.
8. Mentees should plan with the mentor the minimal amount of hours that they will be working in direct contact.
9. If the minimal amount of planned hours will not be reached, the mentee should inform her link lecturer and the placement team committee. An email should be written outlining why the amount of hours will not be reached.
10. The mentee should be committed to working with the mentor and the agreed goals.
11. If there is a problem between the mentee and the mentor, they should be honest with the mentor and seek advice from the link lecturer.
12. Although mentees may work with other staff and students, they should always inform the mentor or their plans and meet regularly.
13. Mentees should be respectful and uphold the code of ethics and confidentiality.
14. Mentees should be aware of the policies and/or standard operating procedures of the unit they are working in.
15. Mentees should always be in full uniform and professional in their behaviour.
16. Mentees should always follow infection control policies.
17. Mentees are the ambassadors of the University of Malta in the clinical areas and should be proud of this and carry the responsibility of this accordingly.
18. Mentees are joining a profession who commit to the care of their patients, colleagues and organisation - this must always be central focus throughout all clinical placements.

Annex 3

7.1.3 Standard operational Procedure for Placement Committee (PC), Department of Nursing.

1. The PC is responsible for keeping this policy updated and makes sure that all mentors have signed the standard contract that enforces this policy in practice.
2. The PC ensures that the mentors possess professional qualifications and competencies to develop learning of students in the clinical placements.
3. The PC committee is committed to provide initial and regular training for all mentors.
4. The PC encourages mentors to develop their own knowledge, skills and competency beyond that of registration through CPD – either formal or experiential learning.

5. The PC is responsible to monitor the quality of the mentors in keeping to the conditions of engagement of mentors.
6. The PC keeps records of mentors and ensures that all have successfully completed the approved mentor preparation training that the UM stipulate.
7. Enrolled nurses may be mentors providing they have fulfilled all criteria.
8. The PC is the body responsible for the allocation and learning of students in clinical placement and will do its utmost to facilitate the learning experience of the mentee and of the mentor.
9. The PC ensures that official feedback is offered to mentees on time.
10. The respective exam board/s, for study units and/or programme has the overarching authority for final grading of a student.
11. The PC is responsible to keep all records of available mentors on their register that includes timely information about vacation, maternity, study leave etc.
12. The PC ensures that their mentors are available and thus can put a mentor's contribution on hold against the discretion of its members.
13. The members of the PC are to be known to all mentors and mentees. The process of contacting the PC has to be known to all.
14. The PC has the authority to remove any mentor from the mentor register if they deem that they have breached this policy, and may ask a mentor refrain from one's engagement in the role for a period of time.
15. The PC upholds a zero tolerance to any bullying attitude or condescending remarks from anyone.
16. The PC processes and tries to find the best solution for any complaints or incidents brought forward and takes action on them in a timely and fair manner.
17. The PC has the ultimate responsibility to take necessary measures and final decisions to ensure student safety and safeguard against grievances/complaints/harassment/bullying.
18. The PC has an open policy -The board has the right to suspend a mentor's agreement until further investigations are carried out.
19. The PC is responsible to ensure that each student receives a balanced clinical experience.
20. The PC is responsible to ensure students are adequately allocated to qualified mentor in mentored placements.
21. The PC is responsible to monitor and register all student practicum hours.
22. The PC is responsible to keep records, to organize and help coordinate final placements and assessments.