Roles and Responsibilities of Mentors for Clinical Practice Placements at the Hospice of St Francis

Application process and types of Clinical Practice Placements available

**Application Routes:**

Via academic institution e.g. Universities and Medical Schools
Email/telephone correspondence with a member of the Education team
Health and social care professionals requests on behalf of a student on placement with them
Clinician/prospective clinician with personal link to Hospice of St Francis

Liaison with Education team as to feasibility and appropriateness of request

Complete clinical practice placement application form

Education team to liaise with relevant hospice team and agree clinical practice placement mentor
The Hospice of St Francis aims to offer a valuable clinical practice learning environment to all students/visitors. The following lists the overall roles and responsibilities of mentors pertaining to the above groups of students.

**SECTION ONE: MENTOR ACTIONS:**

**Prior to clinical placement:**

1. Using application form
   a. Plan timetable around their stated learning objectives using relevant services provided by the Hospice of St Francis
   b. Liaise with Education team if you need any help with this.
2. Allocate 2nd mentor in case of sickness/absence
3. Information to confirm placement
   a. Send information for practice placement letter
   b. Give contact details to student as to whom to report absence/sickness
   c. Ensure student knows when to arrive and where to go on first day
4. Liaise with Education department to book visitor on any relevant training provided by the Hospice of St Francis during the placement

SECTION THREE: ACTIONS DURING CLINICAL PRACTICE PLACEMENT

Day One:
- Meet and greet and orientation to Hospice of St Francis including fire exits, infection control, ordering lunch, relevant policies, moving and handling
- Ensure confidentiality form is signed and returned to Education department
- Discuss additional personal or formal learning objectives with visitor (from application form)
- Make relevant introductions to staff and volunteers
- Provide useful learning resources (reading materials, references, websites)
- Discussion of the nature of the Hospice may be required (depending on experience/type of visitor—see below for further details). In the main, all visitors, regardless of experience, should know who they may contact if they need to reflect upon any experience they encounter whilst at the Hospice of St Francis
- Discussion about expectation of ‘professional behaviour’ may be required depending upon the experience/‘type’ of visitor
- Schedule meetings/formal interviews and book venue if required
Throughout clinical placement:
- Timetable as planned making adjustments if necessitated by learning objectives or other reasons
- Make time available regularly for visitor to ensure learning objectives are being reached, practice placement running as planned and reflection on care and the hospice experience
- If working clinically ensure patients’ verbal consent is obtained. The visitor is either in an observational role or in a supernumerary capacity and no aspects of care must be inappropriately delegated
- Ensure any feedback is given in an objective, constructive way. Any negative comments should form the basis of learning opportunities

At the end of the placement:
- Ensure all evidence of experience documents duly signed/testimonials written
- Offer an exit interview with visitor to reflect on their clinical practice placement
- Post placement evaluation completed and returned to Education Team

SECTION THREE: SPECIFIC ROLES AND RESPONSIBILITIES FOR EACH ‘VISITOR GROUP’:

Clinical Practice Placements for qualified health and social care staff
- Discuss and agree learning objectives
- The mentor should: assist the ‘visitor’ to experience as many relevant areas of palliative care as possible
- By the end of the placement ensure that visitors have: achieved relevant learning in the core dimensions of:
  - Communication skills
  - Advance Care Planning
  - Holistic Assessment and care planning
  - Decision making at the End of Life
  - Symptom management and maintaining comfort and wellbeing
  - Person centred care
  - Psychological and Spiritual care including bereavement support
  - Principles of Hospice Care
  - Multi professional team working
  - Self-management, health and wellbeing
- Ensure the visitor, wherever possible, has an opportunity to meet staff/patients that pertain to their particular area of clinical interest
Clinical Practice Placements for Pre-Registration Allied Health and Social Care Professionals e.g. Medical Students, Chaplains, Social Workers, Physiotherapists, Occupational Therapists etc:

- Discuss and agree learning objectives
- The mentor should: assist the ‘visitor’ to experience as many relevant areas of palliative care as possible
- By the end of the placement ensure that visitors have: achieved relevant learning in the core dimensions of:
  - Communication skills
  - Advance Care Planning
  - Holistic Assessment and care planning
  - Decision making at the End of Life
  - Symptom management and maintaining comfort and wellbeing
  - Person centred care
  - Psychological and Spiritual care including bereavement support
  - Principles of Hospice Care
  - Multi professional team working
  - Self-management, health and wellbeing
- Ensure the visitor, wherever possible, has an opportunity to meet staff/patients that pertain to their particular area of clinical interest

Clinical Practice Placements for University of Hertfordshire Pre Reg Nursing students:

- Discuss and agree learning objectives
- Provide the student with the details of the Hospice of St Francis Link Lecturer: Kathy Whayman, Senior Lecturer (Adult Nursing), Dept of Adult Nursing and Primary Care, School of Health and Social Work, Wright Building, University of Hertfordshire, Hatfield, Herts AL10 9AB. Email: k.whayman@herts.ac.uk Telephone: 01707 281389
- Remain mindful of the importance of supporting the future members of the nursing profession by offering a useful and varied experience relevant to their stage of training
- Complete the assessment document (as provided by the University) with due care, ensuring adequate assessment has occurred to adequately judge the fitness for practice
- Assist the student to develop useful learning objectives. Examples as follows:
  - Find out what is the definition of palliative care
  - The ‘relationship’ between hospices and the NHS
✓ The 6Cs of nursing – reflection upon how compassion, communication, courage, commitment and competence are demonstrated at the hospice
✓ Reading a drug chart accurately and assisting in drug administration and drawing up drugs, cracking ampoules etc.
✓ Showing an understanding of ‘total pain’, holistic assessment, loading a syringe pump, the WHO pain ladder
✓ Commonly used drugs: opiates, sedatives, anti-emetics, laxatives
✓ Performing to an excellent standard Mouth care   Eye care   Nail care   Bowel care   Hoist bath   Bed bath

- Stay in regular contact with the University Link Lecturer and raise any concerns promptly
- Allocate a Registered Nurse or experienced HCA to work alongside student per shift
- Where this may be the first placement ensure the student is well supported emotionally and given time to reflect upon palliative nursing. It is crucial to encourage the student to talk about their experiences and identify any anxieties. If the student is experiencing emotional difficulties the mentor must:

  Listen, Liaise with Senior Sister and Practice Development Nurse, Offer a 1-1 session with a member of the clinical team/the Chaplain or Supportive Care, Seek permission from student to alert link lecturer to potential problems

**It is important that our students are kept emotionally safe whilst working with us**

**Clinical Practice Placements Prospective Medical Students:**

- Every person regardless of role should be allocated a named mentor throughout the duration of contact with the Hospice of St Francis if they are working/visiting a clinical area
- Please also offer Dying to be a Doctor’ sessions
The mentor is not required to assess skills or knowledge acquisition but must be available for the visitor to meet to discuss any issues or concerns.

If there are grave concerns for the visitor’s welfare, permission must be sought to contact:
- The medical or nursing school
- Their employer

A one-off session with an appropriate clinician or a member of Supportive Care may be offered. It is important that ongoing counselling is accessed by the student via an outside agency e.g. General Practitioner. The hospice is unable to take on this role.

SECTION FOUR: MENTOR SPECIFIC INFORMATION

Depending upon your role you may have specific mentorship training requirements. Please check your requirements.

If there is a conduct or performance issue it is essential that the Director of Nursing, Senior Sister, Link Lecturer, or your line manager are informed immediately.

- Nurses: Attend annual mentor updates as provided by the University
- For further details of roles and responsibilities of mentors please refer to [www.rcn.org.uk](http://www.rcn.org.uk) “Guidance for Mentors of Nursing Students and Midwives”.

Roles and Responsibilities of Hospice of St Francis Practice Placement Mentors: June 2014
Page 7 of 7