

Mentorship Program Information Package



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Introduction

The College of Kinesiologists of Ontario is mandated to protect the public. One of the ways it does this is through the Quality Assurance Program, which ensures that members maintain current knowledge and skills through mechanisms such as self and peer and practice assessment. The Quality Assurance Mentorship Program has been developed to support kinesiologists who have been directed by the Quality Assurance (QA) Committee to undergo competency enhancement after a peer and practice assessment. Mentorship is a formal one-to-one arrangement whereby a kinesiologist (the member) works with an experienced kinesiologist (the mentor) to address gaps in knowledge, skills and judgement identified through the peer and practice assessment. The goal of a Mentorship Program is to provide an objective review of the member's practice, specifically the areas where opportunities for improvement were identified during the peer and practice assessment, and to enable the member to demonstrate that he/she can practise safely, competently and ethically.

The process is designed to be educational and supportive. Information gathered during the Mentorship Program is confidential and cannot be shared with another committee.

This information package is intended to assist the member and mentor in understanding their respective roles and responsibilities, and the steps involved in developing, implementing and evaluating the Mentorship Program learning plan. Successful completion of the program will confirm that the member has demonstrated the essential competencies of practice identified by the QA Committee. Members and mentors are asked to review this package and to contact the College with any questions or concerns they may have throughout the process.

Mentor Role and Responsibilities

A mentor is an experienced kinesiologist who is selected by the member and approved by the College to assist the member in fulfilling the objectives set out in his/her learning plan. The mentor plays an important role in assisting the member in addressing gaps in his/her knowledge, skill and judgment. A mentor facilitates competency enhancement by reviewing the learning needs of the member in accordance with the QA Committee's disposition, and providing guidance, support, feedback and evaluation of progress.

Why be a Mentor?

Benefits to being a mentor include:

- Championing a new College initiative and contributing to the profession's delivery of competent, safe and ethical services;
- Being recognized as an experienced and knowledgeable leader within the profession;
- Developing proficiency in legislation, regulation, College practice standards and policies, and applying new insights in daily practice;
- Exposure to new ideas, perspectives, innovative approaches to mentoring and coaching, and re-engagement with learning; and
- Personal and professional growth and career satisfaction.

Mentor Qualifications and Characteristics

Proposed submissions for the mentor role will be screened by the Director, Quality Assurance against the criteria below.

To be considered a potential mentor, a member must:

- Be registered in the General Class and actively practising;
- Have a minimum 5 consecutive years of practice experience;
- Not be in a conflict of interest or bias with the member that could influence or appear to influence the ability to provide an objective and impartial evaluation of the member's demonstration of competence;
- Have excellent interpersonal and communication skills, and have experience in supervision and providing feedback;
- Understand and support the College's mandate, practice standards, regulations and QA Program principles;
- Demonstrate evidence-based practice and considerable knowledge and experience in the area that the member requires mentorship;
- Have the ability to manage misunderstandings and resolve conflicts;
- Demonstrate behaviours that are supportive, encouraging and reflective;
- Demonstrate a commitment to his/her own professional development and enjoy assisting others in their learning;
- Demonstrate an ability to apply the principles of adult learning and motivation;
- Be open, accepting of diversity, flexible in approach and empowering;
- Be able and willing to commit to a two to six-month appointment;
- Be compliant with his/her Quality Assurance Program obligations;
- Not be affiliated with or involved in the College on a statutory/non-statutory committee and/or staff position;

- Not be an employee, officer or director of any professional kinesiology association; and
- Have never had either a Discipline Committee finding, or action from the Inquiries, Complaints and Reports Committee for a period of 6 years preceding the start date of the mentorship program.

The mentor is not required to work at the same employment site as the member.

Mentor Responsibilities

The mentor will:

1. Discuss the following points with the member prior to signing the Mentorship Agreement Contract:
 - Areas of expertise, learning opportunities
 - Availability
 - Leadership philosophy
 - Communication style
 - Career satisfactions and challenges
2. Sign the Mentorship Agreement Contract (Appendix A);
3. Sign the College's Confidentiality Agreement and establish ground rules for communication and maintaining confidentiality and privacy in consultation with the member;
4. Support the development of a learning plan (Appendix B) with the member, modify as necessary, and help the member access resources for learning and development;
5. Communicate regularly with the member through face-to-face meetings and/or teleconferences to discuss and review the member's practice and progress towards achieving learning goals, provide guidance, review templates and discuss cases;
6. Provide an evaluation in the learning plan at the halfway point, modify learning plan goals and objectives as appropriate, and provide a copy of the learning plan to the member and the College;
7. Maintain retrievable, secure and private records of the Mentorship Program, documenting activities, issues covered and time;
8. Provide guidance by reviewing templates, and discussing critical thinking with case scenarios;
9. Engage in reflective practice with regard to his/her competence as a mentor;
10. Report to the Director, Quality Assurance during and upon completion of the mentorship program, and discuss (if applicable) any unsafe practices that he/she becomes aware of and provide written reasons as to why the Mentorship Program should be terminated prior to term completion;
11. Provide a final evaluation of the member's performance at the conclusion of the program and provide a copy of the learning plan to both the member and the College;
12. Not assume responsibility/accountability for the member's practice; and
13. Complete a Mentor Feedback Survey (provided at completion), which will assist the College in improving program processes.

Member Roles and Responsibilities

Members are required to demonstrate a commitment to competency enhancement and to the successful completion of the Mentorship Program as directed by the Quality Assurance Committee.

The member will:

1. Discuss the following points with the mentor prior to submitting the Mentorship Agreement Contract to the College for approval:
 - Strengths and areas for improvement
 - Availability
 - Communication style
 - Preferred learning styles and activities
2. Complete the Mentorship Agreement Contract (Appendix A) and submit the contract to the College's Director, Quality Assurance for approval prior to commencing the Mentorship Program;
3. Establish ground rules for communication and maintaining confidentiality and privacy in consultation with the mentor;
4. Develop a learning plan (Appendix B) in collaboration with the mentor for approval by the College within the first two weeks of the program;
5. Use effective communication skills in interactions with the mentor and contribute to development of a collegial relationship with the mentor;
6. Reflect on progress made toward learning plan goals and objectives, and how learning has impacted his/her practice;
7. Provide constructive feedback to the mentor on his/her guidance/support;
8. Consult with the College as necessary; and
9. Complete the Member Feedback Survey (provided at completion).

Learning Plan Development, Implementation and Evaluation

Steps for developing the learning plan

1. The member provides the mentor with an overview of his/her practice history and discusses his/her learning needs and goals.
2. The member and mentor will establish a routine time and place for meetings. The member and mentor determine the method (e.g. in person, telephone) of contact, and are expected to meet regularly (suggested biweekly) over a period of up to six months to discuss learning plan objectives, activities and progress. The duration will be specified in the QA Committee's Decision and Reasons and an alternative meeting schedule may be conferred with the Director, Quality Assurance.
3. Members are required to develop a clear and measurable learning plan with their mentor that addresses gaps or learning needs in essential competencies identified in the peer and practice assessment. Learning plans may incorporate additional competencies that are relevant to the member's individual learning needs (See Sample Learning Plan on page 9).
4. The learning goals, objectives and activities should be SMART (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imed), and the member and mentor must agree on how performance of the competency will be demonstrated; what will be accomplished, when and how; and criteria for evaluation.
5. The member consults with the mentor to identify strategies and a range of resources to assist the member's learning and ensure successful completion of the program. The member is responsible for identifying strategies and activities best suited to his/her individual learning needs and style. Members are encouraged to use the College's practice resources, contact the professional associations, as well as resources referred by the mentor (e.g. webinars, workshops, courses, lectures, observation, journal articles, study groups and peer discussion).

Steps for implementing the learning plan

1. The mentor will provide objective and constructive feedback to the member regarding progress toward goals, and will work with the member to adjust goals based on feedback. The mentor will provide clear explanations of how performance can be improved; promote constructive behaviours; and document feedback about the member's performance, strengths and limitations.
2. Methods of guidance may include review of document templates; discussion of concerns related to patient/client records; problem solving; best practices; following up on recommendations regarding practice improvements and continuing professional development.
3. The member and mentor will document progress and comments during each meeting and ensure that documentation does not contain patient/client personal information.
4. If the mentor has concerns about the member's performance at any time, he/she is advised to contact the Director, Quality Assurance, who will help to resolve any issues (e.g. risk of harm, conduct, incapacity, lack of cooperation). Serious concerns should be formally documented in writing.

Steps for evaluating the learning plan

1. The mentor and member will review their progress in meeting the learning goals before the interim evaluation and again before the final evaluation. The mentor completes the interim evaluation and comments prior to the mid-program meeting with the member and gives a copy to the member to review before the meeting. The member and mentor discuss the evaluation and sign off on the learning plan. The mentor provides a signed copy to the member and submits a copy to the Director, Quality Assurance for review and approval.
2. The mentor completes the final evaluation and comments at least two days before the last meeting and gives a copy to the member to review before the meeting. The mentor and member meet to review and discuss the final evaluation. The mentor and member sign the learning plan, and the mentor provides a copy to the member and submits a copy to the Director, Quality Assurance for review and approval. The member is welcome to provide additional comments to the College.
3. The Director reviews and considers whether the Mentorship Program has been successfully completed based on the indicators in the learning plan, the mentor's final evaluation and final comments, and the Quality Assurance Committee's disposition. The Director notifies the member of the outcome of the program and informs the member of any follow-up activity that is necessary.

Sample Learning Plan

Essential Competencies Unit	Essential Competency	Goal	Objective	Learning Plan Activities	Evidence of Demonstration of Competency (Performance Indicators)	Target Date	Interim Evaluation	Final Evaluation
Professional Practice	2.6 Develops patient/client-centred recommendations, plan of care and/or exercise prescription.	Modify treatment to accommodate patients'/ clients' observance of religious practices.	Develop cultural competency around cultural customs, beliefs, values and knowledge of best practices to enable delivery of respectful and responsive kinesiology services to diverse patients.	Review: <ul style="list-style-type: none"> <i>SickKids Cultural Competence e-Learning Module</i> <i>SickKids The Journey to Cultural Competence Film</i> <i>Wellesley Institute website</i> 			Yes / No	Yes / No
Professionalism and Ethics	3.7 Contributes to a safe practice and work environment.	Support and promote safe and ethical practice environment.	Develop infection control, critical incident, patient/client safety workplace policies. Modify workplace Code of Conduct policies to ensure consistency with law, College practice standards and best practices. Identify and manage risks to client and self in practice environment.	Review: <ul style="list-style-type: none"> <i>College's Code of Ethics</i> <i>College's Practice Standard on Infection Control</i> Discuss proposed revisions to workplace policies.			Yes / No	Yes / No
Communication, Collaboration and Advocacy	4.2 Collaborates with others to achieve common goals and to optimize kinesiology services.	Assess congruence of interests and goals in collaboration with clients, inter-professional team members and other stakeholders. Work with team to deliver healthcare services.	Actively encourages discussion among stakeholders to provide input into treatment/plan of care. Builds environment of collegiality, openness and trust among team members to encourage frank and honest discussion of different perspectives, issues and solutions.	Review: <ul style="list-style-type: none"> <i>College's Inter-Professional Collaboration e-Tool</i> <i>College's Inter-professional Record Keeping Resource</i> Discuss patient cases Discuss team meeting scenarios			Yes / No	Yes / No
<p>Mentor Interim Evaluation Comments:</p> <p>Mentor Final Evaluation Comments:</p> <p>Member Final Evaluation Comments:</p>								

Frequently Asked Questions

I'm interested in becoming a mentor, but I'm worried about the time commitment. How much time do I have to dedicate?

The length of the Mentorship Program is determined by the Quality Assurance Committee, up to a maximum period of six months. You must be willing and able to commit to the prescribed duration, meet regularly (suggested biweekly) or develop an alternative meeting schedule to be conferred with the Director, Quality Assurance. The member is responsible for arranging meetings with you at mutually agreed upon times to receive feedback and evaluate progress. Meetings may take place via telephone or in-person. You must maintain a record of the dates you met, and notes on the member's progress. You are also responsible for conducting an interim and final evaluation.

What if the member is unable to achieve the learning plan goals and objectives by the end of the Mentorship Program?

Under the learning plan final evaluation comments, the mentor should identify the goals and objectives that have not been met and provide clear examples of what the member is required to do in order to demonstrate the competency. The mentor may identify additional learning strategies with the member to assist him/her in meeting the goals and objectives. The member may submit to the Director, Quality Assurance a formal, written request to extend the length of the Mentorship Program, specifying the timeframe requested and the reason for the request.

What should I do if I identify serious concerns about the member's practice during the Mentorship Program?

If you have concerns regarding the member's practice, you are advised to contact the Director, Quality Assurance. You are encouraged to document concerns and steps taken to address them, which will allow you to recall situations at a later date.

How do I resolve personal differences with the member/ mentor?

Prior to submitting a Mentorship Contract Agreement, it is important that the member and mentor discuss each other's schedules, availability, learning philosophy, communication styles, and any details that would help clarify expectations and ensure a suitable fit. The member should carefully select a mentor that will ensure a positive working relationship and result in successful competency enhancement in the areas identified for improvement. If you begin to feel discomfort at any point during the Mentorship Program, you should schedule a meeting to discuss your concerns, review expectations and try to find a solution. If you are unable to resolve the issue, you are advised to contact the Director, Quality Assurance for assistance.

How should I select a mentor? What if I can't find one?

You are responsible for selecting your own mentor, which must be approved by the Director, Quality Assurance, prior to commencement of the Mentorship Program. You may contact the Association of Registered Kinesiologists of Ontario or the Ontario Kinesiology Association for guidance in finding a mentor. Alternatively, you can perform a search using the College's Public Register of Kinesiologists.

Appendix A: Mentorship Agreement Contract

The Mentorship Agreement Contract must be signed by the member, the mentor, and the College Director of Quality Assurance prior to commencing the Mentorship Program.

Mentorship Program Duration: _____ to _____

Duration of contract: _____ months

Essential competencies to be demonstrated as prescribed by the Quality Assurance Committee:

Member

I, _____, agree to comply with the terms and conditions associated with the College of Kinesiologists of Ontario Quality Assurance Mentorship Program. I agree to notify the College of any changes to the Mentorship Agreement Contract and learning plan prior to the change occurring.

Mentor

I, _____, Registration # _____, agree to be a mentor to the above named member in accordance with the College of Kinesiologists of Ontario Quality Assurance Mentorship Program. I agree to notify both the member and the College immediately if I am no longer able or willing to continue as a mentor. My relationship with the member is free from any conflict of interest or bias that could influence, or appear to influence, my ability to provide an objective and impartial evaluation of the member's competence.

Members and mentors are encouraged to contact the College if they require guidance in determining whether a conflict of interest exists.

Signature of Member

Date

Signature of Mentor

Date

Signature of Director, Quality Assurance

Date

Mail or email this Mentorship Contract Agreement to:

The College of Kinesiologists of Ontario, Attn. Lara Thacker, Director, Quality Assurance or
lara.thacker@coko.ca.

Appendix B: Learning Plan Template

Member: _____ Mentor: _____

Date of Mentorship Program: _____ to _____ Total number of months: _____

Instructions: The mentor should document the member’s progress to date, identify any issues or concerns, and propose modifications to the learning plan as well as additional mechanisms to support skill and development. Under the *Evaluation* columns, the mentor should indicate whether or not the member has demonstrated the competency. Under the *Comment* section, the mentor should note any successes or challenges the member may have experienced in achieving his/her goals. The member and mentor sign off on the learning plan and the mentor submits a copy to the Director, Quality Assurance for review and approval.

Essential Competencies Unit	Essential Competency	Goal	Objective	Leaning Plan Activities	Evidence of Demonstration of Competency (Performance Indicators)	Target Date	Interim Evaluation	Final Evaluation
							Yes / No	Yes / No
							Yes / No	Yes / No
							Yes / No	Yes / No
							Yes / No	Yes / No
							Yes / No	Yes / No
							Yes / No	Yes / No
							Yes / No	Yes / No
							Yes / No	Yes / No
Mentor Interim Evaluation Comments:								
Mentor Final Evaluation Comments:								
Member Final Evaluation Comments:								

Interim Evaluation Signoff:

Signature of Member

Date

Signature of Mentor

Date

Signature of Director, Quality Assurance

Date

Final Evaluation Signoff:

Signature of Member

Date

Signature of Mentor

Date

Signature of Director, Quality Assurance

Date

Appendix C: Member Feedback Survey

Please provide your feedback to help us improve the mentorship program. Your responses will be treated confidentially and the information collected will be reported in aggregate form to ensure your privacy. The College may include individual quotes in reports or College publications.

Please state your name. Or if you prefer to remain anonymous, you may leave this field blank.

Your name: _____

On a scale of 1-4 where 1 is **strongly disagree** and 4 is **strongly agree**, please circle the most appropriate answer:

1. The Mentorship Program Information Package helped prepare me for my Mentorship Program. 1 2 3 4
2. The mentor provided assistance in developing realistic learning goals and objectives. 1 2 3 4
3. The mentor provided assistance in identifying strengths and areas needing improvement. 1 2 3 4
4. The mentor provided ongoing and constructive feedback. 1 2 3 4
5. The mentor demonstrated empathy and concern in addressing my learning needs. 1 2 3 4
6. The mentor demonstrated enthusiasm toward guiding me in achieving my learning goals. 1 2 3 4
7. This Mentorship Program was educational and supportive. 1 2 3 4
8. The overall quality of my Mentorship Program was excellent. 1 2 3 4

9. Did you experience any challenges during your Mentorship Program? Were you able to resolve the challenges?

10. What suggestions do you have that would enhance the Mentorship Program?

Thank you for providing this feedback. If you have any further comments, please contact Lara Thacker, Director, Quality Assurance at lara.thacker@coko.ca.

Appendix D: Mentor Feedback Survey

Please provide your feedback to help us improve the mentorship program. Your responses will be treated confidentially and the information will be reported in aggregate form to ensure your privacy. The College may include individual quotes in reports or College publications.

Please state your name. Or if you prefer to remain anonymous, you may leave this field blank.

Your name: _____

On a scale of 1-4 where 1 is **strongly disagree** and 4 is **strongly agree**, please circle the most appropriate answer:

1. The Mentorship Program Information Package helped me understand and prepare for my roles and responsibilities as a mentor.

1 2 3 4

2. My overall experience as a mentor was excellent.

1 2 3 4

3. The feedback, guidance and support I received from the College were adequate.

1 2 3 4

4. Did you experience any challenges during your Mentorship Program? Were you able to resolve the challenges?

5. What suggestions do you have that would enhance the Mentorship Program?

6. What training would support your role as a mentor?

Thank you for providing this feedback. If you have any further comments, please contact Lara Thacker, Director, Quality Assurance at lara.thacker@coko.ca.