MENTOR TRAINING

Mentorship Training Program for Registered Apprenticeship in Healthcare

Welcome!

- Introduction of participants
- Introduction of trainers
- Welcome to the course

Session 1:

Introduction to Registered Apprenticeship and Mentorship

AGENDA

- Welcome and Introductions
- Review of Session Agenda and Objectives
- Review of Course Agenda, Learning Outcomes and Class Guidelines
- Warm Up Activity – Experience Tally
- The Basics of Apprenticeship
- The Benefits of Mentorship
- Who Has Mentored You?
- Reflection

Session 1:

Introduction to Registered Apprenticeship and Mentorship

OBJECTIVES

- Become familiar with overall course outline and overarching objectives of the mentorship training

- Acknowledge and share the experience of participants

- Become familiar with the basic history, values, and structures of apprenticeship

- Become familiar with the basic structures and values of mentorship

Agenda

Session 1: Introduction to Registered Apprenticeship and Mentorship

Session 2: Roles and Responsibilities of Mentors, Apprentices, and Supervisors

Session 3: Adult Learning

Session 4: Assessment for a Competency Model of Apprenticeship

Session 5: Cultural Competence and Communication

Session 6: Elements of Communication

Session 7: Communication Tools

Session 8: Problem Solving and Next Steps

Session 9: Preparing for the Future

Session 10: Reflection and Conclusion

Learning Outcomes

At the end of the course, Mentors will:

- Understand the basics of Registered Apprenticeship
- Identify ways Mentors can use their role to help Apprentices become successful in their occupation
- Understand principles of adult learning
- Understand how to apply assessment to the mentorship role
- Acknowledge the impact of culture on interdisciplinary team interactions
- Apply communication strategies with Apprentices including Teach Back and Reflective Listening
- Explore and demonstrate effective Problem Solving and Conflict Resolution strategies
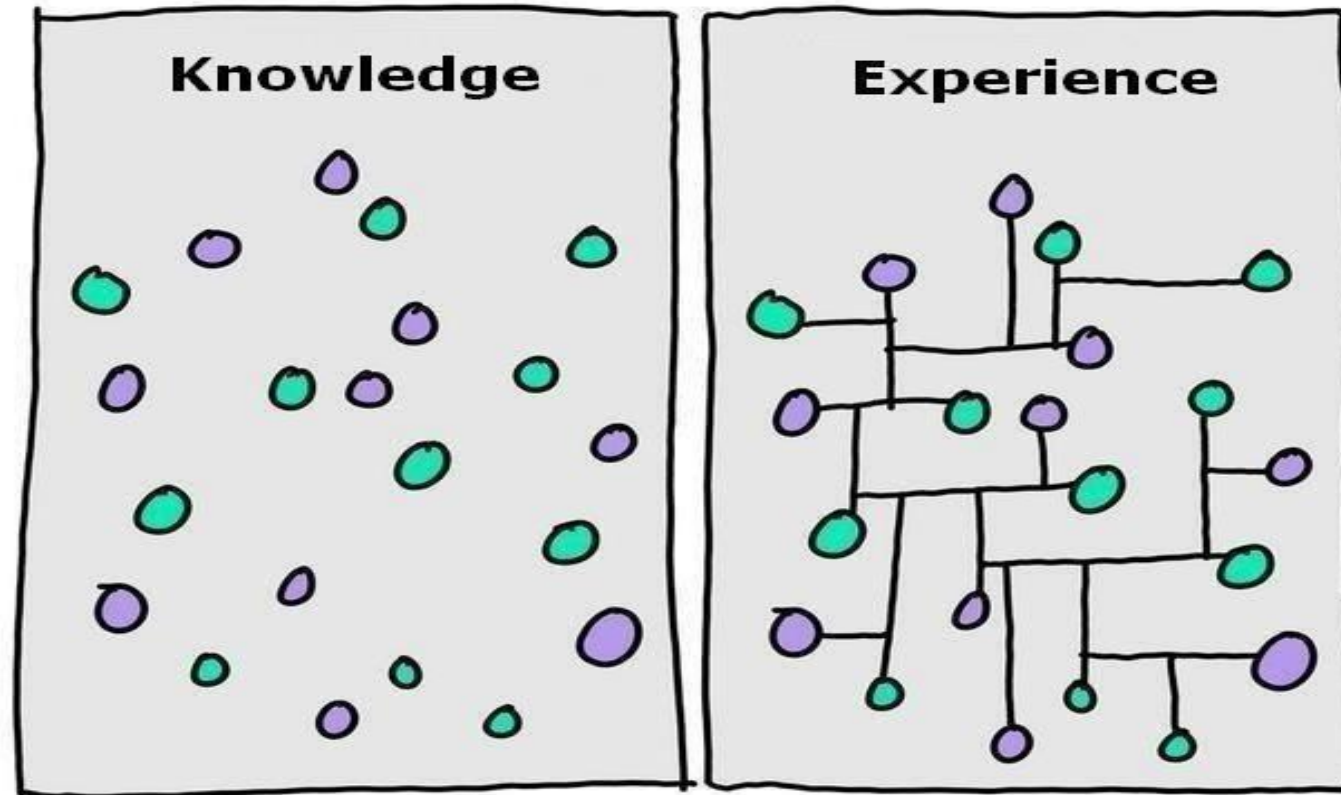
Class Guidelines

- Respect each other's experiences and opinions

- Put electronic devices on silent or vibrate

- Share your thoughts

- Limit cross-conversations

- Have FUN!!

Activity: Experience Tally

Activity: Knowledge and Experience

What does the word
"Apprentice"
mean to you?

Apprenticeship Throughout History

- A system of education to ensure competence, quality, and pride of work

- Apprenticeship as a system of training originated centuries ago

- Craft Apprentices

- A guild system to support and sustain traditional occupations

Modern Registered Apprenticeships

- Today, the apprenticeship model is being implemented in new occupations including healthcare and other service industries

- Peer Mentors, preceptors, and supervisors provide on-the-job training to ensure that Apprentices demonstrate core competencies and professional knowledge

- Classroom instruction complements workplace training

Core Components of
Registered Apprenticeship

🤝	**Employer Involvement**	• Employer is the foundation • Must be directly involved • Must provide paid <u>on-the-job learning</u>
📋🕐	**Structured, Paid On-the-Job Learning**	• Minimum of 2,000 hours • Structured and supervised
👨‍🏫	**Job Related Educational Instruction**	• 144 hours recommended per year • Parallel, Front-loaded, Segmented options
💰	**Rewards for Skill Gains**	• Increase in skills and competencies tied to increased earnings
📜	**National Occupational Credential**	• Portable, industry-recognized credential • Certifies an individual is at the full performance level for the occupation

Mentorship

"A structured process by which employees are grouped to work together to develop essential skills relevant to job performance and personal growth"

– Ann Haney, *The Role of Mentorship in the Workplace*

"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves"

- Steven Spielberg

Benefits of Mentorship

- Break into four groups

- Each group will focus on one of the following benefits of mentorship

- Groups should be prepared to report out their findings to the class
  - Group 1: How mentorship benefits the Apprentice
  - Group 2: How mentorship benefits the Employer
  - Group 3: How mentorship benefits the Mentor
  - Group 4: How mentorship benefits the Profession

Sources: The Advantages of Mentorship in the Workplace, by Janice Tingum
http://smallbusiness.chron.com/advantages-mentoring-workplace-18437.html

Activity:
Who has Mentored You?

Activity Discussion:
Model Qualities in Mentors

Encouraging

Good listener

Considerate

Positive

Provide confidence

Non-judgmental

Good role models

Respectful

Knowledge

Knowing what you know and knowing what you don't know

Patience

Engaging

make mistakes

Change Agent

Clarify Concerns

Open Doors

Work a Room

Professionally Driven

Available

Allowing your Mentee to

Reflection

Session 2:

Roles and Responsibilities of Mentors, Apprentices, and Supervisors

AGENDA

- Review of Session Agenda and Objectives
- Roles and Responsibilities of Mentors, Apprentices and Supervisors
- The Apprenticeship Team in Your Department
- Application of Teamwork and Problem-solving
- Making Time for Mentorship
- Learning Styles
- Reflection

Session 2:

Roles and Responsibilities of Mentors, Apprentices, and Supervisors

OBJECTIVES

- Reflect on and share how apprenticeship and mentorship are being implemented in your institution and your department
- Define roles and responsibilities in apprenticeship and mentorship in your institution and department
- Apply roles in apprenticeship to team practice and problem solving
- Explore challenge of making time for apprenticeship while maintaining productivity

The Story of Apprenticeship in my Department

1. Related Technical Instruction – who provides it for your program?

2. On the Job Learning – how does that happen in your program?

3. Mentorship support – who are the Mentors and what are their titles?

4. Supervisory support

5. Type of apprenticeship
   - Competency
   - Hybrid (competency and time based)
   - Time Based

6. How is this different from past models of training?

The Apprenticeship Team
What are the roles in your department?

- Preceptor, Mentor, Peer Mentor, Journey worker

- Supervisor

- Discussion
  - What are the similarities?
  - What are the differences?

Functioning as a Team on Competency Development

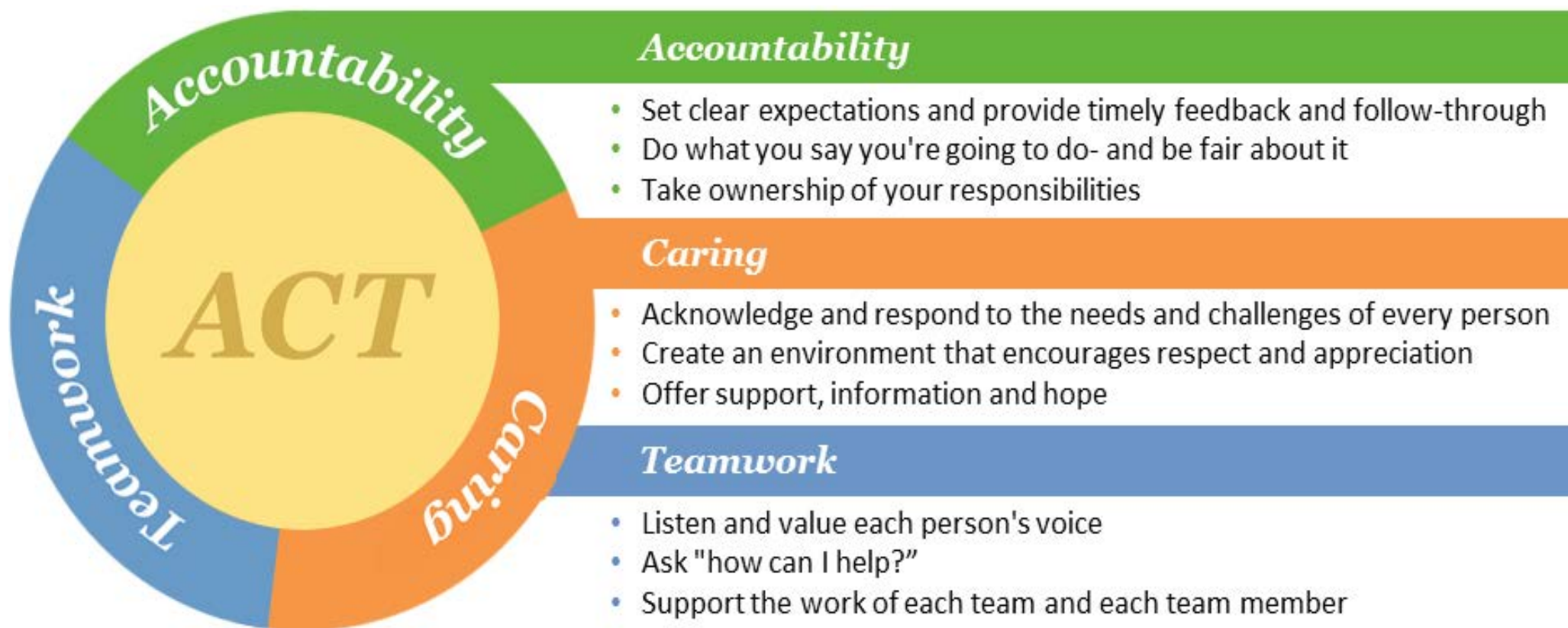| Apprentice	
Apprentice	• Learn • Practice by performing the work • On the job skills training • Reflect
Mentors/Preceptors	• Observe • Coach • Support and encourage the Apprentice • Instruct or guide on the job competency • Prepare the Apprentice for evaluation
Supervisor	• Observe • Evaluate • Support the Mentor and Apprentice

What does it mean
to be a fully functional team?

Accountability

- Set clear expectations and provide timely feedback and follow-through
- Do what you say you're going to do- and be fair about it
- Take ownership of your responsibilities

Caring

- Acknowledge and respond to the needs and challenges of every person
- Create an environment that encourages respect and appreciation
- Offer support, information and hope

Teamwork

- Listen and value each person's voice
- Ask "how can I help?"
- Support the work of each team and each team member

Source: Care New England Health System

Collaborative Teamwork

Being a "Team Player"

- Everyone on the team is valued
- All team members have something important to contribute
- Support each other, step in and help if someone needs help
- Listen to each other, respect each other
- All members share a common goal

What distinguishes successful teams?

- Problem-solving Communication
- Shared Goals
- Shared Knowledge
- Frequent Communication
- Timely Communication
- Accurate Communication
- Mutual Respect

Collaborative Teamwork Scenario

Break into groups of 3 to 5 and discuss the following scenario:

- The clinic has been swamped with patients today. The supervisor is anxious about the number of patients in the waiting room and needs more staff on intake and blood work. If she can get some of the newer Apprentices on these 2 tasks, she thinks she can move the patients through more effectively.

- The Apprentices are new and not very experienced at these tasks. They are afraid they might be poorly evaluated by their supervisor if they can't perform these tasks well.

- The Mentor knows the new Apprentices can't handle these tasks independently, but they might be successful if they had a Mentor with them. This would be a good opportunity to provide some coaching and instruction for the Apprentices but it would mean moving a Mentor or 2 from their regularly assigned duties to work with the Apprentices.

Scenario Discussion

- What are the problems?

- How can the Supervisor and the Mentor work as a team to find an acceptable (even if not a perfect) solution to this problem?

- How can the Apprentices be brought into the team in a way that supports their development?

- How do you as leaders and Mentors see this team based approach to problem solving working in your setting?
    - Does it work in all settings?
    - If this culture doesn't already exist, how can you get there?
    - How can the Apprentice be brought into the team in a way that has their development

Making Time for Mentorship

- Take a few moments and write down some real problems regarding time challenges for the Mentorship Program

- What are the challenges?

- And how are you addressing them?

- How are you addressing scheduling for RTI?

Learning Styles – An Introduction

Learning Styles Questionnaire

Reflection

Session 3:

Adult Learning

AGENDA

- Review of Session Agenda and Objectives
- Elements of Adult Learning
- Mentor Approaches and Goal Setting
- Approaches to Working with Apprentices
- Applying Approaches
- Reflection

Session 3:

Adult Learning

OBJECTIVES

- Become aware of multiple learning styles
- Learn the basics of Adult Learning Theory
- Become more aware of the characteristics and needs of second language learners and adults with learning differences and disabilities
- Learn about SMART Goals and their application to goal setting with Apprentices
- Reflect on different approaches to working with Apprentices and their potential for Apprentice success

What kind of learner are you?

After completing the Evaluating the Learning Style Questionnaire (Handout #3.1)

- What's your learning style?
  - Visual
  - Auditory
  - Kinesthetic

Working with a partner or in groups

- Discuss your learning style results
  - Were you surprised?
  - Do you agree with the results?

- Discuss with each other a positive learning experience as an adult
  - What were the elements that made it positive for you?
  - How was it meaningful?
  - What were the instructional methods that were effective?

What are the best ways to approach adult learners?

What's in it for me?

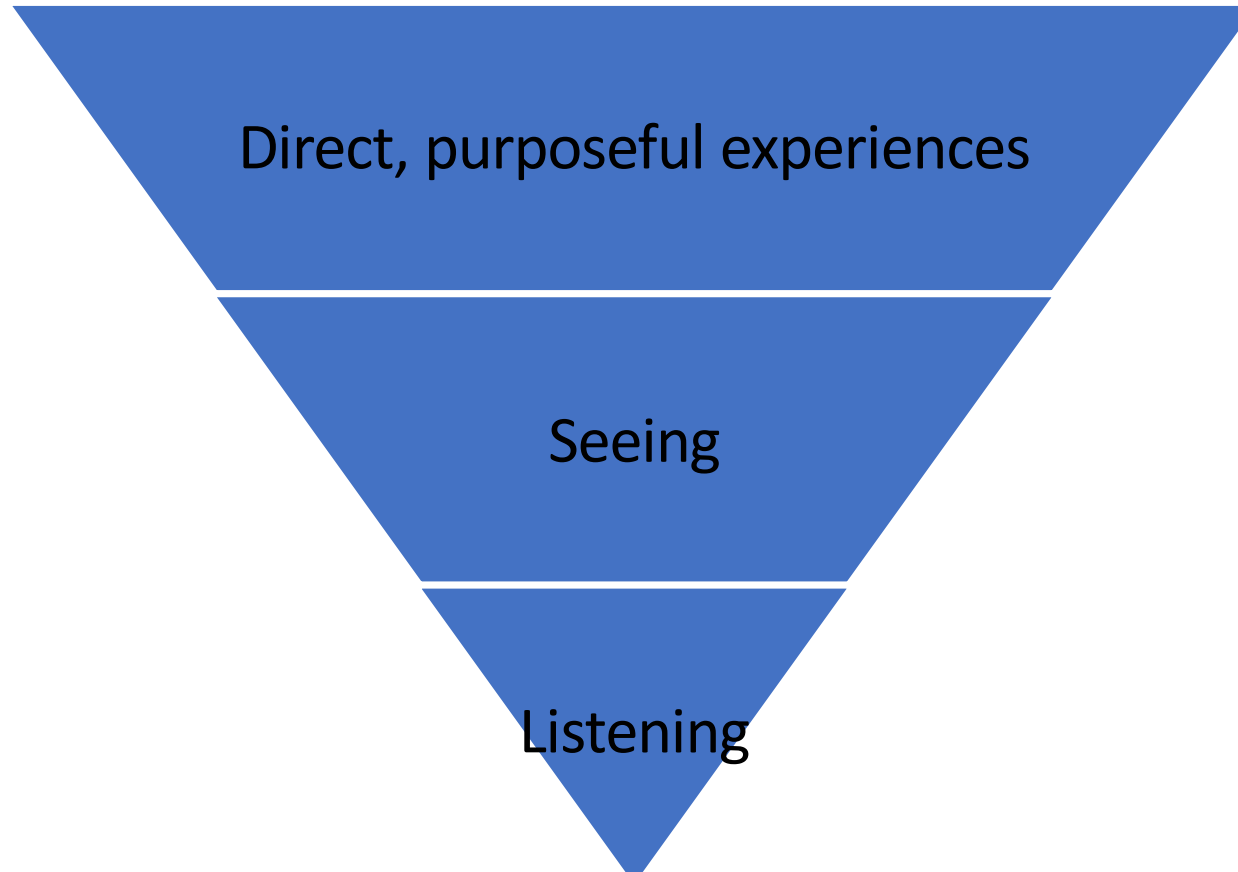- The Mentor should awaken the participant's motivation to learn
- Address how it is useful

How is this going to help me achieve my goals?

- Immediate applicability

How does this relate to me?

- Learning must relate to their experiences
- Make content deal with real life issues

Adults recall learning through…

Direct, purposeful experiences

Seeing

Listening

Working with Second Language Learners

Principles

- Speak slowly and clearly but not more loudly than usual
- Pair second language learners with those who are fluent in English
- If technical vocabulary is a struggle, provide translations of important terms
- Try to learn a few words in your Apprentice's language to help build rapport
- Recognize the value of team members who can speak with patients from many countries
- Provide an opportunity for Apprentices to share their backgrounds, language and culture, as a way of becoming more culturally competent

What about Learning Disabilities or Differences?

Some basics:

- There are different types of learning disabilities – dyslexia, dysgraphia, dyscalculia, and other

- Adults who did not do well in school may have undiagnosed learning disabilities

- People with learning disabilities are as intelligent as those without them (e.g. Einstein had a learning disability and was slow to learn how to read)

- Accommodations and team support can help people with learning differences/disabilities be successful in academic and other learning programs. Technology and untimed tests are examples of helpful accommodations

- On-the-Job Learning and its practical application of learning to work can be supportive to those with some forms of learning disability

- Many educational providers have services that support people with learning disabilities

- Work with educational providers to ensure they are providing multiple types of assessments that address the needs of workers with learning differences

Share your experience
with learning differences

Learning styles
should be taken into consideration
when setting goals with Apprentices

Why do we need
to set goals with Apprentices?

Value of establishing goals

- Assists with prioritizing learning needs

- Highlights strengths

- Identifies developmental needs

- Improves self-esteem with goal attainment

- Helps Apprentice visualize, take action, actualize

- Establishes accountability

- Generates success stories

- Stimulates future goals

There is a difference
between an overarching goal and a SMART goal.

What is a SMART goal?

SMART Goals

Modest, short-term goals can lead to accomplishing the ultimate, long-term goal

S
Specific
• Clearly define desired outcome

M
Measurable
• Define goals quantitatively and/or qualitatively

A
Attainable
• Create goals that motivate

R
Realistic
• Set challenging but realistic goals

T
Timely (or Time bound)
• Set deadlines for accomplishment

Activity - SMART Goals

- Determine if the following goals are SMART

- If it is SMART, then you can leave it as is

- If it is not SMART, then rewrite it so it is SMART

ACTIVITY – SMART Goals

1. Apprentice will complete the CCS coding exam within 6 months

2. Apprentice will handle intake documents independently within the first half of their apprenticeship program

3. Nursing Apprentice will lead outreach team

4. MA Apprentice will interact with patients effectively to provide quality patient care

5. Apprentice will uphold standards of professional conduct

6. Apprentice will consistently practice accurate hand hygiene within one week of the apprenticeship

7. Coding Apprentice will identify discrepancies between coded data and support documentation in current rotation within three months

ACTIVITY – SMART Goals

1. Apprentice will complete the CCS coding exam within 6 months (not realistic)

2. Apprentice will handle intake documents independently within the first half of their apprenticeship program (SMART)

3. Nursing Apprentice will lead outreach team (not realistic, not specific)

4. MA Apprentice will interact with patients effectively to provide quality patient care (not specific, not time based, not measurable)

5. Apprentice will uphold standards of professional conduct (not specific, not time based, not measurable)

6. Apprentice will consistently practice accurate hand hygiene within one week of the apprenticeship (SMART)

7. Coding Apprentice will identify discrepancies between coded data and support documentation in current rotation within three months (SMART)

Approaches to Working with Apprentices: A Collaborative Approach

- Ask questions
  - Find out what they know - (people hate to be told what they already know)
  - Find out who they are

- Assist in moving forward in the process

- Assess what they know and can do

- Find out how much they are willing and able to do

A Deficit-Based Approach

- Labeling and therefore, limiting of options

- Obscuring the recognition of a person's unique capabilities and strengths

- Focusing on the "can'ts" as opposed to the "cans"

- Ignoring the impact of an apprentice's life situations

- Prescribed programming – as opposed to individualized

A Strength-Based Approach

- Focusing on trusting and workable relationships

- Empowering people to take a lead in their own apprenticeship process
- Working in collaborative ways on mutually agreed upon goals
- Drawing upon the personal resources of motivation and hope
- Creating sustainable change through learning and experiential growth

Source: http://www.avscbc.org/Principles%20of%20Strength-2.pdf

Katarina Scenario

1. In your groups, have a brief discussion about the different approaches – collaborative, deficit-based and strength-based. What does it mean to you? What can you do as a Mentor to utilize these approaches?
2. Discuss the following questions, and be prepared to share your answers with the class:
    a. Thinking of the collaborative approach and of strength-based practice, how would you approach your mentoring role?
    b. What, in particular, can you do to demonstrate a strength-based approach?
    c. How are you going to deal with your feelings towards Katarina, while maintaining this approach?
    d. What are some ways you can help her address her lateness and interpersonal issues at work?
    e. What type of coaching might be helpful to her?
    f. Are there supports that you might recommend?

Reflection

Session 4:

Assessment for a Competency Model of Apprenticeship

AGENDA

- Review of Session Agenda and Objectives
- Competencies – What Will We Assess?
- The Use and Purpose of Assessment
- Basic Types of Assessment
- Reflection and Assessment
- Review of Assessment Tools
- Rubric Activity
- Reflection

Session 4:

Assessment for a Competency Model of Apprenticeship

OBJECTIVES

- Become familiar with the basic purposes and forms of assessment of competency
- Apply the concept of self-reflection to critical thinking and learning in apprenticeship and healthcare occupations
- Become familiar with assessment tools that could be utilized by mentors to increase their effectiveness and to support Apprentices' learning
- Practice creating a rubric for competency assessment

Assessment for Competency In Apprenticeship

Competency-Based Assessment
and Reflective Practice

Competencies – What Will We Assess?

Competencies are what we need to do our jobs well

- "A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully"

- "Competencies specify the 'how' (as opposed to the what) of performing job tasks, or what the person needs to do the job successfully"

- Sometimes employers use competency to only describe behaviors – but in apprenticeship it goes beyond this

Sources: https://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/
http://www.talentalign.com/skills-vs-competencies-whats-the-difference/

How is assessment used?

- Jobs
- Schools
- Graduation
- Voting
- To get a mortgage, insurance rate, live in certain neighborhoods, etc.
- The court system
- Health system (including health insurance)
- Other?

What is the purpose?

- To let people in

- To keep people out

- To determine need, cost, risk, etc.

- To determine prior learning and experience

- To learn about oneself – self reflection

- Other examples?

- Are assessments always accurate? Are they always fair?

Basic Types of Assessments

- Formative - Where are you starting from?

- Periodic or Process – How are you doing?

- Summative – Have you met your objectives?

Activity

- What kind of assessment is this? Handout

    - Work in groups

    - Report back

- Are these assessments always accurate? Discussion

- Why does it matter? Discussion

Quotes

- Handout quotes to participants

- Which of these quotes resonates with you?

- What are some of the ways that self reflection helps people learn? Discuss

Review of assessment tools

- Rubrics

- Journaling

- Portfolios

- Observation and feedback

- Demonstration and Presentation

- Checklists

- Other examples to share?

Assessment Tool Activity

See Handout with different types of assessment tools.

Working in groups, please go through each tool and discuss the following:

(Be prepared to share answers with the class)

- Identify who might use these tools (i.e. Mentor and/or supervisor)
- What is the purpose of the tool?
- How does this assessment tool help the Mentor?
- How does the assessment tool help the Apprentice learn and grow?
- How is the tool useful for supervisors?

Scenario – Group Activity

- Juan and Tamika

- Mariana

Group Activity

- Rubric Summative Activity – discuss as a class
  - What are the competencies required to walk the dog?
  - What would a rubric that assesses these competencies look like?

- In groups create a rubric to assess competency in another common task
  - Share
  - Compare

- What kinds of activities in your department could be assessed using a rubric?

Reflection