



MONASH
University

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PROFESSIONAL

MENTOR

HANDBOOK

Instructions and guidelines for professional mentors of students in the
Master of Nurse Practitioner course

MNM Monash Nursing and Midwifery

Monash University

Reviewed January 2026

BRIEF SUMMARY OF COMMITMENT REQUIRED

The primary professional mentor for a student enrolled in the Master of Nurse Practitioner course at Monash University performs the role of providing education/student supervision and mentorship experience. This is particularly important to support the students to develop their clinical leadership capacity.

The commitment required for this role is meeting with the student for 20-30 minutes every 2-3 weeks to provide adequate feedback on their professional performance. There will also be a requirement to spend at least an hour at the start and end of semester for completion of the Professional Mentor Assessment.

It is expected that your student will provide you with the details of assessments early in semester so that you can plan your time efficiently together.

Outside of semester dates, whilst the student is undergoing the course there are minimal expectations of the Professional mentor.

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INTRODUCTION

This document has been developed to assist with the establishment and effective continuation of the mentor relationship into which you have agreed to enter. This Professional Mentor Handbook should be read and used in conjunction with the Professional Mentor Agreement document, which is used to formalize the mentor relationship.

Your commitment to the professional development of the Nurse Practitioner student in the clinical setting is appreciated by Monash University. We consider you to be part of the teaching team facilitating the student through their course. Please do not hesitate to contact the coordinator if you have any questions regarding this relationship, prior to or at any time during the course of the agreement.

A mentor is someone who voluntarily enters a relationship of mentoring by agreeing to give their time to support and provide guidance to a mentee. An NP student may have more than one professional mentor but one of the selected mentors is expected to act as a primary professional mentor and is responsible for the assessment of the NP student.

Within the NP educational framework, a multi-disciplinary approach to learning and professional development is actively encouraged. The mentor relationships are based upon mutual respect and agreed expectations, which are developed in partnership and outlined in detail in the Professional Mentor Agreement. It is expected that once an agreement has been reached and the agreement signed, a formal mentor relationship will ensue. When successful, the relationship is mutually valuable to both partners.

Several attributes are required for mentoring relationships to be successful. These attributes include, but are not limited to:

- Trust – to ensure an honest and open experience
- Respect – of each other’s time and commitments
- Commitment – agreeing to meet to spend the appropriate time together
- Confidentiality – commit to maintaining a professional relationship and not to disclose information discussed as part of this relationship
- Accessibility – ensuring you are available for agreed meetings
- Flexibility – ability to adapt to changes as circumstances dictate
- Encouragement – an ability to remain positive and provide adequate and realistic feedback

For the mentor relationship to be successful, it is important to have some mutually agreed goals and objectives. These may be suggested by the mentee in relation to individual needs and requirements but mutually agreed by the mentor and mentee together. The success of the relationship is reliant upon collaboration within the mentor relationship.

As a mentor, you will be required to provide adequate feedback on professional performance, development of new skills, and practice in relation to extensions to Registered Nurse (RN) scope of practice where appropriate, e.g. leadership, professional attributes, influencing workplace policies, national and state legislation, increasing corporate knowledge, understanding health budgets, advocating etc. You will be required to provide formative and summative assessments of the student at various stages of the course. These requirements are explained in the section: *Assessment guide for professional mentors*.

Each Nurse Practitioner student is required to complete a regular and informative CPD (Continuing Professional Development) Log. This CPD Log is expected to clearly outline a series of activities relating to professional development. As a mentor, it is an expectation that you would review this CPD Log and have some input into this activity to inform guidance and progress where necessary in the professional setting.

The NP student needs to undertake a **minimum** of 300 hours of supernumerary integrated professional practice (SIPP) within the workplace over the time of the university course. This has been agreed to by their organisation via a Statement of Organisational Support completed prior to the NP student being accepted into the course. AHPRA has released guidelines clarifying what these hours should look like and the student and mentor should become familiar with them and ensure they are meeting the standards for 'supernumerary' practice. See [Interpretation and explanation of supernumerary integrated professional practice for NP students](#) When undertaking these hours, the student needs to be supernumerary, that is, they cannot be undertaking their normal role. Supernumerary time is to be spent developing the extended skills required of a NP. The NP student will then record their supernumerary hours in their CPD Log.

Together with the expected series of clinical milestones and progress relevant to the specialty area of practice, it is also a requirement that the Nurse Practitioner student maintains a strong nursing focus to their professional practice and ongoing development. It is expected that this performance will be guided by focusing on the [Nursing and Midwifery Board of Australia: Nurse Practitioner Standards for Practice](#). These Standards, approved by AHPRA, aim to ensure the highest level of professional practice is achieved by Nurse Practitioners.

CONTACT DETAILS

Master of Nurse Practitioner: Stream Coordinator:

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ASSESSMENT GUIDE FOR PROFESSIONAL MENTORS

This guide has been created so that you understand the responsibilities and level of commitment required of a 'professional mentor'.

The Professional Mentor has the responsibility to:

- 1) Support expansion of the Nurse Practitioner student's professional scope of practice. This may include the following examples of building their knowledge in relation to:
 - A broad corporate understanding of their industry/ workplace
 - How to conduct oneself efficiently at an Executive level within their workplace
 - Increase their fiscal understanding of organisational / workplace budgets
 - Presenting at specialty conferences/ within their workplace
 - The revision/creation of workplace policy/ protocols that expand the scope of Nurse Practitioner practice- i.e. admitting and discharging patients, prescribing medications, ordering diagnostics, writing absence certificates, referral to specialists
 - Undertaking audits of their practice

- Having opportunities to actively participate on corporate Boards within their workplace
- Advocating for improved access to healthcare for their patients
- How they can contribute to/ influence policy and protocols within their workplace
- How they can become involved in research within their workplace
- What it means to be a 'leader'

- 2) Assess each student's capabilities according to the 'assessments' discussed below
- 3) In conjunction with university support, counsel any student who is 'at risk' according to the Monash University 'Clinical Challenge Policy'.

Fair assessment processes should include:

- 1) Identifying the student's knowledge and skill gaps early. Encourage the student to recognise their own strengths and areas for development and to propose a plan to gain the skill or better understanding.
- 2) Working with the student to set out a plan that clearly identifies what has to occur to demonstrate improvement of the student's knowledge and skills, setting a short time frame to evaluate progress.
- 3) If there is no improvement, contacting the University as soon as convenient and in conjunction with the University, setting a 'clinical challenge' and a timeframe to evaluate progress.

To understand how your NP student is progressing, it is ideal for you to meet with the student for 20-30 minutes every 2-3 weeks (minimum course expectation). This way you can determine the students' progress towards meeting their learning objectives, and discuss ongoing learning needs.

Students are expected to contribute to assessing their own practice and determining their progress and learning needs. Students will document their learning in their CPD Log, which you should examine periodically to provide formative assessment. The CPD Log will be formally examined by teaching staff during the course.

Assessments

There are two formal professional assessments that require your attention:

1. Workplace assessment (with primary professional mentor)

As a professional mentor, you and the student for whom you are responsible will negotiate learning objectives at the start of each semester (due Week 2). These learning objectives are created by the NP student and should be reasonable, achievable and measurable within each Semester. The objectives should extend the NP students' current professional scope of practice. You will revisit these objectives towards the end of each Semester (Week 14) and will provide written documentation back to the University through the NP student discussing whether or not these objectives have been achieved. Additionally, this document will ask you to state whether or not you feel the NP students' learning continues to improve and progress. If you have any concerns whilst mentoring your NP student, please speak directly to the coordinator as soon as convenient so that the University can work with yourself and the student in order to further support their progress.

2. Nurse Practitioner Standards for Practice: Professional (with primary professional mentor)

This assessment affords the NP student the opportunity to highlight with CPD Log evidence how they are achieving the NP Standards for Practice.

The Nurse Practitioner Standards build on and expand upon Standards required of a Registered Nurse. They are the minimal Standards that are applicable for both novice and experienced Nurse Practitioners.

It is an expectation that the student is assessed by the Professional Mentor against these Standards throughout the course. The student should be able to present example/evidence for each cue from their practice, and this 'evidence' should also be documented in their CPD Log. It is suggested that the student articulates how they are achieving these Standards to their Professional Mentor throughout their course. The NP student should be working towards demonstrating capability as a novice NP in most of these Standards. It is an expectation that the NP student is assessed as 'capable' by the end of the course.

NB. *Some of the cues are contained both in the Clinical Mentors assessment and the Professional Mentors assessment