



UNIVERSITY OF  
**BATH**



**Black, Asian  
& Minority Ethnic  
Mentor Scheme**

The University of Bath  
mentor scheme for  
aspiring clinical  
psychologists from  
Black, Asian and Minority  
Ethnic backgrounds.

# THE MENTOR TOOLKIT

Co-produced with **mentors for mentors**

**2022**  
EDITION



# Welcome



We would like to offer you a warm welcome to our mentoring scheme at the University of Bath for aspiring clinical psychologists from Black, Asian and Minority Ethnic backgrounds. Your contribution and involvement in the scheme is hugely valuable and we hope you find mentoring as enriching as we have. To support you in your mentoring endeavours, we have created this toolkit. Here you will find information about the values of the scheme and the process of mentoring. You will also find some top tips and guidance regarding potential challenges.

## About us

The University of Bath clinical psychology training programme recognises the lack of diversity and inclusivity within the wider profession of clinical psychology and clinical psychology training. To address this, our mentor scheme was founded in 2019. The aim of our scheme is to provide a supportive relationship to individuals from Black, Asian and Minority Ethnic backgrounds who have an interest in clinical psychology. Support is offered via one-to-one mentoring. Each mentee will be paired with two mentors: a Qualified Clinical Psychologist and a current Trainee Clinical Psychologist at University of Bath.

## A note about the name of our scheme

We recognise the diversity of individual identities and lived experiences, and we recognise that 'Black, Asian and Minority Ethnic' (BAME) is an imperfect term. It does not fully capture the racial, cultural, and ethnic identities of people that experience structural and systematic inequality. It is currently the most widely used term embedded within social policy documentation, which has been of use in framing the collective experience of racism and inequality.

We acknowledge that ethnicity should be self-identified and chosen by each individual for themselves. We recognise the importance of being explicit about the context, reason and limitations of using any collective term to group populations together (DaCosta et al., 2021). Our aim is to name our mentor scheme as mentees prefer it to be named, thus extensive consultation with mentees has been conducted, and will continue to be. We acknowledge that it is particularly problematic when the acronym is turned into a noun, and we recognise the importance of rectifying this by counteracting this.

# Meet the team



## Dr Josie Millar

(Lead of the Mentor Scheme | Clinical Psychologist | Research Tutor | Lecturer)



Josie is the lead of the mentor scheme. Josie is passionate about supporting this important scheme, due to the distinct lack of diversity within the profession of clinical psychology, both historic and present. Josie is committed to diversifying the field. She believes that having an ethnically diverse and representative workforce is crucial in addressing the significant health inequalities that individuals from Black, Asian and Minority ethnic backgrounds face.

## Afsana Faheem

(Co-Organiser of the Mentor Scheme | Lecturer)



Afsana is the co-organiser of the mentor scheme. Afsana has a special interest in working with people from disadvantaged and diverse ethnic minority communities. This has included community mental health settings and mentorship to students from Black, Asian and Minority Ethnic backgrounds. To help diversify the clinical psychology profession and to make it more inclusive, Afsana developed the 'What About Us' Podcast with Dr Kate Cooper so that the experiences of a diverse range of clinical practitioners could be heard.

## Contact us

Email: [BAME@bath.ac.uk](mailto:BAME@bath.ac.uk)

Twitter: [@BAMEmentor](https://twitter.com/BAMEmentor)

Website: [www.bamementorscheme.com](http://www.bamementorscheme.com)



**Health Education England**

The development of this toolkit was funded by Health Education England.

# Contributors of the toolkit



This toolkit has been developed in collaboration with a group of trainee mentors who are undertaking their Doctorate of Clinical Psychology at the University of Bath. In developing this toolkit, the mentors have drawn on their own experiences of being a mentor over the last couple of years.

We have also drawn on the feedback we received from both qualified and trainee mentors who took part in our qualitative evaluation of the scheme to date. We are dedicated to continuing to develop and evolve the scheme over time. We will be asking you for your feedback throughout the scheme. Your feedback will contribute to the evolution of this toolkit.

## **Ashley-Louise Teale** (Trainee Clinical Psychologist)

*"It has been really rewarding to work in-line with my values by mentoring on the BAME scheme. It has been wonderful to be even a small part of working towards increasing diversity in clinical psychology and along the way I have enjoyed developing my own learning, skills and self-reflexivity".*

## **Charlotte Peters** (Trainee Clinical Psychologist)

*"It has been a privilege to work alongside such dedicated individuals, and my personal and professional identity is richer for being part of this scheme. I have really valued this project as a starting place for a continuing process of change".*

## **Rachel Caddick** (Trainee Clinical Psychologist)

*"It has been my privilege to be part of the scheme and an opportunity to help shape a future for clinical psychology that I really believe in. Not only is it a chance to support someone else but I've learnt so much in the process".*

## **Rhian Kant** (Trainee Clinical Psychologist)

*"It has been pleasure mentoring such inspiring and dedicated aspiring clinical psychologists. I have learnt lots from this enriching experience- both professionally and personally. I hope that these co-created toolkits will be a useful and valuable resources for mentors and mentees for years to come and will support our profession to move towards more positive change".*

## **Oluwafemi Makinde** (Illustrator)

Oluwafemi is a Nigerian born character illustrator and animator. Oluwafemi worked with us to create the illustrations for our toolkits and website. Instagram: @\_silly\_Penciler

*"It's been a great experience working with Josie and Afsana on this project. It was eye opening for me and helped me learn about new ethnicities and cultural groups".*



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# What does the mentoring scheme involve?



Our scheme is a structured mentoring programme that enables Aspiring Clinical Psychologists from Black, Asian and Minority Ethnic backgrounds to obtain support and guidance for their personal, professional and academic growth in relation to the profession of Clinical Psychology. The programme pairs mentees with two mentors. One mentor is a Qualified Clinical Psychologist and the other is a Trainee Clinical Psychologist who is currently undertaking their Clinical Doctorate at the University of Bath.

## How can I help as a mentor?

There are a number of different ways your input as a mentor can benefit mentees. Below is a list of some examples;

- Help mentees to explore their interest in clinical psychology
- Support mentees to consider ways to enhance their competencies and skill set
- Support and encourage mentees to bring their own identity and experiences to the profession
- Share your own skills and experiences with mentees
- Help mentees to navigate barriers that exist within the profession of clinical psychology
- Instill hope and passion for mentees pursuing careers as clinical psychologists

## What are the benefits of mentoring?

Mentoring is a reciprocal relationship; providing benefits to both the mentor and the mentee. Below are some benefits mentors have identified when participating in the scheme:

- Taking an active role in increasing diversity in the clinical psychology profession
- Working in line with their values
- Opportunities to consider one's own beliefs, judgments, and practices
- Opportunity to expand networks and develop professional relationships
- Opportunities to engage in, learn and model having conversations about identity and background
- Increasing awareness of equality, diversity, and inclusion within the Mentors NHS service or other clinical practice
- Having access to cultural competency training and resources
- Developing skills in offering mentoring and demonstrating leadership
- Developing other transferable skills such as organisation, agenda setting, and goal setting





# How can I make the most out of the mentor scheme?

## 1. Preparing for mentoring

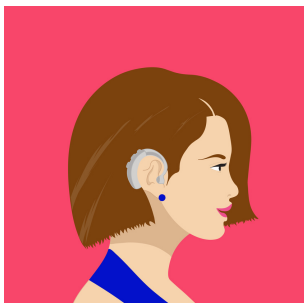
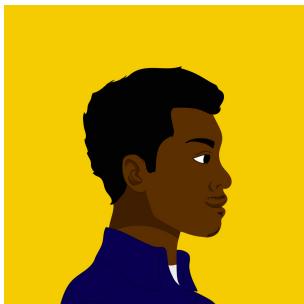
- Reflect on your own identity, position, values and hopes
- Reflect on your own experiences and skills that you can bring to mentoring
- Your mentee will contact you to arrange an initial meeting, in advance you can think about your availability and expectations for mentoring
- Attend the introductory networking event
- Consider looking at our resources page on our website

*The planning and linking up of mentors and mentees was good and the training session was helpful.*

(Former Qualified Mentor)

## 2. Initial sessions: Expectations and goals

- Discuss expectations and hopes with your mentee
- Set goals with your mentee if appropriate and helpful
- Develop a Mentoring agreement early on: collaboratively make agreements regarding frequency and length of meetings, potential topics, mentoring style and your mentee's needs (*you may wish to use the template provided at the end of this document*).
- Discuss session structure, mentoring styles and how you like to give and receive feedback
- Agree how your mentee should contact you between meetings if needed
- Consider having conversations about your own position and identity, why you joined the scheme and your professional/personal values



*My first top tip would be to, in very early sessions, have open conversations about what you can offer and how it will work and get that booked in. I think the value of that, is that neither of you have to think about it then until the date pops up. It's really easy to then just turn up on the day and have the meeting, you don't have to think about it in between.*

(Former Trainee Mentor)





# How can I make the most out of the mentor scheme?

## 3. The mentoring meetings

Please consider what is useful for your mentee and what they want to get out of mentoring. Mentees have been asked to think about this and to bring ideas to their meetings with you. It can be helpful to continually reflect on expectations and hopes and to seek regular feedback from your mentee about the process of mentoring.

Below is a list of topics you may wish to consider in your mentoring meetings:

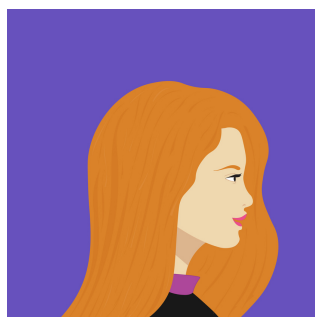
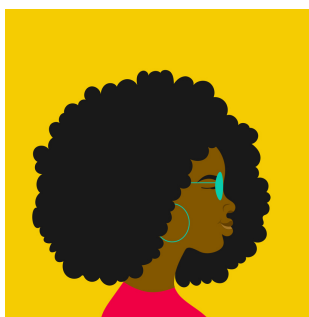
- The mentor's personal journey into clinical psychology
- Different pathways to clinical psychology training (e.g., psychology assistant/research roles)
- The skills required for psychology jobs and training
- What training involves
- The role of a clinical psychologist
- Different services and career options
- Information about your current role and a 'day in the life of'
- Support with psychology related job applications or DClin applications
- Provision of mock interviews

## 4. Endings

The mentoring scheme formally runs for one Academic Year, beginning in November to the following September. It may be useful to consider the following when the scheme is nearing the end;

- Please let your mentee know your mentoring is nearing the end
- Ensure that your mentee has all the resources and contacts they need
- Consider/ prepare for the last meeting and how you would like to wrap-up
- Review the mentoring process together and reflect on next steps for the mentee.

If you wish to continue the mentoring relationship after an academic year, this will need to be arranged independently. You are more than welcome to agree a plan with your mentee considering their mentoring needs beyond the scheme. Alternatively, we welcome you to take part in the scheme commencing in the next academic year, where you will be paired with a new mentee.



*"[I enjoyed] developing and establishing connections with people who are in the field I am interested to pursue, it helped me get my foot in the door."*

(Former Mentee)



# Conversations about identity



An important part of the mentoring process is reflecting on and having conversations regarding identity, background and experiences. As a mentor, it can be helpful to reflect on your own personal identity and share aspects of this with your mentee. For example, you may want to consider your ethnicity, culture, class, gender, etc. Having this awareness of your own background and identity can facilitate open conversations with your mentee..

Mentees will differ in how much they wish to share regarding their own background and identity. It is important to offer an open and supportive space where they can share as much or as little as they wish. It may be useful to be mindful of the perceived difference in power between you and your mentee. This difference may hinder sharing or cause a mentee to feel they have to share more than is comfortable.

## Acknowledging barriers in Clinical Psychology

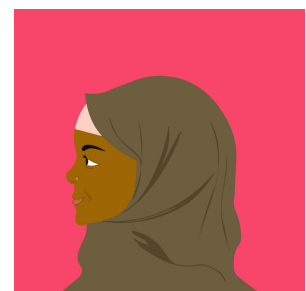
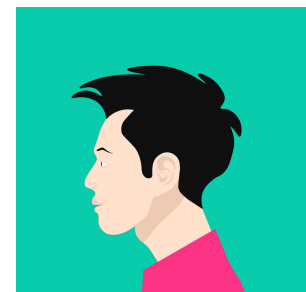
*Being open about your cultural and family background might help the mentee feel more able to be honest with you about theirs.*

(Former Qualified Mentor)

In early sessions it can be helpful to directly acknowledge the reasons why the scheme was developed (i.e., the lack of diversity that exists in clinical psychology, barriers to entering the field) and the potential frustrations around this. Having this open conversation can facilitate a space to share your values of increasing diversity and to consider ways to overcome such barriers. It can be useful to share that the journey to clinical psychology is often difficult – but also to facilitate hope and excitement for the process.

*One of the first questions [my mentee] asked me actually was why does there need to be a BAME scheme? And then I was faced with having to provide a difficult answer or what felt difficult because I didn't want to portray (...) the profession, in that actually, it is, very white middle class, but I also didn't want to put her off from that. (...) it was a difficult initial conversation and I think that then made the rest of talking about diversity a lot easier.*

(Former Trainee Mentor)



# Building, developing, and maintaining the mentor relationship



## Developing cultural curiosity

People who experience systemic discrimination often feel invalidated and unheard. It is of the utmost importance to listen to and validate your mentee's experiences. This includes an openness to discussing mistakes you might make as well as the limitations of the mentoring scheme. Please invite feedback from your mentee and be receptive to feedback received – this can be an important learning experience for both you and your mentee. On this note, it can be useful to remain cognisant of what the mentee can bring to the relationship – what skills, insights and knowledge can you learn from them?

“  
*Encourage your mentee to recognise their strengths and unique abilities.*

(Former Trainee Mentor)

## Clear communication

All good relationships are built on mutual respect and good communication. Be clear about how and when you and your mentee will contact each other. Feedback from mentees has highlighted the importance of acting with integrity and fulfilling the promises you make. Where you are unable to support your mentee, try to link them into the wider psychological community. Mentees often appreciate the use of appropriate humour. Think about how you can best assist your mentee on their journey. When giving your mentee feedback; be constructive, consider your mentee's preferences and reflect on your own style when providing feedback.



“  
*Meet your mentee where they want to be met - some people will want someone to be alongside them every step of the way, some people will only message before their interviews. We're not here for what we want, we're here for what our mentee needs.*

(Former Trainee Mentor)

# Building, developing, and maintaining the mentor relationship



## The fear of “getting it wrong”

When talking about diversity and identity, many people share the fear of “getting it wrong” or “saying the wrong thing”. It is possible that mistakes will be made when mentoring (we all make them sometimes!). Each mentee will have different preferences and there is no right way of mentoring, ask your mentee what their frames of reference are and at times it may be useful to do your own research about different cultures.

It can be helpful to be explicit about the possibility of making mistakes in initial meetings. For example, you can jointly decide how your mentee can give you feedback and let you know when you haven't got it quite right. You could think together about how you can best review the mentoring process and repair any ruptures. When you feel a mistake has been made, acknowledge this, apologise and find a way to move forward. “Getting it wrong” can sometimes lead to helpful discussion.

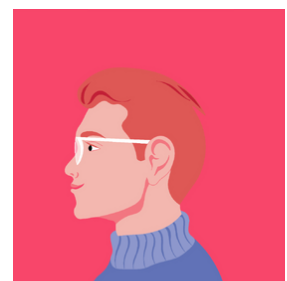
## Checking Understanding

Sometimes we don't say the wrong thing, but we may miss the important things. How much can we truly understand the barriers that an individual may be facing? How can we support mentees to feel validated and listened to?

It can be useful to summarise your understanding and to check in with your mentee, if what you heard a true and accurate reflection of their experiences or worries.

*I think the worse part about all of this (not say that I have experienced this in this scheme), is that even after explaining my struggles, people would not understand the magnitude of this and what all these pressures mean to me, a female person of colour (PoC) with a migrant status.*

(Former Mentee)





## **Mentoring International Students**

It is possible that you may be supporting a mentee who is also an international student. Your role as a mentor will be to offer a space to support mentees with their personal and professional development, consistent with clinical psychology. Mentors are not expected to provide advice or guidance regarding options available to international students nor information regarding entry requirements specific to international students.

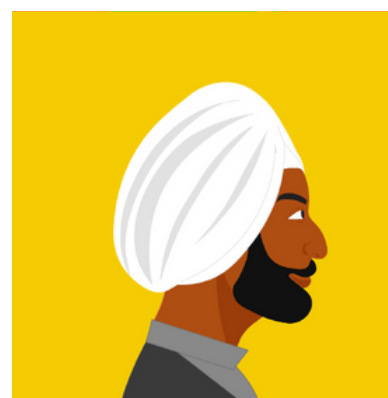
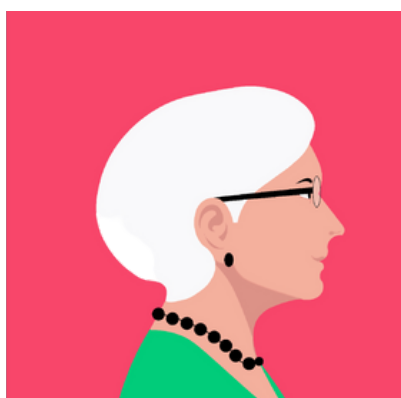
Below we have provided some information that you may wish to be aware of. Mentees will have access to this same information in their toolkit and there is additional information on our website. It might be useful to remind them of this, if it is raised.

## **Picking a course**

Not all universities offer places on the Clinical Psychology Doctorate for international students. Therefore, the mentee will need to independently explore what courses are available as an option for them. Like with all mentees, it would still be helpful to consider what courses are compatible with their cultural needs and theoretical alignment.

## **Additional Entry Requirements**

In addition to the usual entry requirements, your mentee will also need to demonstrate English proficiency (if English is not their first language) often through passing a recognised English-language test. Each university will vary so mentees should contact their prospective choices to receive advice directly.



# Mentoring international students



## Visa Requirements

To apply for a DCLinPsy programme in the UK, International trainees must obtain a Tier-4 student visa to study. Refer students to check if you need a Tier 4 visa via the UK government website <https://www.gov.uk/check-uk-visa>

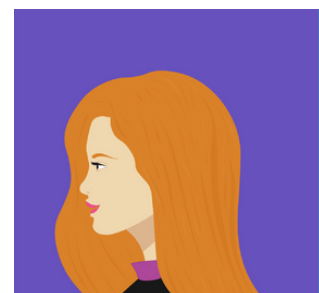
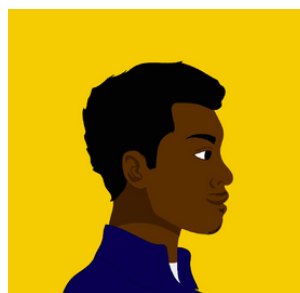
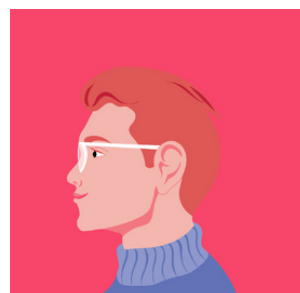
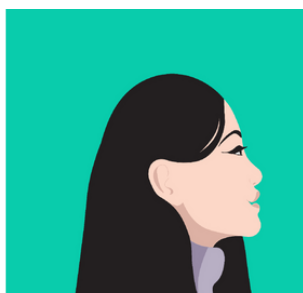
## Resources

We have provided some resources for mentees who are international students on our website. Please do feel free to sign post your mentee to this resource. [www.bamementorscheme.com](http://www.bamementorscheme.com)

In addition, a website has been created by self-funded, international aspiring psychologists who are undertaking doctorate clinical training in the UK. More information can be found here <https://www.dclinpsy-international.co.uk/>

*I found it useful to be open about the differences between my journey and my own assumptions about funding - I started speaking to my mentee about changes to funding NHS roles and realised it's not relevant. It's definitely important to take a step back and think what's helpful and important for them.*

(Former Mentor)



# A note from mentees...

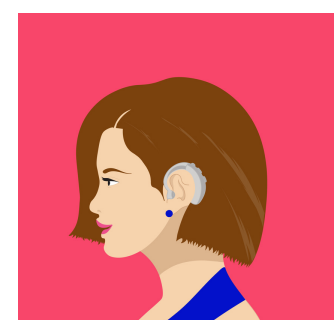
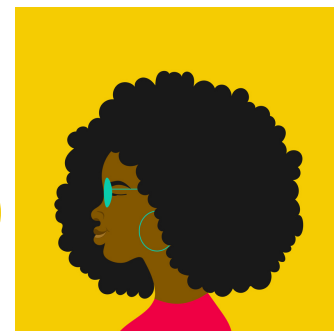


We know that mentoring is complex and requires a lot of vulnerability and humility. We appreciate your time and effort in supporting us in our journeys. Here are some tips that we hope will help create a rich and rewarding experience for you with your mentee:

- It's useful to be open and clear about what you can and cannot provide. Please let us know your availability and how flexible you are with other practicalities.
- We value your experience and knowledge. Some of us may need more direction about how to use the sessions and what skills to work on.
- If your mentee is confused about how to make the most out of the sessions, please don't be afraid to make suggestions and share your ideas about what you think might be useful.
- We're happy to network! If you know other professionals in your mentee's field of interest, connecting them would be immensely helpful and appreciated.
- Reflect with us! Please encourage and guide us to reflect on our identity, personal and professional development, as well as our own biases and privileges.

*We want to say thank you to all past and present mentors on behalf of all past, present and future mentees. We are grateful for your dedication to making clinical psychology more diverse and accessible. Thank you for volunteering your time, for sharing your journey, and for remembering that even the smallest support can have the biggest impact on a mentee's life.*

(Former Mentee)



# Frequently asked questions from previous mentors



## ***Who should organise the meetings?***

Mentees are asked to contact their mentors individually to organise the initial meeting with each of their mentors. Feedback from previous mentors and mentees, indicate that it is useful to pencil-in an initial meeting early in the process. Agreeing on a date for the next meeting at the end of each meeting also helps to keep momentum going.

## ***What if my mentee doesn't get in touch?***

If your mentee doesn't reach out to you, please email the programme leaders at BAME@bath.ac.uk. If you wish to email your mentee to introduce yourself, please feel free to do so. If you do not hear back, please do let the programme lead know via email.

## ***Where will the meetings take place?***

This depends on the needs and preferences of the mentor and mentee. Meetings can be in person or via online platforms, e.g., ZOOM or Teams. In planning meetings, it is important to consider any barriers such as access to travel, technology or internet. Some people may have considerations that need to be accounted for, such as but not limited to, academic, employment, health, caring or family.

## ***What is the timeframe of the mentoring scheme?***

The programme runs for one academic year. The scheme starts at the beginning of the November and ends the following September. Some mentees and mentors may decide to continue the mentoring relationship, beyond this timeframe, if it suits both parties.

## ***What if I don't connect with my mentee, e.g., we have mismatched expectations? Can I be allocated another mentee?***

We recommend discussing this with your mentee in the first instance. If you feel it cannot be resolved, please contact the programme leaders. Your information will be treated confidentially, and a mutually agreeable solution will be reached.

## ***Do the Qualified Clinical Psychologist Mentor and Trainee Mentor need to be in contact? Or, what if we have contradicting thoughts?***

There is no requirement for the Qualified mentor and Trainee mentors to be in contact or to hold joint meetings. The scheme was designed to offer the mentee an opportunity to get multiple perspectives as this can be helpful for the mentee's learning. You can acknowledge these differences and encourage the mentee to consider different perspectives, and what could be learnt from differing views. If you have concerns about the other mentor, please raise these with the programme leaders.

## ***Is there a way to link in with other mentors?***

There is an opportunity to meet other mentors at the Introductory Networking Event. Trainee Clinical Psychologist mentors have also been known to link- in with their peers informally.

## ***What happens if I want to opt out of the mentor scheme?***

We appreciate that your circumstances may change. If you are no longer able to take part, please get in contact with the programme leaders who will be able to assist you.



# Evaluating the scheme and recognising your input



We want to know about your experiences, thoughts and ideas. Your feedback helps us to ensure continual review and improvement.

## **Prospective evaluation and CPD certificate**

We will be running a prospective evaluation of the scheme. You will be emailed a link to complete a questionnaire at the beginning of the scheme and again at the completion of the scheme.

Following this we will provide you with a CPD certificate. Please keep a record of the dates and time you have contributed to the scheme over the academic year, by logging this via our CPD log on our website. We will update your CPD certificate with this information at the end of the scheme.

If you would like to provide further feedback, we welcome this, and you can contact us via email.

## **Contact us**

Please don't hesitate to get in touch with us. You can contact via the following;

1. Email: [BAME@bath.ac.uk](mailto:BAME@bath.ac.uk)
2. Twitter: [@BAMEmentor](https://twitter.com/BAMEmentor)
3. Website: [www.bamementorscheme.com](http://www.bamementorscheme.com)

## **References**

Ideas in this toolkit were informed by:

- Chan, A. W., Yeh, C. J., & Krumboltz, J. D. (2015). Mentoring ethnic minority counseling and clinical psychology students: A multicultural, ecological, and relational model. *Journal of Counseling Psychology*, 62(4), 592–607.
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- NHS Northern Care Alliance (n.d.). Delivering Effective Feedback. <https://www.pat.nhs.uk/communityservices/CF2/CF2%20Effective%20Feedback%20Toolkit.pdf>

## **Resources**

For further resources please visit our website [www.bamementorscheme.com](http://www.bamementorscheme.com)

Podcast: What about us? Cultural awareness in clinical psychology  
[www.whataboutuspodcast.com](http://www.whataboutuspodcast.com)



# Mentoring Agreement

(To be completed by the mentor and mentee together)

The purpose of this mentoring agreement template is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentoring relationship. This template is expected to be altered to meet individual needs. Ideally the agreement could be discussed, developed and agreed upon during your first mentoring meeting.

Mentee Name:

Mentor Name:

Start Date:

Anticipated End Date:

*(The mentoring programme officially runs for one academic year November to the following September)*

Mentees overall goals for the Mentoring process/ relationship:

- 
- 
- 
- 

In this mentoring relationship, progress toward the overall goals will be measured by:

- 
- 
- 
- 

Ideal schedule for frequency and duration of meetings (mutually agreed):

- Day/Time:
- Place/Frequency/Approx. duration:

*Meeting times, once agreed, should not be cancelled unless this is unavoidable. Meetings that are cancelled should be rescheduled. At the end of each meeting, please agree on a date for the next meeting.*

Ground Rules for the Relationship/ Scope of the mentoring:

*(You may wish to consider the following; Confidentiality, proactivity, expectations, roles and responsibilities, tracking and review)*

- 
- 
- 
- 

Mentee Signature:

Date:

Mentor Signature:

Date:



**Black, Asian  
& Minority Ethnic  
Mentor Scheme**

[www.bamementorscheme.com](http://www.bamementorscheme.com)