




## Mentoring in Medical Practice: How to Do This Effectively

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SRPC Rural and Remote: April 10, 2015




 Rural Coordination Centre of BC  
 Enhancing rural health through education and advocacy  
 Linking community needs and policy development with the BC

## Conflicts of Interest/Disclosure


Nothing to disclose





## Learning Objectives

- Be able to understand the nature and value of mentoring in clinical practice
- Become familiar with and able to apply tools and approaches to support effective mentoring in medical settings





## Defining Common Terms:

- Mentoring
- Coaching
- Peer Support
- Supervision
- Leadership
- Role Modeling









## Defining Mentoring

- A professional relationship outside of a manager or supervisor relationship
- Can be either **Informal** or **Formal**
  - **Informal:** based on self-selection or “chemistry”
  - **Formal:** includes established goals and outcome measurements

**Goal of Mentoring:**

- Sharing of knowledge, information and perspectives from the mentor to enhance personal and professional growth of the mentee







## Defining Coaching

- A teaching, training or development process by which the client is supported while achieving a specific personal or professional result or goal.

**Goal of Coaching:**

- Development of a specific skill or assistance with career or life decisions



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Mentor	Coach
<ul style="list-style-type: none"> <li>• <b>May</b> ask leading questions</li> <li>• <b>Can give advice</b> – often does!</li> <li>• Empathy not compulsory</li> <li>• <b>Can be judgemental</b></li> <li>• Confidentiality based on agreement and necessity</li> <li>• Can ask either open ended or closed questions</li> <li>• Mentor has answers or provides resources to guide mentee</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Never</b> asks leading questions</li> <li>• <b>NEVER GIVES ADVICE</b>, may make suggestions if asked</li> <li>• Demonstrates empathy</li> <li>• <b>Non-judgemental</b></li> <li>• Ensures confidentiality with client</li> <li>• Asks open ended questions</li> <li>• No goals= no coaching</li> <li>• Guided by the belief that the client has all the answers</li> </ul>

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Mentor	Coach
<ul style="list-style-type: none"> <li>• Mentor provides answers or resources to guide mentee</li> <li>• Longitudinal relationship</li> <li>• <b>Can give advice</b></li> <li>• <b>May</b> ask leading questions</li> <li>• Asks open ended or closed questions</li> <li>• <b>Gives feedback and criticism</b></li> <li>• <b>May be</b> confidential</li> <li>• Holistic approach – focus on the whole person</li> </ul>	<ul style="list-style-type: none"> <li>• Coach believes the Client has all the answers</li> <li>• Defined period for relationship</li> <li>• <b>NEVER GIVES ADVICE</b></li> <li>• <b>Never</b> asks leading questions</li> <li>• Asks open ended questions</li> <li>• <b>Non-judgemental</b></li> <li>• Confidential relationship</li> <li>• Goal oriented, no goals = no coaching</li> </ul>

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## Defining Peer Support

- Colleagues who meet as equals
- Provision of reciprocal support

**Goal of Peer Support:**

- Provide peers with knowledge, experience or emotional, social and practical support

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## Defining Supervision

- Provision of monitoring, guidance and feedback on matters of personal, professional and educational development in the context of the physician's care of patients (Killminster et al, 2007)

**Goal of Supervision:**

- Ensure a high quality of patient care

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## Defining Leadership

- A process of social influence

**Goal of Leadership:**





- Enlist the aide and support of others to accomplish a common task

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## Defining Role Modeling


- A person who serves a model in a particular behavioral or social role for another person to emulate

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## Focusing on Mentoring

- Mentoring
- Coaching
- Peer Support
- Supervision
- Leadership
- Role Modeling




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## Why is Mentoring Important?

“Without a guide it takes a hundred years for a 2 day journey”  
Rumi



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## Mentoring – Being the Mentor

Who here has been a mentor?  
How did you become a mentor?  
What makes a good mentor?




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## Characteristics of an Effective Mentor

**Commitment to Role as a Mentor**

- Has sufficient availability
- Resourceful
- Reliable
- Flexible




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## Characteristics of an Effective Mentor

**Ability to be a Good Mentor**

- Experienced/Highly regarded in their field/subject matter expert
- Good role model
- Passionate about their work
- Similar interest area as mentee
- Works in preferred practice environment
- Has previously been a mentor and had a good reputation as a mentor
- Has good leadership skills







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## Actions of an Effective Mentor


- Treats mentee as an individual
- Helps the mentee to maximize their potential
- Willing to take time for the mentee
- Curious - Is able to get to know the mentee well
- Can provide the mentee with personal guidance






## Actions of an Effective Mentor


- Assists in the promotion/career advancement of the mentee
- Guides the mentee in a new work/social/bureaucratic environment
- Facilitates networking
- Facilitates the mentee's acquisition and integration of new learning
- Recognizes mentee's stage of learning






## Actions of an Effective Mentor


- Displays interest in mentee's learning
- Establishes learning goals
- Understands mentee's learning needs
- Is knowledgeable about the field and can guide the mentee around common pitfalls
- Can translate own learning experiences into information relevant to the mentee



## Actions of an Effective Mentor

- Holds a high standard for the mentee's work, development
- Is able to provide "tough love" and constructive criticism to the mentee
- Able to guide the mentee through the transitional state







## Mentoring – Being the Mentee

Who here has been a mentee?

How did you get a mentor?

What makes a good mentee?








## Characteristics of an Effective Mentee

### Relationship with Mentor

- Honest
- Professional
- Maintains confidentiality
- Respectful










## Characteristics of an Effective Mentee

### Commitment to Role as Mentee

- Available
- Reliable
- Flexible
- Resourceful




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## Characteristics of an Effective Mentee

**Ability to be a good mentee**

- Willing to learn/Actively works to accomplish identified goals
- Respects commitment of the mentor
- Able to take constructive criticism
- Receptive to guidance and suggestions
- Self-reflective



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## Mentoring


**Question:** Was your mentoring experience successful?

From the literature – a successful mentoring relationship consists of clearly defined:

- Expectations of the relationship
- Roles of the mentor and mentee



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## Mentoring




**Question:** Was your mentoring experience successful?

From the literature – a successful mentoring relationship usually includes:

- Equal investment by both the mentor and mentee to the relationship
- Open and trusted communication
- Mutual understanding of both parties needs and wants from the relationship
- Mutual desire to work and assist one another to reach learning goals
- Mentor must be able to share their time, knowledge, and experience with the mentee
- Mentee must keep all information shared completely confidential
- Mentee, to some extent, be receptive to the information being shared




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## Mentoring

**Question:** In which situations would it be helpful to use a mentoring relationship?

- New colleagues
- Students and residents
- Significant other in life (e.g. father-son)
- During transitions or when pursuing new directions
- Desire to accomplish career or personal goals




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## Mentoring

**Scenario:**  
A colleague who is new to your community has approached you – a senior experienced physician – to mentor them. Where do you begin?

- 1. Set ground rules for your relationship**
  - Formal vs Informal relationship
  - Agree upon confidentiality
  - Determine what the mentorship process will entail
  - Define expectations
- 2. Identify mentee's needs:**
  - Clinical skills (e.g. EM procedures)
  - Professional goals (e.g. hospital, office or patient management issues, career directions)
  - Personal goals (e.g. social and community adjustment)



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## Mentoring

**3. Create a personal or learning plan by determining SMART goals:**


**Specific** – concrete and action-oriented, positive, compelling

**Measurable** – progress can be tracked and defined end-point


**Attainable** – not too big in scope yet still requires work

**Realistic** – ability, commitment and resources to achieve goal

**Timely** – clear time-frame for goal completion










## Are these goals SMART?

I want to settle into my new practice.

I want to do well on the MCCQE.











## SMART

I want to settle into my new practice.

By the end of my first month in my new community, I will have learned how to use the EMR system in my clinic with limited help.




## SMART

I want to do well on the MCCQE.

By the end of my first month in practice, I will explore and discuss with my mentor available options for exam preparation courses and other resources to help me pass the MCCQE.










## Mentoring

**4. Provide feedback and maintain the relationship**

- State that we are all human. We all have strengths and weaknesses.
- Mutually consider strategies for discussing problems at the beginning
- Start your relationship by focusing on commonalities.
- As a mentor, share some of your difficulties or uncertainties.
- How you interact with your mentee can be more important than what is discussed.

Bickel, (2011). *Acad Med*, 86,1229–1234.











## Brief Action Planning

1. Elicit the person's preferences / desires for behaviour change.
  - Is there anything you would like to achieve in your first year in rural practice? (What? Where? When? How often?)
2. Evaluate the importance of this goal and their confidence to achieve it on a scale from 0-10.
  - How important is this goal for you?
  - How likely do you think it is that you achieve it?


Note: If the person indicates his/her level is < 7, the likelihood of a successful behavioural change is low.










## Brief Action Planning

3. Arrange for accountability.
  - How will you track your progress?
  - To whom will you be accountable to?
  - Would you like to check in with me in a few weeks to see how you're getting along?




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## Brief Action Planning: Scenario

Dr. Mary Jones, a GP, has recently located to your rural community to set up practice. You (an experienced GP in that community) connect with her and agree to support her in her adjustment to your community. She is about to start working in the hospital and nervous about that.



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## Brief Action Planning: Scenario


Here is a meeting you have with Mary:

You: Mary, do you have a particular goal you would like to achieve over the next month in adjusting to our community?




Mary: I was hoping to get more comfortable working in the hospital.

You: What in particular were you interested in becoming more comfortable with?

Mary: The EMR system, hospital protocols, and getting to know others who work there.



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## Brief Action Planning: Scenario

You: What would be most important for you to start with?


Mary: I guess learning how to use the EMR effectively such as finding files, hospital policies, and entering patient data.

You: On a scale of 0-10, how important is that goal for you right now?




Mary: 10!

You: Wow, that is really important to you right now! What steps would you like to take to make this happen?

Mary: I think I would need someone to take the time to show me how the system works and let me play around with it.



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## Brief Action Planning: Scenario

You: Would you like me to help set that up for you? I think I know just the right person, Jill Mackie, who is the IT person in the hospital.


Mary: Thanks, that would be great.

You: When would you like to do that?




Mary: Next week if possible.

You: OK, I will contact Jill by tomorrow and connect her with you.

Mary: Thanks.



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## Brief Action Planning: Scenario

You: On a scale of 0-10, how confident are you that you will be able to meet with Jill and learn the details of the hospital EMR in the next week?


Mary: Maybe 5/10. I'm pretty busy right now.

You: What might be a smaller goal that you feel more likely to accomplish in the next week?

Mary: Perhaps speak with Jill and just set up a meeting to speak with her about doing this.

You: How confident are you in doing that?

Mary: 9/10



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## Brief Action Planning: Scenario

You: Great. I will contact Jill and connect her with you by tomorrow. If there is any problem with this, please let me know. Would you like us to connect again in the next 2 weeks to see how things are going for you?

Mary: Sure and thanks for all your help.

You: A pleasure – feel free to contact me at any time.



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## Brief Action Planning - Process

- Once positive goal is identified, consider establishing a timeframe
- Ensure the goal is important (>6)
- Ensure the goal is SMART (specific, realistic, attainable, realistic, timely)
- Elicit first steps
- Ensure confidence level with first steps is high (>6)
- Develop accountability strategy

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## Exercise: Brief Action Planning

1. Pair up with someone next to you or near you.
2. Using the worksheet provided, begin with a question like this:
  - Imagine it is 2 weeks from now and after attending this conference, you have decided to apply something you have learned or want to change for yourself/your workplace/your patients
3. Spend 3 minutes in each role, 1 minute for feedback. Try to be authentic.

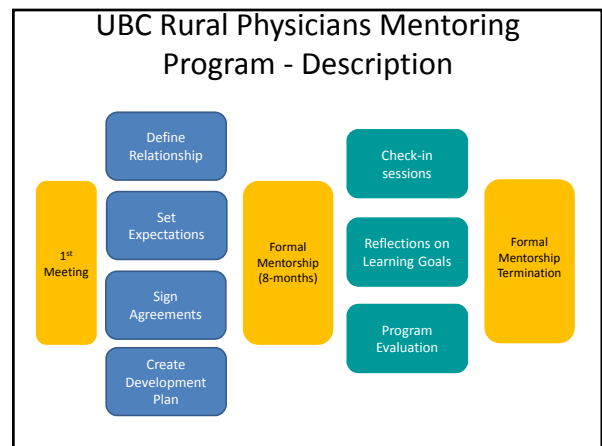
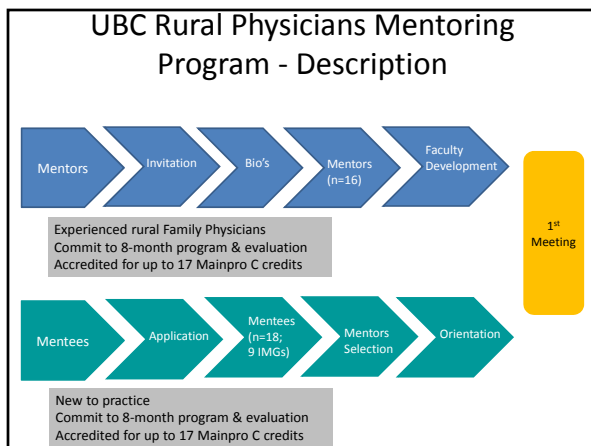
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## Exercise: Debrief




1. What did it feel like to be on the receiving end of this tool?
2. What was it like to be asking the questions?
3. What worked?
4. What was challenging?

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## UBC Rural Physicians Mentoring Program






## UBC Rural Physicians Mentoring Program – Topics Discussed




### Medical Practice

- Setting up a new practice
- Managing expectations at work
- Getting feedback on practice performance
- Acquisition of new knowledge and skills
- Billing, prescribing, hospital and College rules
- Navigating interpersonal issues at work

### Realities of an IMG

- Exam preparation
- Adjusting to a new language and culture
- CanMeds roles in practice











## UBC Rural Physicians Mentoring Program – Topics Discussed

### Personal Life


- Work/life balance
- Getting to know and adjust to a rural community
- Finding appropriate housing, child care, schools, etc.
- Family planning
- Personal finances






## UBC Rural Physicians Mentoring Program – Lessons Learned


- Tools, not rules
  - Goals changed over time
- Value of being a formal program
  - Importance of accountability
- Benefits of mentor faculty development
- Best methods of getting evaluation and feedback






## UBC Rural Physicians Mentoring Program – Lessons Learned


- Value of mentee being able to choose their mentor
  - Distance vs in community mentoring relationships
  - Establishing and supporting relationships
  - Facilitating interactions between participants
- Participant needs
  - Specialists vs GP needs
  - High engagement/greater needs of IMGs



## Summary

- Mentoring is a useful tool to support the personal and professional growth of a mentee
- Effective mentoring requires a skillful mentor and willing mentee
- Training opportunities and the use of specific tools by mentors enhance effectiveness
- The power of mentoring is mainly in the relationship – not the mentor!



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