(Workshop)

Title: How can we deliver learner-driven mentoring in an academic setting?

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Key words: Mentoring, supportive relationships, connectedness

Rationale/Background:

The impact of mentorship has been shown to be beneficial in developing the early careers of professionals, facilitating self-directed learning, and building professional relationships. Mentoring programs foster strong relationships and provide clinical faculty and health professional partners with faculty development and promote continuous quality improvement in the workplace. Mentoring programs also lead to increased access to education, practitioner resilience, recruitment and retention as well as supports effective practitioner training. The literature around mentoring and its benefits reports empirical evidence of high levels of satisfaction participating in mentoring programs particularly for mentee and mentor participants. Benefits that have been reported include: (1) increased job satisfaction, (2) professional development and sense of well-being, (3) confidence and clinical knowledge, (4) and increased research productivity. Further studies have shown that while mentoring is perceived by junior physicians to be very valuable, many junior physicians report having considerable difficulty in finding a mentor in the absence of a formal program.

The UBC Faculty of Medicine's Division of Continuing Professional Development (UBC CPD) has been involved with developing, delivering and evaluating mentoring programs for physicians in BC and recently partnered with the Clinical Partnerships and Professionalism and the Office of Clinical Faculty Affairs to offer the program in an academic setting for clinical faculty (physicians and physiotherapists).

Learning Objectives:
Through the workshop, participants will:
1) Learn how mentoring can be applied in a CPD-academic context which i) integrates unique needs assessment measures and course tools; ii) is learner driven; iii) flexible and customizable; and iv) combines learning methods including self-monitoring and reflection, and ongoing support;
2) Share their own approaches and experiences in similar effort developing a mentoring program and also their experience of being a mentor/being mentored;
3) Discuss insights, challenges and opportunities for helping learners identify considerations into their own mentoring programming

Instructional Methods:

The workshop will have interactive segments, each with a brief introductory presentation followed by facilitated discussion.

1) Introduction to the concepts around mentoring and how it differs from coaching, teaching and assessing;
2) Discuss some approaches to developing effective mentoring relationships in academic settings;
3) Presentation of the current mentoring programs and tools followed by Q&A, including sharing workshop participants' approaches and experiences along with evaluation data from the programs;
4) Summary of the workshop discussion, supplemented with participants' additional input and comments.

References:

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