

*“If you want to travel fast, travel alone; if you want to travel far, travel together.”*

*African proverb*



## Mentored Clinical Practice



Mentored clinical practice as required in the IFOMPT Educational Standards is the examination and management of patients by the student under the mentorship of an OMT Clinical Mentor who is a member of the MO of IFOMPT.

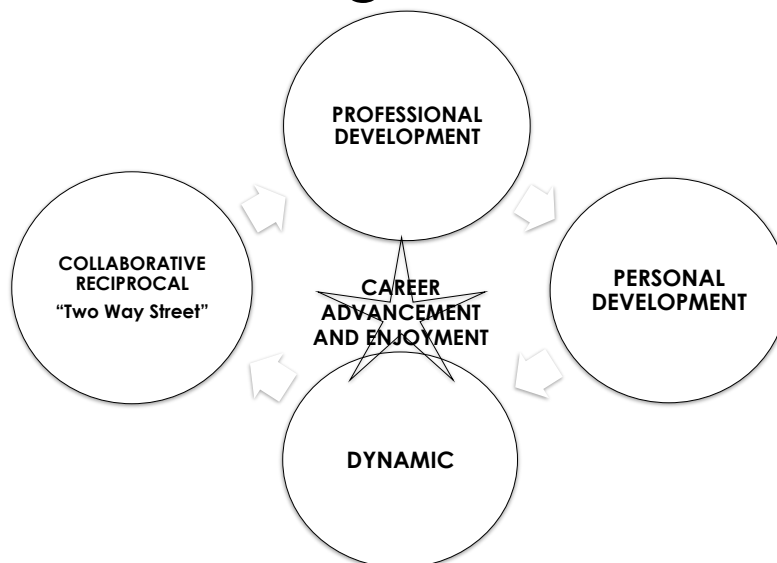
A variety of models of mentorship may be used depending upon the particular issues and resources available within an individual country.

Minimum of 150 hours of Mentored Clinical Practice.

## Aim of Workshop

- Explore the roles of the mentee in the mentorship process
- Share experiences between Member Organizations

## Mentoring: the Ideal



Zerzan JT, Hess R, Schur E, Philips RS, Rigotti N. Making the most of mentors: A guide for mentees. *Academic Medicine*. 2009;84(1):140-144

## Stages of Mentoring

**INITIATION** – Recruiting a Mentor

**CULTIVATION** – Building the Relationship

**SEPARATION** – Plan for Independence

**REDEFINITION** – Collegial Relationship

Zerzan JT, Hess R, Schur E, Philips RS, Rigotti N. Making the most of mentors: A guide for mentees. *Academic Medicine*. 2009;84(1):140-144

## Video Presentation

What are some of the mentee's misconceptions about a mentoring relationship?

How did the mentor model her role as a potential mentor?

What could the mentee have done to improve this first initial visit?

[www.youtube.com/watch?v=dZo6GYBdirs](http://www.youtube.com/watch?v=dZo6GYBdirs)



## Establishing Expectations

- is the process of defining the skills and behaviours expected of both parties within the mentorship relationship, such as the goals of each participant, the organization and structure of sessions together, and the best teaching and learning strategies for both
- it is important initially to ensure that time spent together is productive and that structure is present to achieve the mentorship goals

Ezzat AM, Maly MR. Building passion develops meaningful mentoring relationships among Canadian Physiotherapists. *Physiotherapy Canada* 21(2);64(1):77-85

## Roles

### Mentor

- Guide, coach
- Teacher
  - Professional skills
- Supporter
  - Career opportunities
  - Personal development
- Usually more experience

### Mentee

- Takes an active role
- Active learner
  - Listens carefully
  - Asks for, accepts feedback
- Follows through
  - Appreciates opportunities
- **“Manages up”**

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## Initiation: Preparing Self


In your small groups, discuss what the mentee should reflect on when seeking a mentoring relationship and how they can prepare themselves to formulating a successful relationship.



# Initiation: Preparing Self

Clarify Values	Clarify your Needs	Set a Clear Vision
<p>What motivates you?</p> <p>What values and attributes do you respect in a mentoring relationship?</p> <p>How do you learn the best – structured, directive guidance or gentle supervision?</p>	<p>Knowledge and skill gaps</p> <p>What domains do you want to cultivate – personal/professional, skill development, research?</p> <p>Identify your confidence level</p> <p>What do you want a mentor for?</p>	<p>Write down goals</p> <ul style="list-style-type: none"> <li>▪ One month</li> <li>▪ Three month</li> <li>▪ One year</li> </ul> <p>Should relate to the knowledge and skill gaps identified - be specific if possible</p> <p>Setting goals helps a mentee present his or her needs to potential mentors</p>

Zerzan JT, Hess R, Schur E, Philips RS, Rigotti N. Making the most of mentors: A guide for mentees. Academic Medicine. 2009;84(1):140-144



**Appendix V: Student Goals & Objectives for Clinical Mentorship Experience**

Student Name: \_\_\_\_\_ Mentor Name: \_\_\_\_\_

**Student Goals and Objectives**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

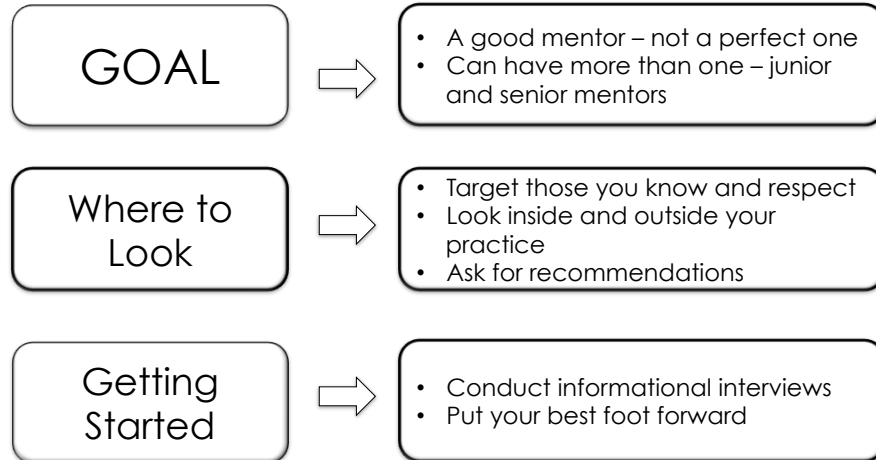
Signed \_\_\_\_\_ Date \_\_\_\_\_

**Mentors Feedback**

\_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

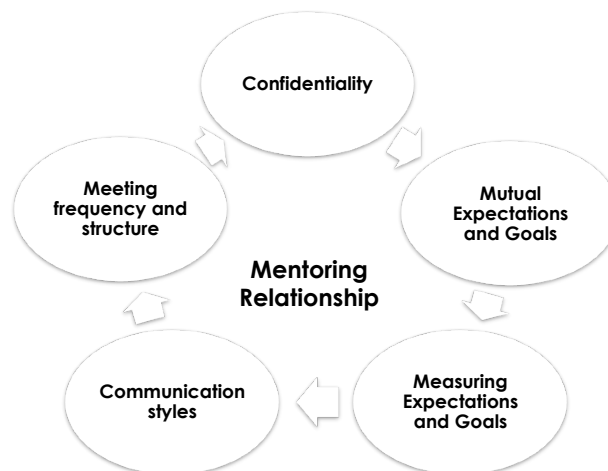
## Finding a Mentor...or two...



Zerzan JT, Hess R, Schur E, Philips RS, Rigotti N. Making the most of mentors: A guide for mentees. Academic Medicine. 2009;84(1):140-144

## Cultivation

### Agree on Structure and Goals

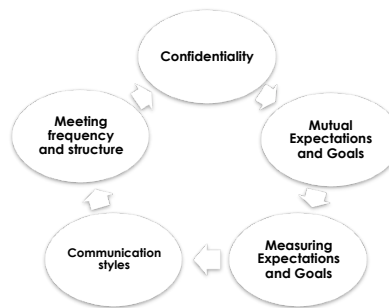


Zerzan JT, Hess R, Schur E, Philips RS, Rigotti N. Making the most of mentors: A guide for mentees. Academic Medicine. 2009;84(1):140-144



## Individual Reflection (2 min)

- Think back to a past mentoring relationship when you were the mentee.....
- What aspects of this mentorship model rings true to you in that mentoring relationship?



## Small group work

- Divide into 4 groups
- Discuss the following questions and write down key points from your discussion on the flip chart paper provided:
  - **What do you feel are the characteristics of a successful mentoring relationship?**
  - **What do you feel are the roles of the mentee in the mentoring relationship – “managing up”?**
  - **What strategies helped you the most as the “mentee” in the process?**
  - **What do you perceive as barriers/facilitators?**

## Canadian Perspective



### **How did you find your mentors – did you have one or did you use a number of different mentors (how many)?**

- Several respondents had more than one main mentor
- Beneficial to have at least one mentor that teaches in one of the educational institutions for exam preparation
- Having a steady mentor to see you through the program was essential
- "I searched the Canadian Orthopaedic Division mentor list and I asked around at work."
- One respondent had 9 mentors – different strengths and teaching skills however it is the student's responsibility to ensure duplication of scenarios / techniques
- "one good mentor is better" - consistency

## What were the advantages/ disadvantages of one versus multiple mentors?

### ADVANTAGES

- Different strengths and teaching skills – promotes critical thinking
- Different feedback/verbal cues for changes in techniques contributes to a complete learning experience
- Experience different approaches to patient assessments, clinical reasoning and intervention plans
- Different explanations – provided a greater understanding from a theoretical and technical perspective

### DISADVANTAGES

- Contradictory feedback leading to confusion
- Different opinions on manipulation options, technique and 'vigour with which the technique was applied
- Less time to know the mentee individually
- Can create difficulties with integrating very different technique coaching

## What do you feel are the characteristics of a successful mentoring relationship?



### Theme 1: Characteristics of Mentor

#### Personal:

- Patient, caring, flexible
- **Motivational**, encouraging, inspiring, fun
- Open, constructive
- **Respectful**
- Honest/ **trustworthy**
- Flexible, accessible
- **Understanding**, friendship
- Non-condescending attitude

#### Professional:

- **Current knowledge base**
- "professional friendship" working in a collaborative manner
- Both working in clinical practice
- **Understanding of each others lifestyle and beliefs**
- Mentors need to come to the experience wanting to make their students better – not a need for an "ego boost"
- **Skilled clinician and teacher**
- Actively involved in the system – teaching or practicing techniques regularly
- Ability of the mentor to challenge the student
- **Ability to drive critical thinking and problem solving**

## What do you feel are the characteristics of a successful mentoring relationship?



### Theme 2: Communication \*\*\*\*

- Great communication skills – being able to find many ways to describe concepts and technical aspects of manual therapy
- Being able to communicate the breakdown of a skill into understandable steps while instructing or providing feedback
- Constructive feedback at appropriate times
- Listening skills
- "should be open, constructive and encourage dialogue between mentee and the mentor
- Being able to articulate to your mentor areas you are having difficulty and vice versa
- Should be discussion based exchange, not the mentor saying what to do

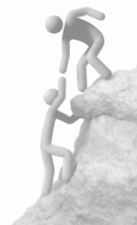
## What do you feel are the characteristics of a successful mentoring relationship?



### Theme 3: Guidance and Learning Strategies:

- Clinical reasoning discussions versus solely technique practice\*\*
- Mentors need to have the competence to not only perform required skills but have the ability to identify student deficiencies and customize coaching strategies.
- Mentors need to recognize and explain clinical patterns as part of their clinical experiences and share these with the mentee.
- There needs to be a "focus" on what is important, that being patient outcomes through skill and knowledge acquisition and not exam preparation.\*\*
- Mentor emphasizes ongoing competency to improve the mentee's confidence
- Relates new skills or knowledge to actual clinical situations
- Have a "peer-learning relationship"
- "The soup tastes so much better when you had the cut the vegetables."

## What do you feel are the characteristics of a successful mentoring relationship?



### Theme 4: Expectations and Goals:

- Being realistic with student's expectations
- Effective communication with regards to the setting of goals and how best to achieve them
- "not to be shy to make mistakes or ask questions"
- Small group sessions (1:1, 2:1 ratio)
- "Professional friendship" – mentor and mentee all want to reach the same goal in a collaborative manner
- "As a student, I think mentoring is not a one size fits all process. Some students want and need more guidance, others are comfortable in experimenting before reaching their goals."
- Having a game plan for the session was key because time was always
- Goals being continually outlined by the mentor/mentee on ongoing bases throughout the mentorship time.
- Realistic expectations on when to meet, lengths of sessions and how often
- "My expectations as a mentee were to enhance my knowledge as a clinician, refine my skill set, and be challenged in my problem solving and clinical reasoning"

CLINICAL RESEARCH STUDY

THE AMERICAN  
JOURNAL of  
MEDICINE

### Defining the Ideal Qualities of Mentorship: A Qualitative Analysis of the Characteristics of Outstanding Mentors

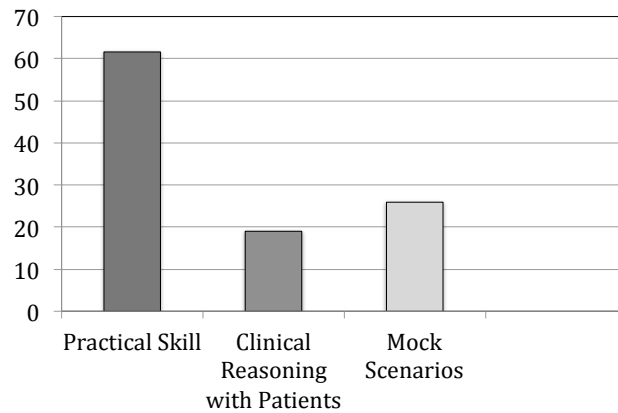
Christine S. Cho, MD, MPH,<sup>a,b</sup> Radhika A. Ramanan, MD, MPH,<sup>c</sup> Mitchell D. Feldman, MD, MPH<sup>d</sup>

<sup>a</sup>Department of Pediatrics, University of California, San Francisco; <sup>b</sup>Division of Emergency Medicine, Children's Hospital and Research Center Oakland, Calif; <sup>c</sup>Division of General Internal Medicine, Department of Medicine, University of California, San

- Theme 1: Admirable Characteristics of Mentor
- Theme 2: How Mentors guide their mentee's careers
- Theme 3: Strength of Time Commitment
- Theme 4: Support for Personal/Professional Balance
- Theme 5: Legacy of Mentoring

Cho CS, Ramanan RA, Feldman MD. Defining the ideal qualities of mentorship: A qualitative analysis of the characteristics of outstanding mentors. The American Journal of Medicine 2011;124:453-458

What type of mentorship did you receive (practical skill acquisition, clinical reasoning with patients, mock scenarios) time allocation (%)? n=32



## “Assessment drives Learning”

“It has been confirmed, time and time again, that the majority of students regard assessment as the most important aspect of their course, and, consequently, use it to guide and frame their learning.”

Learning is more effective when students understand the assessment process

Price M, Carroll J, O'Donovan B, Rust C. If it was going there I wouldn't start from here: a critical commentary on current assessment practice. *Assessment and Education in Higher Education*. 2011;36(4):479-492

## How was the evaluation process conducted and did you find this meaningful to the process?

- Majority of respondents did not have a formal evaluation process
- Verbal feedback during practical skills
- Discussion and written feedback on a case history of a patient as a requirement for the Intermediate Practical Exam (Orthopaedic Division CPA)
- "The evaluation process should not rely on a mark, but on a mutual consensus between the mentor and mentee's suggestions."



## How was the evaluation process conducted and did you find this meaningful to the process?

- Evaluation was done through clinical reasoning discussions, mentee elaborating on the indications, contraindications and considerations for manipulative techniques and a self-reflective process post manipulation with mentor
- Evaluation process was very relaxed – worked in the same clinic as the mentor – would email subjective and objective examinations to mentor to review, make comments and this was followed with discussion
- Patient assessment evaluations were very useful as it focused on the clinical reasoning



## Future Directions

- Establish more resources/training for both mentee and mentor
- Develop mentee checklists
- Structure of patient clinical reasoning – integrate/explore different approaches to clinical reasoning – may require a more longitudinal approach (over 2 or more sessions)
- Quality assurance – explore methods to monitor/assess the mentoring process

## References


Ezzat AM, Maly MR. Building passion develops meaningful mentoring relationships among Canadian Physiotherapists. *Physiotherapy Canada* 2102;64(1):77-85

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*Mentorship*

A collaborative process to embrace the person you want to be and create the life you want live.

Mentorship is a dynamic collaborative, reciprocal relationship focused on a mentee's personal and professional development.

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