

Mentor & Mentee's (M & M's)

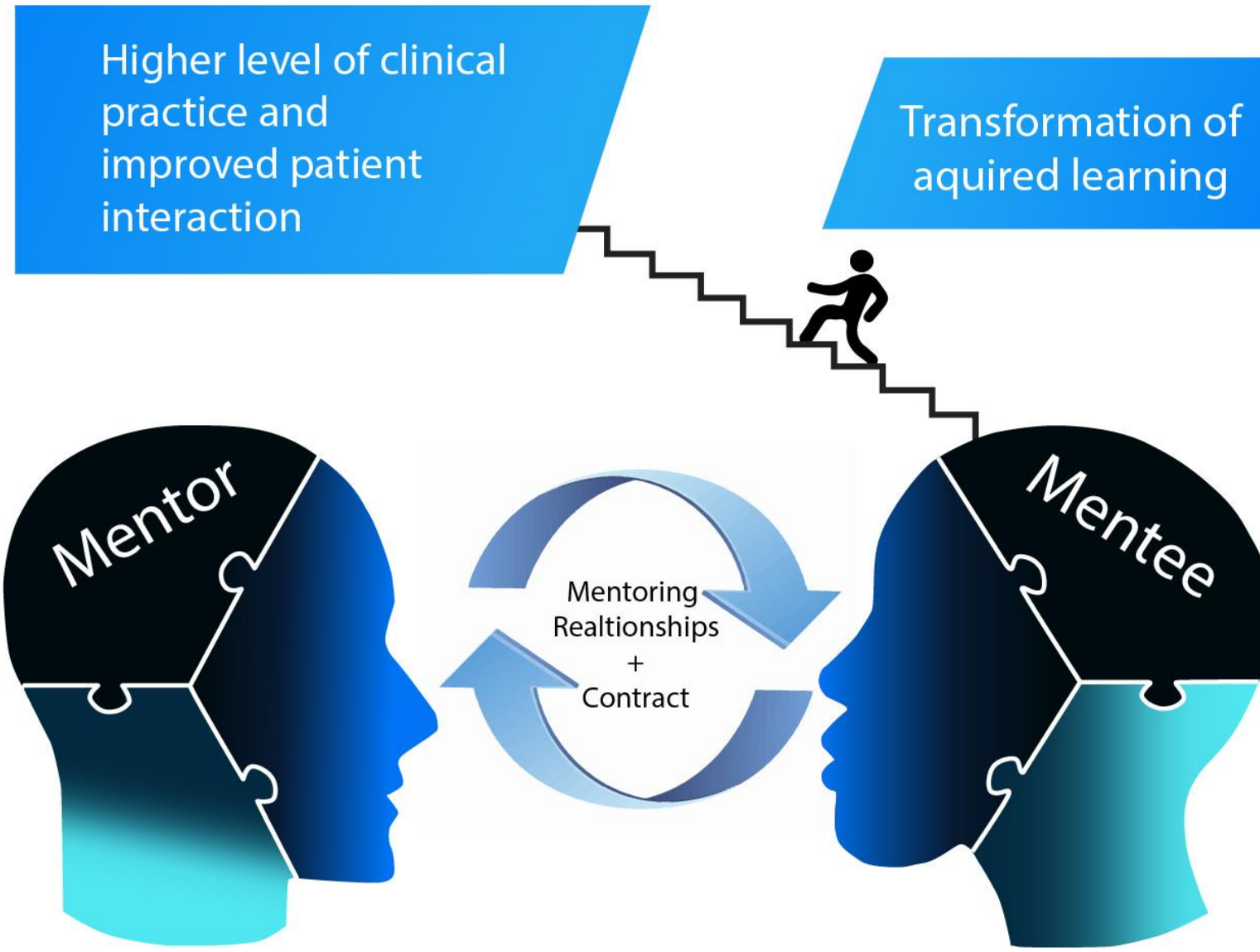
...like the candy,
digesting the importance of
their interactions
can transform any patient relationship

Standards Committee IFOMPT

Ronél Jordaan, Lorrie Maffey

Objectives:

1. Critically discuss the role of the mentor and how the mentor can meet the learning needs of the mentee (student).
2. Critical evaluation of the role of the mentor in developing an empowering learning contract with the mentee to facilitate the next learning step for the mentee.
3. Critically discuss the mentee's translation of the acquired M&M's (mentor-mentee's) learning into a higher level of clinical practice and improved patient interaction.



Mentoring

‘To help and support people to manage their own learning in order to maximise their potential, develop their skills, improve their performance and become the person they want to be’

Parsloe, 1992

Mentoring as a Concept

- ✓ **M = Management by both M & M to form a relationship/ Motivate**
 - Focus not to make Mentee dependent but to develop Mentee's independent critical thinking
 - Positive development of partnership, primarily driven by Mentee
 - Mentor helps to clarify Mentee's perspective with an *impartial* view

Mentoring as a Concept

- ✓ M = Management by both M & M to form a relationship
- ✓ **E = Empower / Encouragement from both M & M for growth**
 - Should be enriching for both Mentor and Mentee
 - Trust, understanding and positive expectations

Mentoring as a Concept

- ✓ M = Management by both M & M to form a relationship
- ✓ E = Encouragement from both M & M for growth
- ✓ **N = Nurtures growth and self-confidence for both M & M**
 - Critical Reflection plays an important role
 - Mentor highlights issues and assist Mentee in navigation through these / gives advice or direction

Mentoring as a Concept

- ✓ M = Management by both M & M to form a relationship
- ✓ E = Encouragement from both M & M for growth
- ✓ N = Nurtures growth for both M & M
- ✓ **T = Teaching / Transformative Learning**
 - Mentoring is about encouraging and facilitatory teaching in order for each to learn/grow; Teach by example
 - Transformative learning "...Incorporating the examination of assumptions, to share ideas for insight, and to take action on individual and collective reflection..."

Jack Mezirow, 2000

Mentoring as a Concept

- ✓ M = Management by both M & M to form a relationship
- ✓ E = Encouragement from both M & M for growth
- ✓ N = Nurtures growth for both M & M
- ✓ T = Teaching
- ✓ **O = Offers mutual respect & wise counsel**
 - Power-free partnership between two individuals

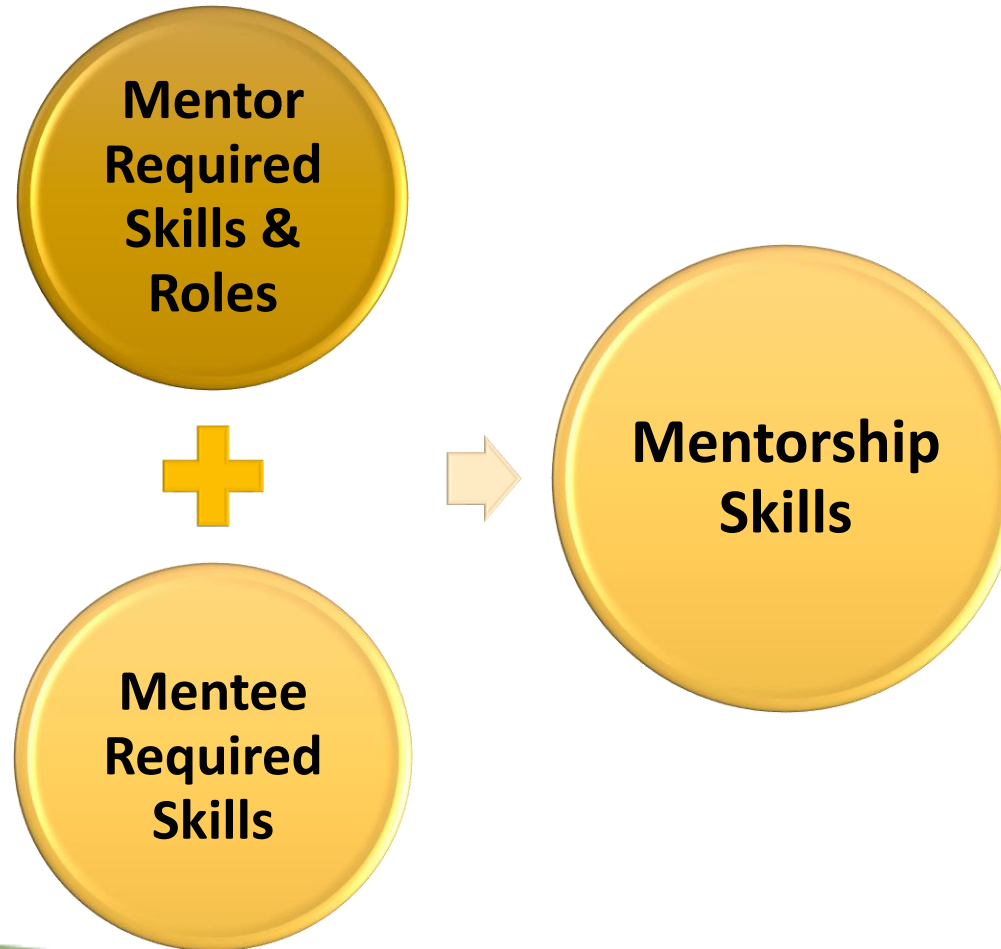
Mentoring as a Concept

- ✓ M = Management by both M & M to form a relationship
- ✓ E = Encouragement from both M & M for growth
- ✓ N = Nurtures growth for both M & M
- ✓ T = Teaching
- ✓ O = Offers mutual respect
- ✓ **R = Responds to the Mentee's Needs/ Raise the performance bar**
 - Mentors role is to provide direction in order to channel Mentee's efforts in the right direction
 - Role of the Learning Contract

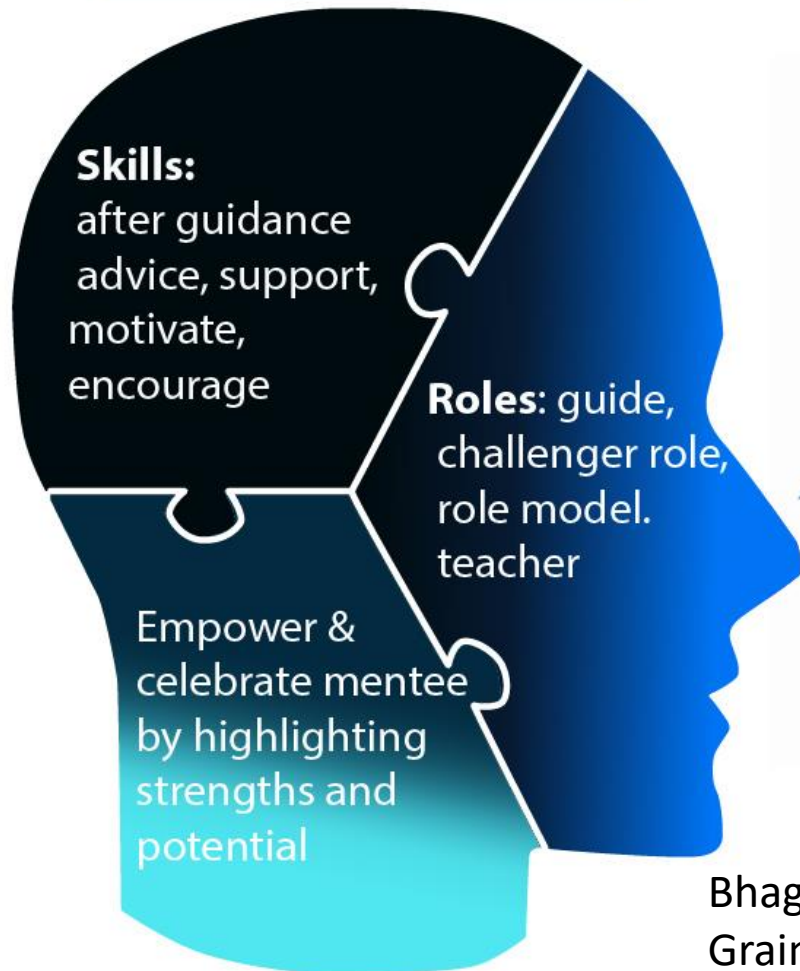
Types of Mentoring

Mentorship	Description Emelo (2015), Ensher , et al (2003), Law ,et al.(2014), Peroune L (2007)
Traditional	<ul style="list-style-type: none"> • One-on-one pairing of a senior leader (mentor) with a junior protégé (mentee) • Mentorship occurs face-to-face and is led by the mentor
Modern	<ul style="list-style-type: none"> • Mentee learns from multiple mentors • Mentorship is self-directed by the mentee and can occur virtually
Formal	<ul style="list-style-type: none"> • Structured process of mentorship that is time-limited • Mentor and mentee are intentionally matched
Informal	<ul style="list-style-type: none"> • Spontaneous process that occurs serendipitously over a flexible time period • Mentor and mentee are drawn to each other based on mutual interests
Group	<ul style="list-style-type: none"> • Multiple experts (mentors) and multiple learners (mentees) or a group of learners (mentees) looking to learn from one another • Learning is structured and individualized to each learner
Peer	<ul style="list-style-type: none"> • Occurs between two peers with similar knowledge, experience, and expertise
E-Mentorship	<ul style="list-style-type: none"> • Mentor and mentee communicate through an online forum, e.g., email, Skype, text messaging, websites, online chat rooms

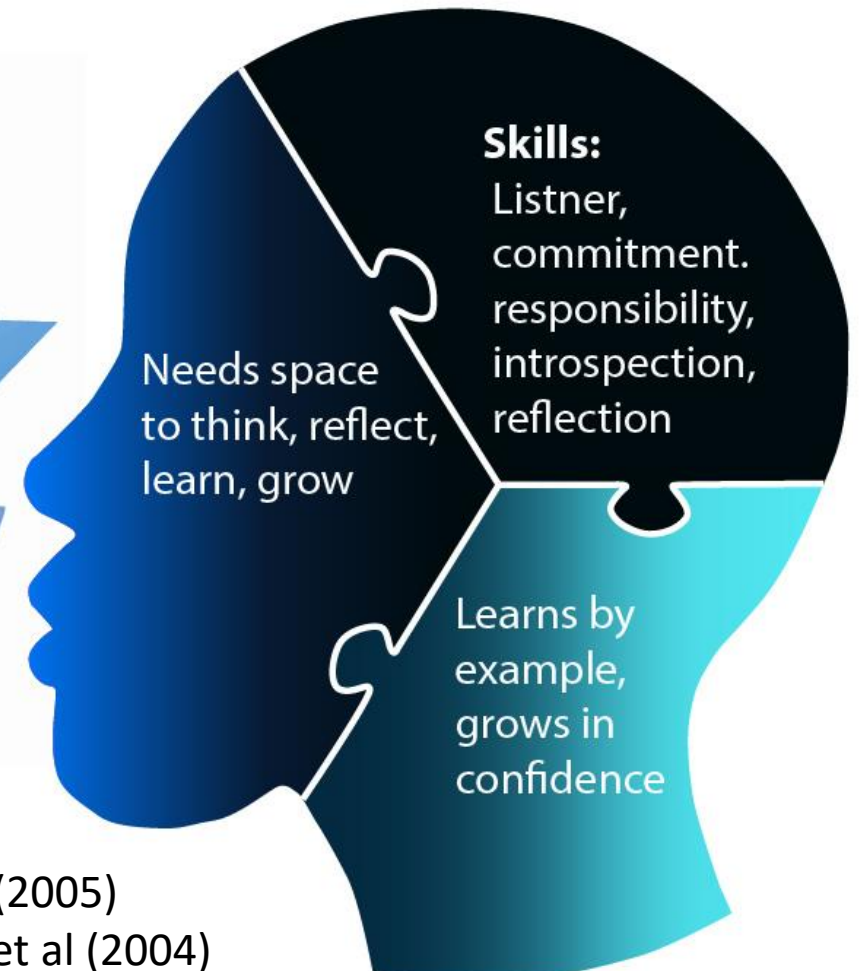
Mentoring as a Concept



Mentor



Mentee

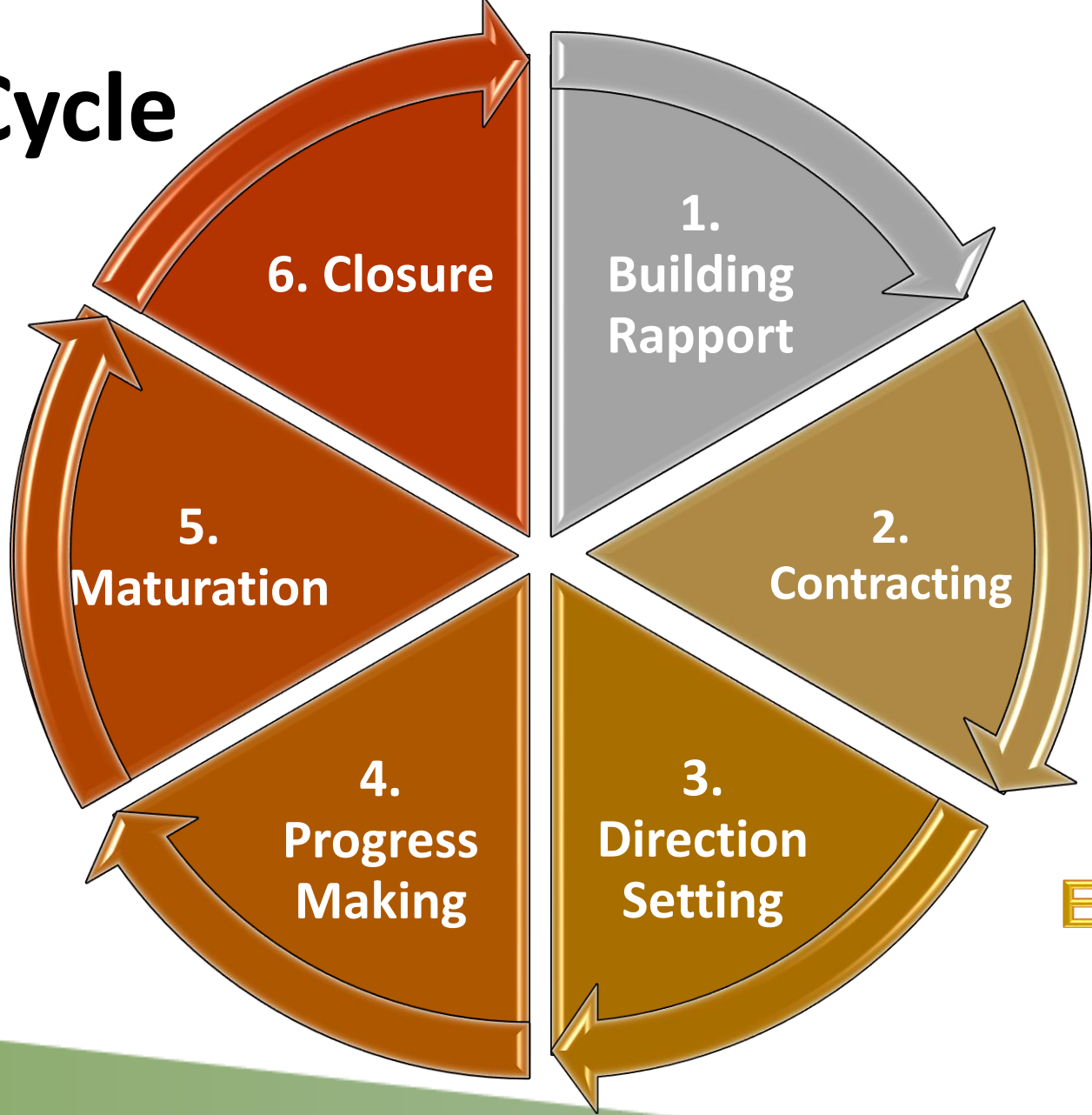


Bhagha J , et al (2002)
Grainger C (2002)
Hesketh EA, et al (2003)
Jackson, VA, et al. (2003)

Rose GL, (2005)
Levy BD, et al (2004)
Sambunjak D, et al (2009)
Zerhan JT, et al (2009)

Mentoring Cycle

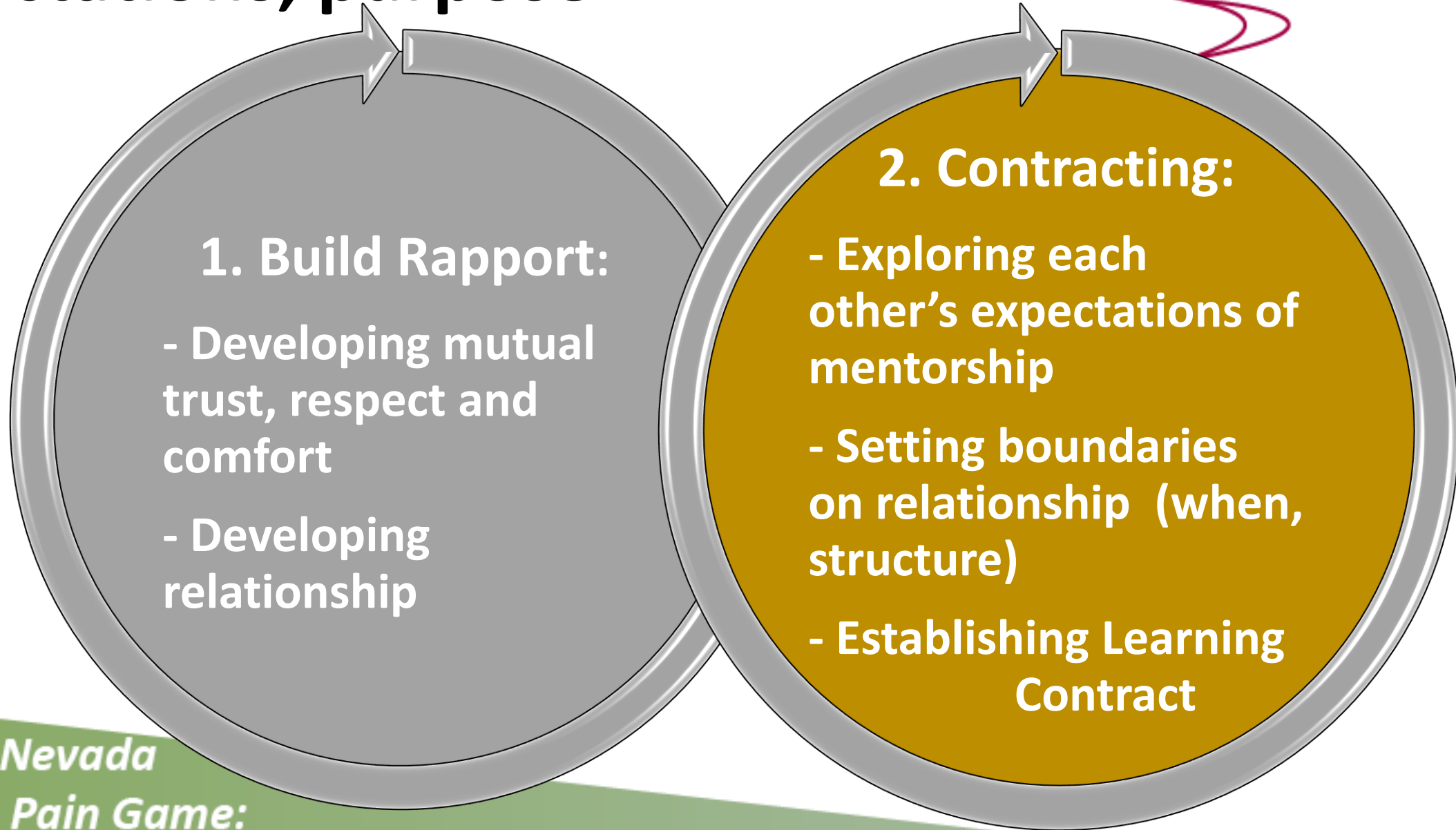
Phase 3
**Emergence/
Productive
Phase**



Phase 1
**Clarifying
Expectations/
Purpose**

Phase 2:
**Engagement/
Planning
Phase**

1. Expectations, purpose



2. Planning, engagement

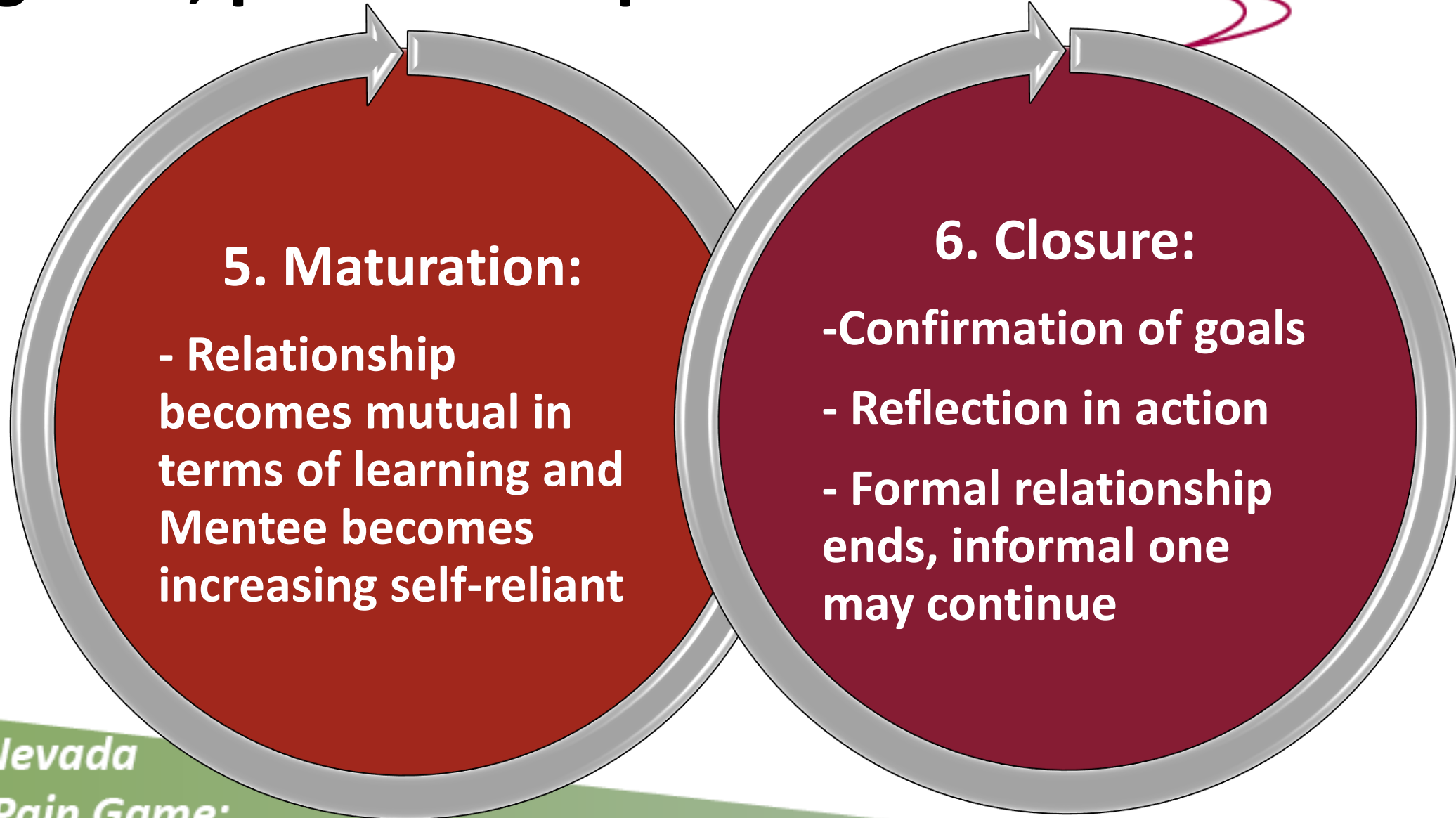
3. Direction Setting:

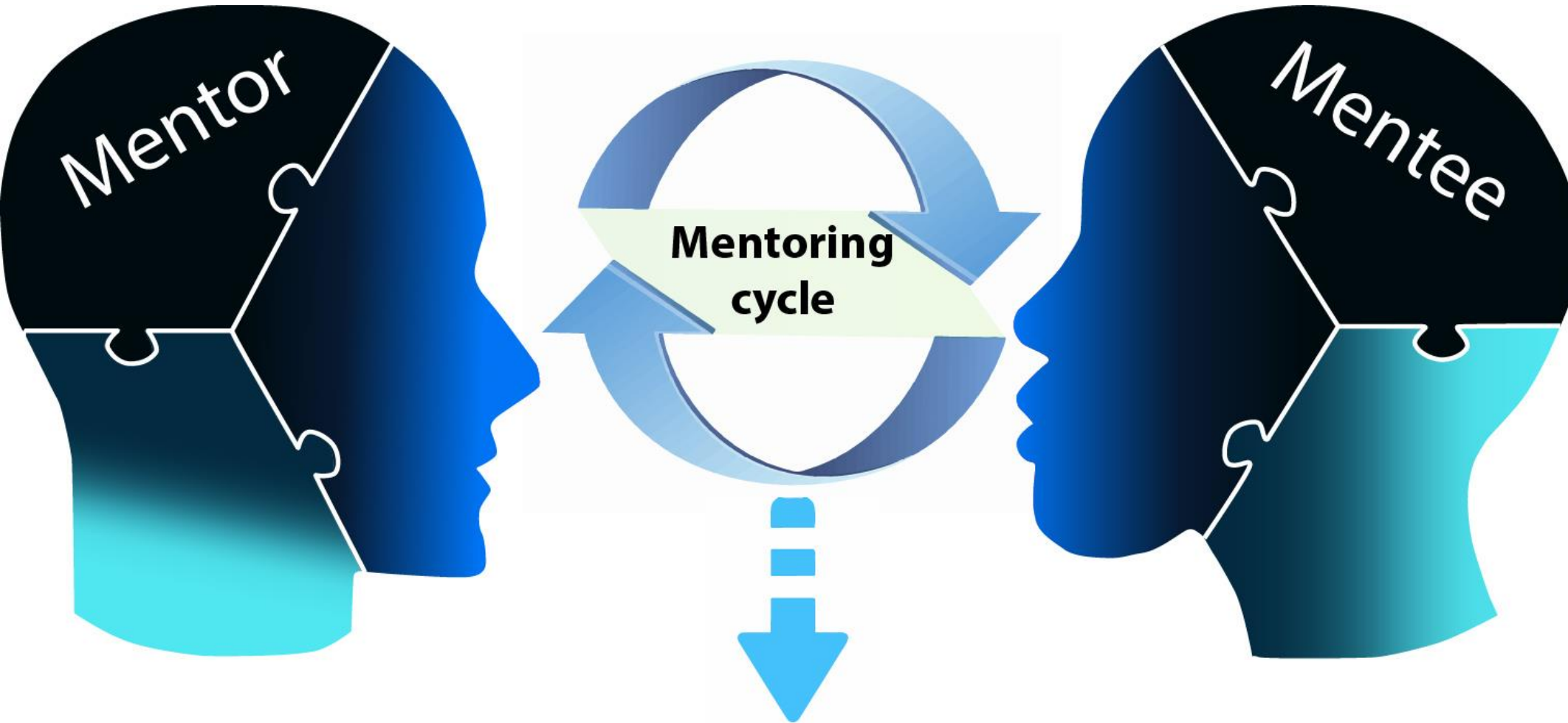
- Agreeing on goals & measurement
- Roadmap building for discussion and reflection (method to achieve Learning Contract, when review)
- Collaboration

4. Progress Making:

- Experimentation and learning proceed rapidly
- Formal and informal Reflection

3. Emergence, productive phase





**Developing of
an empowering
learning contract**

Learning Contracts

An AGREEMENT between Mentor and Mentee

- What Mentee will learn intertwined with goals of mentorship
- How they will learn it intertwined with learning styles and formats
- Time period for learning experience intertwined with self directed learning
- Method(s) of learning intertwined with reflection informal and formal
- Evaluation format

Helps to:

- Defining and Developing Relationship
- Building Roadmap for Discussion

Learning Contracts

- Structured
 - Partially Structured
 - Mutually Structured
 - Unstructured
-
- Educational Institution Driven
 - Clinical Placement Driven
 - Mentee Driven / Negotiated with Mentor-Mentee

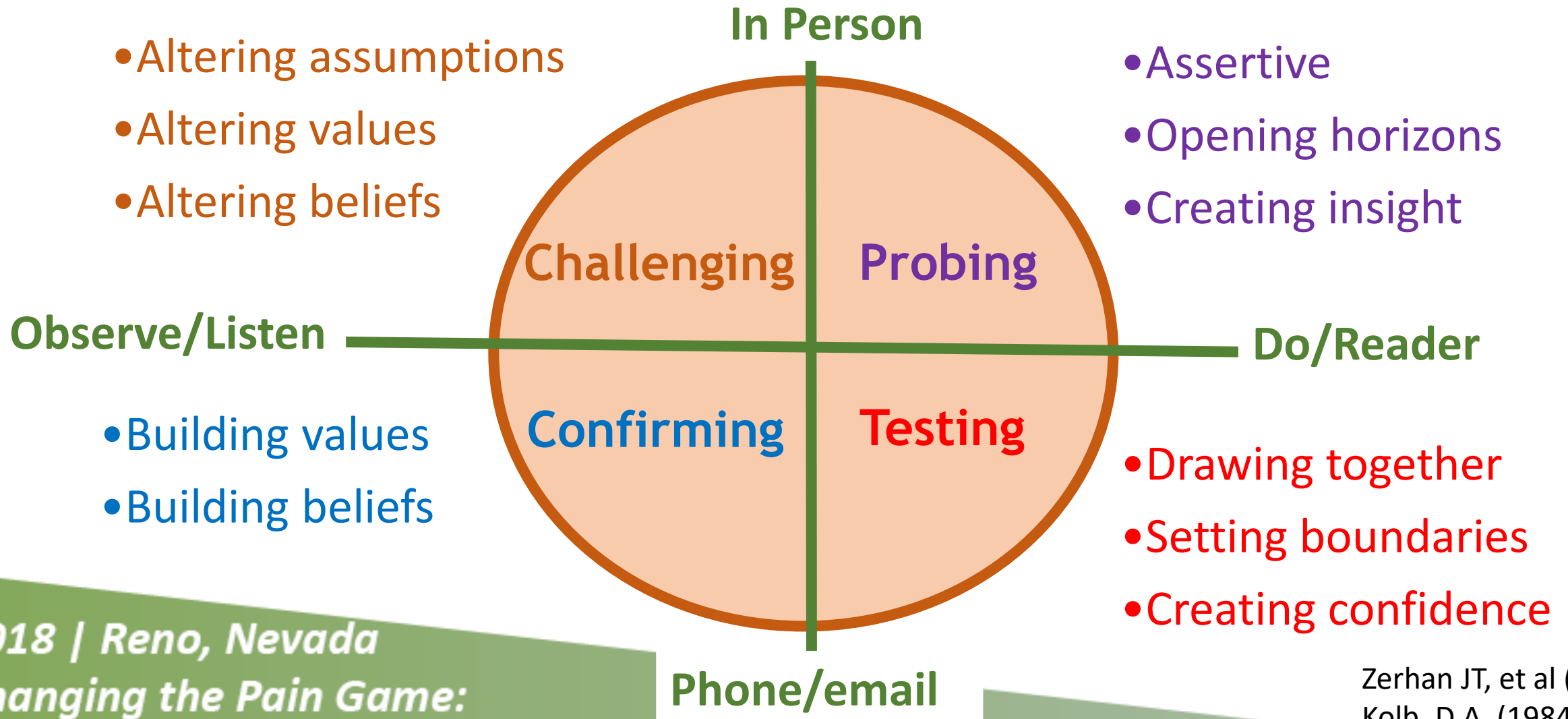
Learning Contracts

- Outcomes:
 - What is to be accomplished
 - Conditions which learning demonstrated
 - Level of proficiency to meet the outcome
 - ***Standards Document: Learning Outcomes***
- Resources
- Learning Alternatives
- Reporting and Assessment Alternatives:
 - Tests, Projects, Presentations, Portfolios

Learning Contracts

- Based on Mentee's needs, strengths, interests, goals
- Based on Mentor's needs, strengths, interests, goals
- Based on Educational Institutions needs, goals
- Need to be realistic and specific (Duffy K. 2013)
- Shared Mentee-Mentor responsibility for:
 - development, negotiation, review, revision, completion(Kashiwagi DT et al (2013))

Learning Contracts: Communication / Questioning Styles



Learning Contracts

Standard / Objective	Beginning Level (0-4)	Interm Level (0-4)	Ending Level (0-4)	Check the level that you earned	Reflection: A: Something that you do well B: Something where you can improve
Dimension 7 Standards Document	Date: Rating: Activity: Resources: Evidence:	Date: Rating: Activity: Resources: Evidence:	Date: Rating: Activity: Resources: Evidence:	<input type="checkbox"/> Not Yet <input type="checkbox"/> Met <input type="checkbox"/> Met + <input type="checkbox"/> Mastered	A: B:

Level	Learning Scale
4	Mastered the Standard
3	Met the Standard
2	Needs to practice the Standard
1	Needs help with the Standard
0	Has not stated learning the Standard

Reflective Practice

- The ability to reflect on one's actions so as to engage in a process of continuous learning

Schon, D (1983)

- Metacognition: Awareness & understanding of one's own thought processes. OED (2006)

- Metacognitive process that occurs before, during and after situations with the purpose of developing a greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters. Sandars, J (2009)



Reflective Practice

- Do by both the Mentor & Mentee: separate & together
- Do often, throughout the mentoring relationship
- Do formally & informally

Sandars J, (2009)
Duffy A (2008)



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- **Remember** - Look back, review, ensure intense experiences are reviewed.
 - **Experience** - What happened? What was important?
 - **Focus** - Who, what, where, etc. Roles, responsibilities, etc.
 - **Learn** - Question: why, reasons, perspectives, feelings? Refer to external checks.
 - **Evaluate** - Causes, outcomes, strengths, weaknesses, feelings - use metacognition.
 - **Consider** - Assess options, need/possibilities for change? Development needs? 'What if?' scenarios? Refer to external checks
 - **Trial** - Integrate new ideas, experiment, take action, make change.
(Repeat cycle)
- Lawrence-Wilkes - 'REFLECT' model (2014)



Conclusion: *What was learned? What else could have been done? Assess actions, impact now & future actions.*

Description:
What happened?

Feelings:
*What were you thinking, feeling?
How have those feelings changed?*

Evidence:
- How does class content/literature relate to understanding of situation?

Reflective Cycle

Analysis:
*- Explore details, why of your judgements.
- What challenged you?*

Evaluation:
*What was good/bad about experience?
Judgement or rating.*

Adapted from
Gibbs G 1988
Sandars J, (2009)

Types of Reflective Practice:

- Written journal, notes or diary
- Creative imagery - e.g., 'mind-mapping', sketches, pictures, diagrams
- Reflective dialogue and discussion - in groups, couples, etc., face-to-face or by phone or written, etc., and with a mentor or coach
- Electronically – email discussions, blackboard, online discussion groups
- Academic study - qualitative research, research process, reflective texts
- Published work - article, book, conference
- Meeting and discussion

Good evidence:

- Clinical practice longevity
- Evidence informed practice
- Protocol

Limited evidence:

- improved patient outcome
- Need further research



Reflections and application

- Your own life
- Within your own clinical / academic work
- Within your educational facility

Reflective Practice Self-Assessment:

Score each item 0 = None; 1 = Some; 2 = A lot

1. To what extent do you reflect?

- a) I make decisions about events as they happen.
- b) I change my behaviour or actions as events happen.
- c) I think about events and reasons for actions after they happen.
- d) I talk to others about events and behaviour after they happen.
- e) I think proactively after events to plan future action.
- f) I research/investigate issues to solve problems.

Reflective Practice Self-Assessment:

Score each item 0 = None; 1 = Some; 2 = A lot

2. What reflection methods/tools do you use?

- a) I write notes which I review (e.g., diary, journal)
- b) I talk with others.
- c) I explore theories, models, etc., that relate to my issues.
- d) I seek and get feedback from others about specific events / issues.
- e) I make image or audio records /interpretations of events / challenges.
- f) I observe events and situations that involve me carefully.

Reflective Practice Self-Assessment:

Score each item 0 = None; 1 = Some; 2 = A lot

3. Do you examine other points of view?

- a) I understand my 'self' views - subjective and objective.
- b) I empathise with colleagues' / others' viewpoints.
- c) I seek standpoints of external theories and concepts.
- d) I look for relevant discussions (e.g., journal, article, conference).
- e) I look at research / evidence.
- f) I try to make objective sense of social media.

Reflective Practice Self-Assessment:

Score each item 0 = None; 1 = Some; 2 = A lot

4. What assumptions do you question?

- a) My own ideas and beliefs.
- b) Other people's points of view.
- c) About task-related problems.
- d) About the way that I think, how and why (metacognition).
- e) I question books, newspapers, TV, etc.
- f) I question internet information.

Reflective Practice Self-Assessment:

Score each item 0 = None; 1 = Some; 2 = A lot

5. Your ability/freedom to reflect?

- a) I have or make time to reflect.
- b) I have necessary reflection knowledge, methods, and tools.
- c) I overcome any self-imposed barriers, habits.
- d) I understand how/why I think as I do (metacognition).
- e) I am sufficiently empowered personally/at work.
- f) I am free of negative influence by others.

Interpreting your scores:

There are a maximum 60 points available:

5 sections / Each of 6 questions = 30 questions with max. of 2pts each

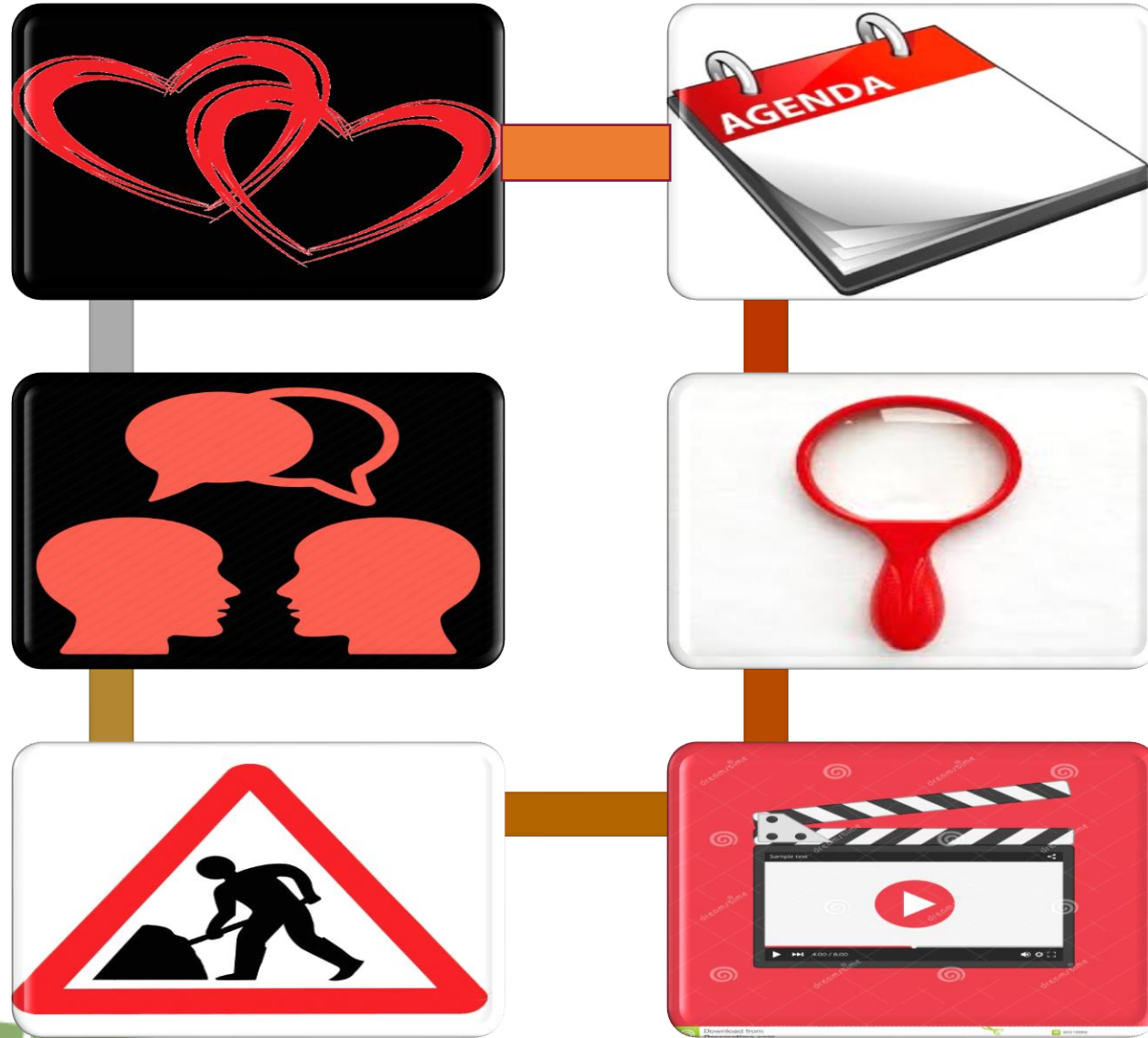
The total score indicates as follows:

0 - 20 - low interest/opportunity for Reflective Practice

21 - 40 - good potential for using Reflective Practice

41 - 60 - excellent potential for Reflective Practice or you are already a critical reflector

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Questions



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