

The impact of mentorship on one's practice: implications for mentors and clinical sites

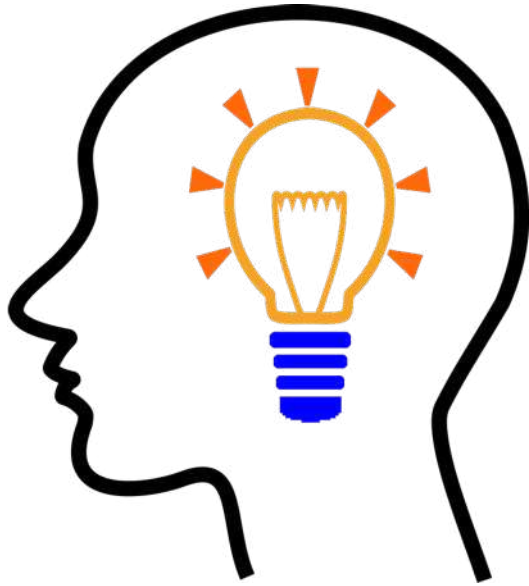
The background features a blue gradient with several white gears of various sizes scattered across it. In the lower portion, there are two stylized human silhouettes in orange and yellow, facing each other as if in conversation. The overall theme is mechanical and human interaction.

Susanne Mak, PhD candidate, MSc. OT(c), erg.

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BSc. psychology; Alik Thomas, PhD, OT(c), erg.

Overview

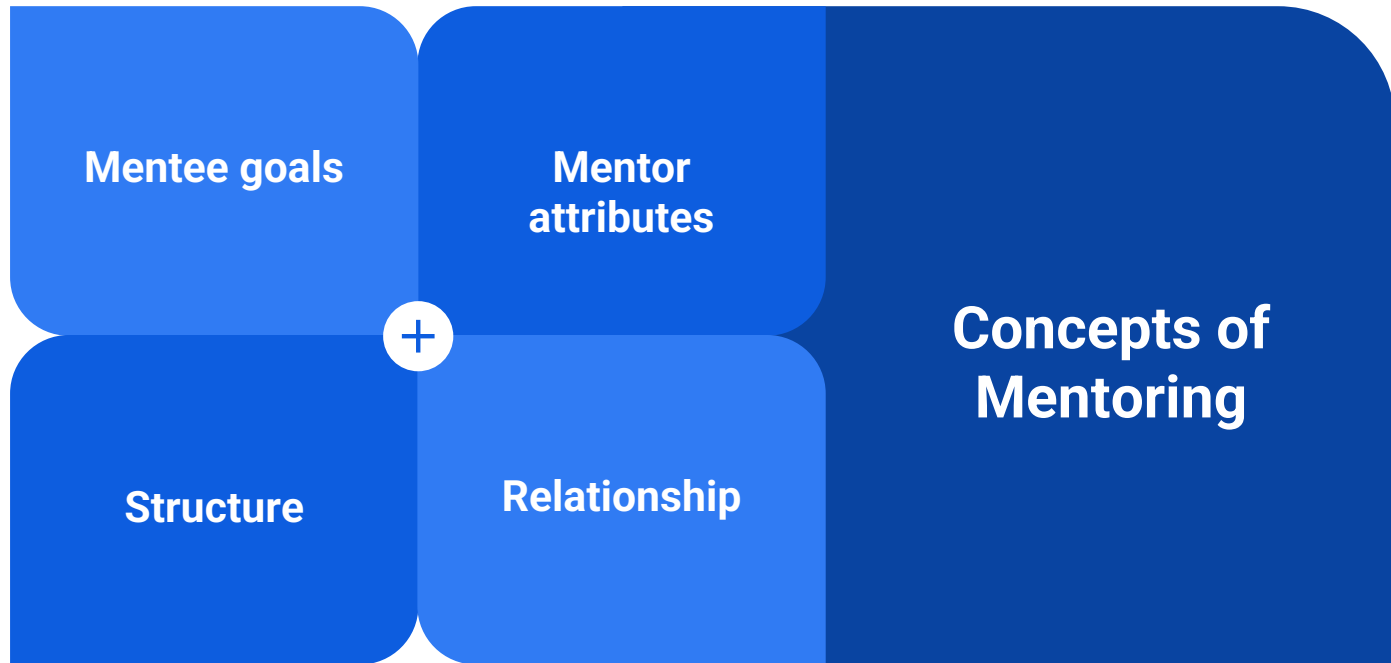
- Describe main concepts of mentoring
- Share:
 - Summary of the research study
 - Key ingredients in a mentoring approach
 - Challenges and benefits of being a mentor
- Discuss considerations for mentors and clinical sites
- Share possible resources



What is mentoring?

<https://jamboard.google.com/d/1lqLGHICULwX90tSbEMXh3pdYVBaArAvwxS-7BlnGRWM/edit?usp=sharing>





(Kalen et al, 2015; Okereke, 2000; Doyle et al., 2019)

OT Mentoring program



- Mentors follow a group of students from U1 to M2
- One 3-hr session per term
- Orientation, debriefing with mentors and support offered
- Selected through application process



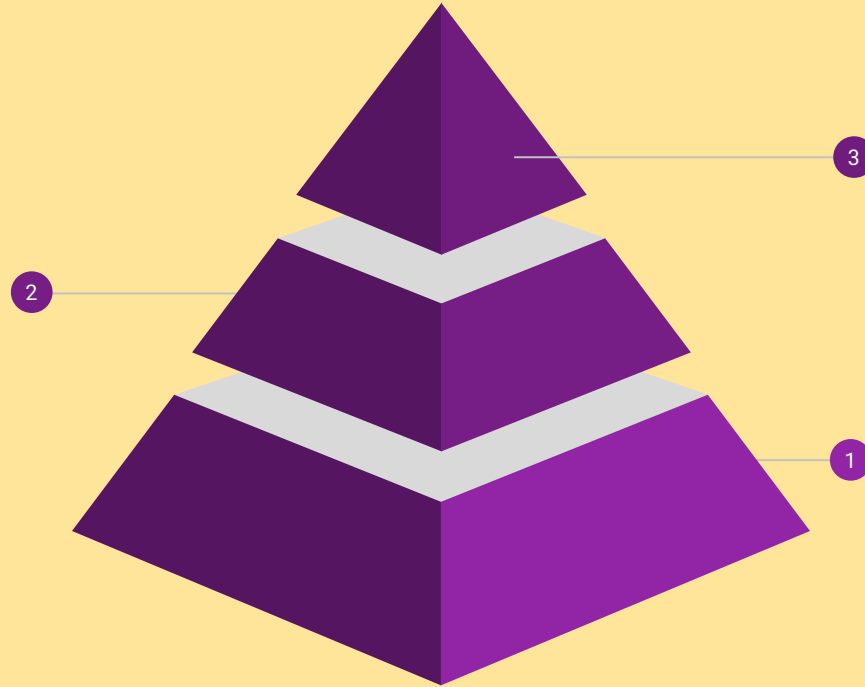
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d'ergothérapie

Summary of research study

Sampling

Twelve mentors
from the McGill OT
Mentoring program



Data Analysis

Thematic analysis
(iterative approach)
and constant
comparative
techniques

Methodological Approach

Interpretive description
methodology
Interviews (Zoom)

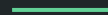


Key ingredients in a mentoring approach

Mentor beliefs and values

Knowledge and experiences

Learning for mentees and mentors



Inspires you

“Having mentors to really inspire you to work through the issues you are having and the doubts you have as an aspiring professional” [P8]

Approachable

“Even my old supervisors that I could reach out to and ask them questions when I was actually starting practice was something that I really appreciated.” [P10]

Offers guidance (tailored to context)

“a lot of people have gone through questionable working conditions, questionable burnout [...] when you get people who are at the level where they are about to graduate [...], you want to be able to be like “these are the pitfalls that I have passed through” [P8]

How will you implement your approach?

Why do you want to be a mentor?

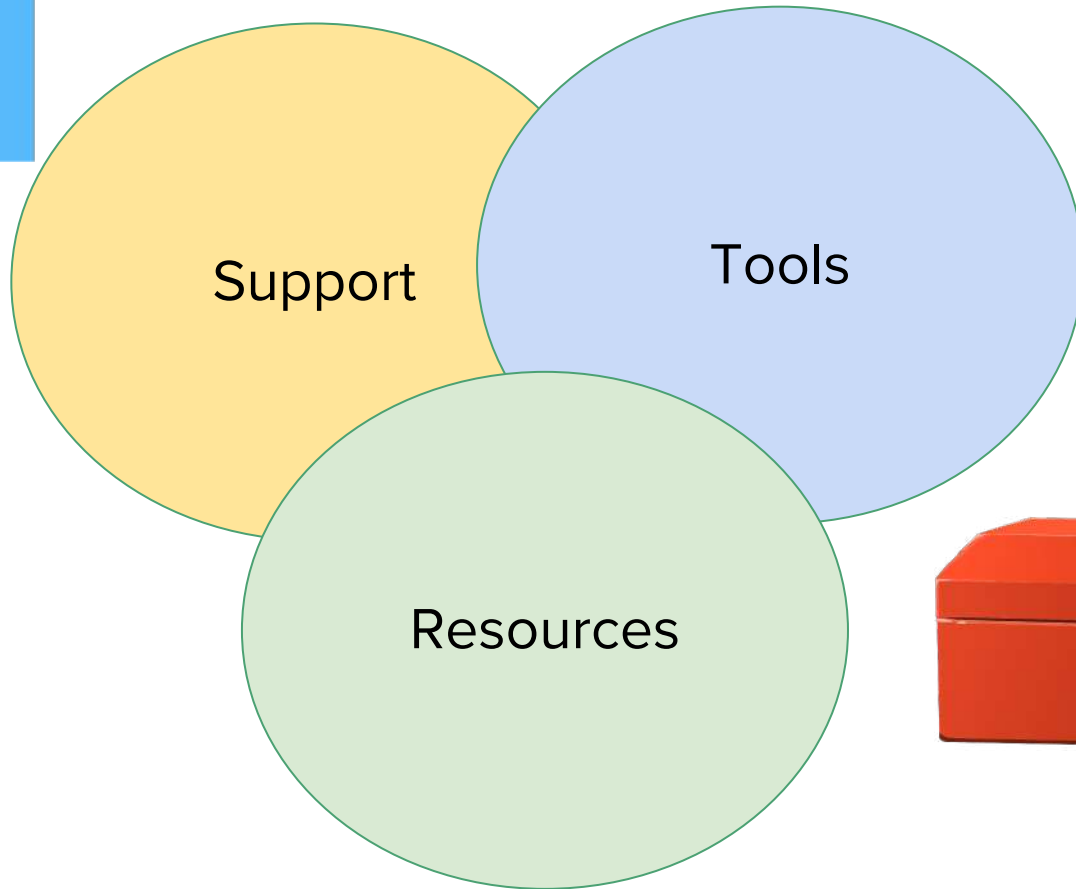
What and how will you prepare?

How will you build your relationship(s)?

How will you engage your mentee(s)?



What would help you to be a mentor?



Positive aspects



Paying it forward

Giving back, helping others, building relationship

Benefits mentor directly

Self-reflection, growth, recognition, opportunities for new roles

I just really love to teach and to share the experiences and I really like to be able to give that to students because I even graduated from McGill and we didn't have the OT mentoring program at that time. [...] I know the questions that they have in their head or what they are wondering because I was also there. So, just being able to provide that information to them is really great.

[Paying it forward, P12]

Challenges



Commitment to role of mentor

Preparation, other roles, student engagement

Navigating tensions and discomforts

Uncertainties, not knowing

[...] what ended up happening is that two of my students in a group of five left. [...] I mean look, everyone has their own path in life, but the student who left, I just felt like she had such creativity. She was such an out of the box thinker and you could see that from our first session [...] I could just see her fit in it. But anyways, she left the program to go pursue other things.

[Navigating tensions and discomforts, P3]

What should you think about when...

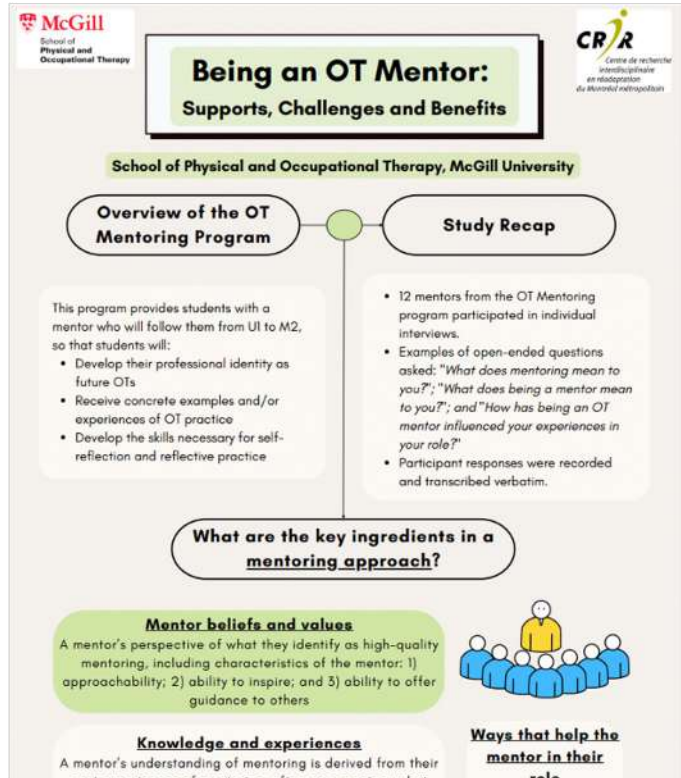
Becoming a mentor?

- Your motivations for this role (time, commitment)
- Your reflections on what is great mentoring
- Your needs as a mentor

Clinical sites want to support mentoring?

- Create dedicated time and space
- Offer learning opportunities to develop mentor role

Resources: Mentor Project Infographics



Resources: Articles

Journal of Cancer Education (2019) 34:629–637
<https://doi.org/10.1007/s13187-018-1360-6>



Mentorship in Medicine and Other Health Professions

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Abstract

Mentoring skills are valuable assets for academic medicine and allied health faculty, who influence and help shape the careers of the next generation of healthcare providers. Mentors are role models who also act as guides for students' personal and professional development over time. Mentors can be instrumental in conveying explicit academic knowledge required to master curriculum content. Importantly, they can enhance implicit knowledge about the "hidden curriculum" of professionalism, ethics, values, and the art of medicine not learned from texts. In many cases, mentors also provide emotional support and encouragement. It must be noted that to be an effective mentor, one must engage in ongoing learning in order to strengthen and further mentoring skills. Thus, learning communities can provide support, education, and personal development for the mentor. The relationship benefits mentors as well through greater productivity, career satisfaction, and personal gratification. Maximizing the satisfaction and productivity of such relationships entails self-awareness, focus, mutual respect, and explicit communication about the relationship. In this article, the authors describe the development of optimal mentoring relationships, emphasizing the importance of different approaches to mentorship, roles of the mentors and mentees, mentor and mentee benefits, interprofessional mentorships for teams, gender and mentorship, and culture and mentorship.

Keywords Mentorship · Mentor · Multidisciplinary teams

Review Article

Scoping review of mentoring research in the occupational therapy literature, 2002–2018

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Introduction: Mentoring affords personalised learning for professional growth. Research across disciplines has shown mentoring to positively affect behaviour, attitude, motivation, job performance, organisational commitment, and career productivity and success. This study was conducted to provide an overview of research focussed on mentoring practices and related outcomes specific to the occupational therapy profession.

Methods: This study follows Arksey and O'Malley's five main scoping review stages. PubMed, Embase, CINAHL, PsycINFO, Web of Science, ERIC, Social Services Abstract, ScienceDirect and ProQuest databases were searched for mentoring practices in the occupational therapy profession. Inclusion criteria were: empirical studies of mentoring provided to occupational therapy students, practitioners, faculty and researchers, published in English between January 2002 and December 2018. Studies of mentoring provided to occupational therapy clients were excluded. Data were extracted for quantitative information about study characteristics and qualitative information about mentoring processes and outcomes.

Common defining terms, mechanisms and outcomes of mentoring were extracted and categorised into: support, learning, process and relationship. Mentoring outcomes were related to knowledge acquisition and translation, professional behaviours, increased productivity and professional networking.

Conclusion: This scoping review presented commonalities of mentoring definitions, mechanisms and outcomes in empirically studied mentoring experiences and programmes in the occupational therapy profession. Methodological gaps in this research emphasise the need for occupational therapy practitioners and researchers to continue researching mentoring experiences by integrating theoretical frameworks, uniform definitions, rigorous design and standardised measures to evaluate the effectiveness of mentoring.

KEY WORDS mentorship, occupational therapy, scoping review, evidence-based, professional development.

Resources: Find out about mentoring programs



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Master of Science (Applied) in Occupational Therapy

Curriculum

Conceptual Framework

Occupational Therapy Mentoring Program

About the Program

Created in March 2016, the Occupational Therapy (OT) Mentoring Program is designed to facilitate the students' connection to the profession. Evidence has shown that in addition to formal education, mentors and role models are key to the development of a professional identity. The School of Physical & Occupational Therapy's (SPOT) identity is defined by the people within its





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interdisciplinaire
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Thank you!



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physiothérapie et
d'ergothérapie

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Questions?

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