

Mentoring Frame work for Postgraduate Training

Background:

During postgraduate training in medical specialities, trainees may face many challenges. In addition to the cognitive challenge, the trainees must also negotiate with challenges pertaining to professional and personal lives. While some trainees may be able to cope with these challenges effectively, some may not be able to do so and may feel isolated. Although PGIM emphasizes on allocating trainers and supervisors depending on the educational requirements of the programme, they may not be able to provide trainees with continued support throughout the training programme particularly in terms of personal and professional development, addressing emotional needs, and career guidance. The mentoring framework proposed herein shall provide this additional support for the postgraduate trainees.

Objectives:

The mentoring framework proposed aims to achieve the following objectives.

- Guide trainees towards personal and professional development through continuous monitoring of progress
- Early identification of struggling trainees as well as high achievers
- Early detection of trainees who are at risk of emotional and psychological disturbances
- Provide career guidance

Role of a Mentor:

A mentor is expected to develop a long-term professional relationship with the assigned mentee (e.g. the trainee) and provide guidance in achieving personal and professional development. The mentor shall be able to create a non-threatening environment for the mentee to share experiences, express concerns, and clarify issues.

Assigning Mentors:

Each Board of Study may have a pool of mentors selected taking into consideration the following.

- Expertise & Experience in the field (Mentee should be able to respect the mentor and accept)
- Professional integrity
- Honesty
- Accessibility & approachability
- Ideally the person should be considered as a 'Role Model' in the field.
- Willingness & Commitment to Mentoring programme

A trainee shall be provided with the opportunity to select the mentor from the pool of mentors. The Board shall also consider the following when making the allocation upon selected by the mentee.

- Avoid allocating the mentee's supervisor or the trainer as a mentor
- Maximum number of mentees allocated per mentor to be less than 6

Schedule for Mentor-Mentee Meetings:

Following is a brief guide for scheduling a mentor-mentee meeting.

1. First meeting to take place within the first two months of starting the programme.
2. The focus of the first meeting may be on getting acquainted, background, the interests, hobbies, obtaining contact details including email and telephone numbers, and best times for scheduling future meetings.
3. Subsequent meetings may be held every one to two months at mutually convenient dates and times during the first year of training.
4. After the first year, the mentor and mentee may agree on meeting depending on the need.
5. Mentee should be given contact details of the mentor so that he or she may contact when there is a need.
6. Each meeting is suggested to be at least 30 minutes.
7. The trainee may be requested to include a schedule of meetings with the mentor in the portfolio.

Focus of a Mentor-Mentee Meeting:

Mentor-Mentee meetings may focus on following areas during the discussion.

- Academic achievements, performances, and work schedules (e.g. rotations, upcoming evaluations and preparedness)
- Career goals, success of achieving the same and pathways.
- Emotional distress and difficulty in coping.
- Professional and personal life balance.
- Conflict resolution

Support Structure:

Helpline:

A helpline will be setup at the PGIM providing trainees an opportunity to talk with a senior member of the academic staff of the PGIM in an emergency. The calls will be forwarded to the senior academic members who would be able to provide trainees with guidance on resolving the problems they may endure during training. This service would be additional to the mentoring programme and the

mentors would be able to convey the availability of this service to their mentees in addition to making themselves available for the mentees.

Psychological Support Service:

The PGIM would also establish a psychological support service. The support service would be run by designated counsellors who are trained in providing psychological support for trainees during times of emotional distress. The pathway to access the psychological support service may be through the helpline or through their respective mentors.

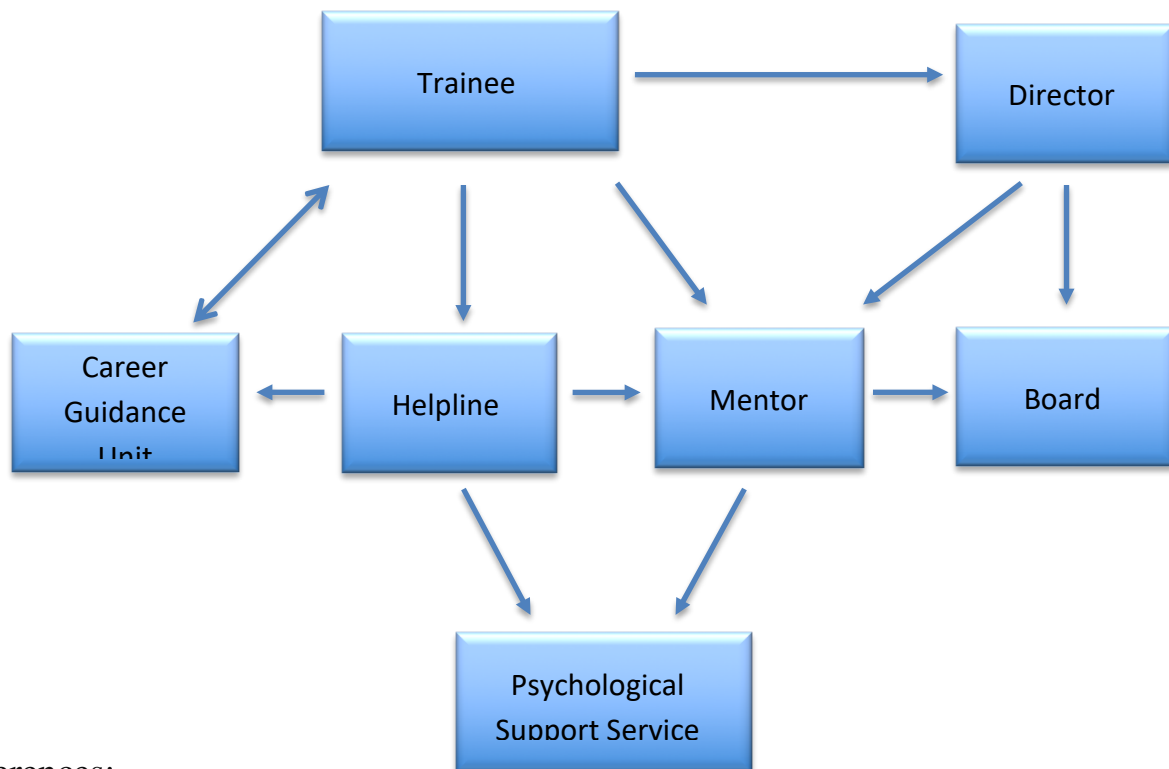
Mentor – Mentee Training

The PGIM shall also provide training for both mentors and newcomer trainees. These training programmes would be arranged for the mentors selected by a particular board of study prior to establishing the mentorship programme. The MERC shall coordinate the programme.

A mentor training programme may expect to achieve following outcomes (extracted from the mentor training workshop of the RCP):

- Identify the qualities, skills and behaviours of an effective mentor
- Outline the basic structure of a successful mentoring relationship
- Use appropriate techniques, including objective setting and reviewing, to establish and sustain an effective mentoring relationship
- Recognise the ethical dilemmas that can arise in mentoring relationships
- Reflect on your own personal development needs as a mentor.

Mentoring Programme Framework:



References:

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