

Introduction to Mentoring

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Some slides were adapted from ITECH's Clinical Mentoring presentation



Adult Learning

- **Professional Experience:** Adults expect that their experience and expertise will be respected and accessed as they learn.
- **Shared Learning:** Adults enter learning environments expecting to learn from each other. Both their mentors and colleagues are sources of learning for them, and they want opportunities to listen to their stories and ask questions.



Adult Learning cont.

- **Task-based Focus:** Adults want to learn what will help them accomplish job tasks effectively back in their work environments.
- **Self-Direction:** Adults do not want to be told what to do; they want a strong guide to provide expert advice and useful, new information.



Lessons from Adult Learning

- Well-known saying in teacher training courses:
 - *I hear and I forget.*
 - *I see and I remember.*
 - *I do and I understand.*



Is Didactic Training Effective?



Problems with Didactic Training

- Possible to test knowledge gained via pre/post test; No means to assure knowledge gained actually translates into clinical practice.
- Often in resource poor settings not enough didactic trainings available to HCWs to help reinforce information
- Didactic training does not guarantee a change in clinical practice that reflected the didactic teaching.



The Mentoring Model



Mentorship

“A process whereby an experienced, highly regarded, empathetic person (the mentor), guides another individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development.”



The Standing Committee on Postgraduate Medical and Dental Education (SCOPME), 1998



WHO GETS MENTORED? BY WHOM?

- Nurses, Physicians, Pharmacists, Counselors, Lab Technicians, Data Clerks, Contact Investigators, Clinic Managers

- Often expert physicians and nurses
- Sometimes pharmacists and lab technicians



Approach to Meaningful Mentorship

- Mentor's role is to guide the trainee through five stages:
 - Relationship building
 - Identifying areas for improvement
 - Responsive coaching and modeling best practices
 - Advocating for environments conducive to good patient care and provider development
 - Data collection and reporting



Methods of Mentoring

- Direct consultation of mentor to mentee in person by way of:
 - In-Clinic consultations
 - Case conferences

- Via phone consultation



Criteria for being a mentee

- Interested in participating in program
- Available
- Knowledge in the field
- Team oriented
- Willing to learn



Criteria for being a mentee cont.

- ■ Able to provide effective feedback
- ■ Patient
- ■ Trustworthy
- ■ Good listener



Characteristics of Optimal Mentoring

- Relationship; warm, trusting, respectful
- Learner is requesting a mentor
- Mentor can tell exactly where learner is
- Mentor really listens to learner and the learner knows it
- Able to process misunderstandings
- Continuity over time
- Power is shared. The mentor often responds, the learner initiates and makes decisions about what, when, how
- Learning is two way. Mentor is interested in learner's ideas
- Mentoring is seen as a trusting relationship



Establishing a mentorship culture.

- Create value and visibility
- Develop the right infrastructure
- Committed leaders and time to mentoring
- Available financial, technological, and knowledge resources
- Recruit the right mentees



Dilemmas In Mentoring



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Dilemmas In Mentoring


- ■ Defensiveness
- ■ Putting on the BEST SHOW (not the usual) for the Mentor
- ■ Bad (as opposed to Best) Practices
- ■ Ethical Edges - “Diagnostic Screening”
- ■ The limits of moving between the resource rich and resource limited setting



Conclusions

- Mentoring complements traditional didactic learning
- It may be the most effective way to help improve HIV/AIDS care in the clinic, especially improving an ART program's likelihood of success
- Relationship and communication skills are paramount
- There are difficulties in mentoring
- This can be a new way of learning for many people



A young girl with curly hair, wearing a patterned dress, stands on a beach at night. She is looking down at the water, which is illuminated by a warm light source, possibly a lamp or fire. The background is dark, with some distant lights visible.

**Do not wait for leaders;
do it now, person to
person.**

Mother Teresa