

Mentoring: How to be the Trusted Voice and Guide for Residents- Implementation

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Objectives

- Identify opportunities to establish a mentoring relationship during the residency year.
- Describe barriers preceptors may encounter while mentoring a resident.
- Explain the benefits of successful mentoring.

Challenge

The pharmacy residency years are a time when a mentor can have significant impact on a resident.

Challenge

However, the resident's work schedule and their brief time in the program allow limited opportunities for interactions.

Mentoring

- Formal
 - Structured, announced
- Informal
 - Recognized, evolving

Mentoring

- “Culture” of mentoring
- Measures of success

Relationship building

- Start from beginning of year
- Personal goals/career focus
- Respect
- Peer
- Focus ahead to eventual colleague status

Required structure of accredited programs

- Resident's initial assessment
- Residency plan (customization)
- Formative evaluations/coaching
- Monthly/quarterly progress
- Resident's self assessments
- Feedback

Launching mentoring

- Personal goals
- Resident's specific interests
- Exposure to many possible mentors
- Planned time for mentoring
- Residency program's elective goals and objectives

Mentoring activities

- Presentation opportunities (local, national)
- Career planning
- Interview skills/advice
- Publications
- Journal article, poster reviewer

Mentoring activities

- Professional associations
- Internet groups
- Networking access
- Professional leadership participation (committees, commissions, etc.)
- Formal teaching activity (certificate)

Make time for contact

- In addition to structured evaluation times during year
- At outside activities (ASHP midyear, residency conferences, etc.)
- Informal gatherings

Multiple mentors

- Program director and preceptors
- Director of Pharmacy
- Help resident seek right “fit” for a mentor in achieving long-term and short-term goals

Barriers

- Communication
- Time
- Environment
- Interpersonal dynamics
- Minimum standards
- Unrealistic expectations

What's in it for me?

- Self satisfaction
- "Paying it forward"
- Future peer interactions
- Staff development
- Recruitment
- Recognition by association

Key mentoring concepts

- Learning how to “learn”
- Interpersonal communication skills
- Balancing life with work

Learning how to “learn”

- Pathophysiology
- Pharmacology, Pharmacokinetics, Pharmacodynamics, Pharmacotherapeutics
- Literature evaluation
- Statistics
- Resources

Learning how to “learn”

- Good preceptor/bad preceptor

Communication skills

- 360 degrees
- Interdisciplinary interactions
- Feedback throughout the year
- Discuss positive and negative experiences

Balancing act

- Balancing life and work
- Good habits
- Knowledge
- Role models

Balancing act

Discussion of ten brief consecutive readings by different authors:

Brennan, C. Life's balancing act. Am J Health-Syst Pharm. 2007;64:1230

Balancing act

Some topics covered:

- Single, married, parent worker issues
- Work flexibility options
- Support systems
- Escape with outside interests

Summary

- Incorporate mentoring into required accreditation evaluations and activities.
- Make time or maximize use of the time you have with the resident.
- Allow selection of multiple mentors.

Summary

- Be aware of barriers and benefits of mentoring.
- Develop relationship with resident for future communication/collaboration.

A lot of people have gone further than they thought they could because someone else thought they could.

~ Unknown

Additional reading

White SJ, Tryon, JE. How to find and succeed as a mentor. Am J Health-Syst Pharm. 2007;64:1258-59.

Altman JS. The value of mentorship. Am J Health-Syst Pharm. 2005;62:2474-77.