Mentoring Program For Medical Residents: Design and Implementation.

Oscar Valencia-Urrea, Mary Ana Cordero Díaz, José Antonio Dávila Rivas, Raúl F. García Maya, Cynthia Sofia de la Rosa Zapata

September 27, 2019
I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Awareness: Importance & Need for Mentoring Residents

• Academic Health Institutions (International)
• Universities
• National accreditation bodies

• **Mentorship:** Professional Relationship (reciprocal)
• **Mentoring:** Process
## Mentoring

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution declares</td>
<td>Without organizational intervention</td>
</tr>
<tr>
<td>Skills Training</td>
<td>-</td>
</tr>
<tr>
<td>Keep Record</td>
<td>It may or may not be documented</td>
</tr>
<tr>
<td>Assessment</td>
<td>-</td>
</tr>
</tbody>
</table>
Mentee

Mentee Needs

Academic

Personal

Professional development
Mentoring

1.- Process: Mentor  ←  Mentee
2.- Guide
3.- Support
4.- Detect Needs
5.- Confidentiality

- Development
- Re-examination of their own ideas
- Own decisions
Mentoring Project

Initiating
- Project Charter
  - Name
  - Organization
  - Has decided
  - Stakeholders
  - Customer
  - Manager

Planning
- Scope
- Quality
- Cost
- Time
- Risk
- Resources

Executing
- Skills training
  - (3 sessions)
- Mentor selection
- Process 1:1
  - (Program Directors)
- Refer

Controlling
- Documentation
- Commitment
  - *support & guide
  - scoreboard
  - Program Directors

Closing
- Analyze
  - *obstacles
  - *accomplishments
- Acknowledgements
- Future Projects

May 2018
August 2018
January 2019
Mentor Skills Training

Module 1
- Project presentation
  - Introduction
  - Rubric
  - GROW model

Module 2
- QPR Gatekeeper
  - Suicide prevention

Module 3
- Simulated cases
## Mentors Training: Sept 2018-May 2019

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Complete</th>
<th>Total of Mentors</th>
<th>Total of mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiology</td>
<td>92%</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Geriatrics</td>
<td>87%</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Patient Safety Quality Care</td>
<td>100%</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>Neonatology</td>
<td>71%</td>
<td>13</td>
<td>7</td>
</tr>
<tr>
<td>Cardiology</td>
<td>0%</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Source Note
Project Implementation

Basic Training
- Introduction
- QPR
- Gatekeeper
- Simulation
- August 2018

Intermediate Training
Online Courses “Psychological First-Aid”
Sept-nov 2018
- Panel
- Workshop

1) Match: M-M
2) Process
3) Reference
Sept 2018

Follow-up with mentors & program directors
January 2019
- Feedback Survey
  May 2019
Project

Initiating → Planning → Executing Implementation → Control → Closing

Feedback survey
- Healthcare Quality
- Cardiology
- Neonatology
- Geriatrics
- Radiology
Residents follow up  
Sept 2018-May 2019

<table>
<thead>
<tr>
<th>No. of mentees</th>
<th>Average sessions per resident</th>
<th>Residents without sessions</th>
<th>% of residents who had at least one session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radiology</td>
<td>16</td>
<td>1.3</td>
<td>4</td>
</tr>
<tr>
<td>Geriatrics</td>
<td>10</td>
<td>1.4</td>
<td>1</td>
</tr>
<tr>
<td>Patient Safety Quality Care</td>
<td>15</td>
<td>2.5</td>
<td>4</td>
</tr>
<tr>
<td>Neonatology</td>
<td>7</td>
<td>1.8</td>
<td>0</td>
</tr>
<tr>
<td>Cardiology</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
Survey

Mentoring Program’s Feedback

We invite you to answer this short survey so that we can do improvements in the Mentoring Program. It is totally anonymous.

*Obligatory

Program *
- Radiology
- Quality
- Geriatrics
- Neonatology
- Cardiology

How many sessions have you had with your mentee? *
- 0
- 1
- 2
- More than 2

In your opinion, how relevant/useful is this program? 1: Irrelevant, 2: Poor relevance, 3: Relevant, 4: Very relevant *

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrelevant</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Very Relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What benefits/impact does this program have? *

- Answer

What can get better in this program? *

- Answer

Evaluate the sessions

1st session: Introduction 1: Irrelevant 2: Poor relevance 3: Relevant, 4: Very relevant *

<table>
<thead>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irrelevant</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Very Relevant</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluate the sessions

1st session: Introduction 1: Irrelevant 2: Poor relevance 3: Relevant 4: Very relevant *

2nd: QPR 1: Irrelevant 2: Poor relevance 3: Relevant 4: Very relevant *

3rd: Simulated cases 1: Irrelevant 2: Poor relevance 3: Relevant 4: Very relevant *
Mentee’s Feedback

- Answered the survey: 71.6 % (38 of 53)
- Satisfied with their mentor: 83.9%
- Relevance: 26.3% + 50%

Benefits
Counseling and guidance
Empathy
Have a role model
Support and feel listened
Mentor’s Feedback

- Answered the survey: 68.4% (26 of 38)
- Relevance: 30.8% + 61.5%

**Benefits:**
- Get to know the resident (needs and interests)
- Improved resident performance
- Best communication and support
## Next steps

<table>
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<tr>
<th>Specialty</th>
<th>Complete training</th>
<th>Total of mentors</th>
<th>Total of mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ophthalmology</td>
<td>11%</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Surgery</td>
<td>64%</td>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>Internal Medicine</td>
<td>66%</td>
<td>18</td>
<td>29</td>
</tr>
<tr>
<td>Anesthesiology</td>
<td>45%</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Gynecology and Obstetrics</td>
<td>50%</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>60%</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Pathology</td>
<td>0%</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Urology</td>
<td>100%</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Neuropediatrics</td>
<td>0%</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Online training
Acerca de este Curso
183.957 vistas recientes

Este curso on-demand (ABIERTO, se puede cursar en cualquier momento), impartido en castellano por la Universidad Autónoma de Barcelona y el Centro de Crisis de Barcelona, está destinado a entrenar en la aplicación de primeros auxilios psicológicos (PAP) a personas afectadas por situaciones altamente estresantes, abarcando tanto emergencias cotidianas (incidentes críticos estadísticamente frecuentes que afectan de manera
Next Steps

1. Basic training
2. Online training
3. Project Mentors of Mentors (peer mentoring)
Limitations

1.- No budget
2.- Volunteer Mentors
3.- Program Director is responsible
Abdul - Jabbar
1947-

John Robert Wooden
1910-2010
References


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September 27, 2019
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Your input matters.

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• Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

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• Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.

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