

Mentorship in Canadian Residency Programs

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Disclosure Statement



I have no actual or potential conflict of interest in relation to this presentation.

A decorative graphic at the bottom of the slide consists of two overlapping, curved shapes. The upper shape is a dark teal color, and the lower shape is a dark red color. Both shapes curve upwards from left to right, creating a sense of movement and depth.

What is Mentorship?

“A mentoring relationship is one that may vary along a continuum from informal/short-term to formal/long term in which faculty with useful experience, knowledge, skills, and/or wisdom, offers advice, information, guidance, support, or opportunity to another faculty member or student for that individual’s professional (and personal) development.”

- Berk et al (2005)

Mentorship in medicine involves three discrete dimensions:

- Professional
- Educational
- Personal

Why is Mentorship Necessary?



- A cornerstone to the Royal College CanMEDS competency-based framework, and the College of Family Physicians Canada (CFPC) Triple C curriculum
 - Provides trainees with role models who embody qualities such as collaborator, communicator and manager
- Guide residents on various aspects of clinical practice:
 - professionalism
 - work/life balance
 - personal growth
 - professional development
- Prepare future generations of physicians for academic, clinical, and leadership positions

Why is Mentorship Necessary?



Successful mentor-mentee relationships enhance the residency training experience in addition to enriching the professional lives of practicing physicians.

Fosters the development of physicians with integrity, knowledge and compassion.



The Resident Perspective

A literature search was performed on the topic of mentorship in residency programs over the past 10 years.

CAIR 2012 National Resident Survey (April 29th to May 31st).

Of the 2,300/8000 resident physicians who responded:

- **33% did not have a mentor**
- 13 % had both formal and informal mentors
- 23% had mentors provided by their program

The Resident Perspective

Two important mentorship themes emerged from the survey:


1. Residents want to be mentored in:
 - **Career planning**
 - **Professional development**
 - Education
 - Work life balance
 - Research
2. More than half of all respondents intended to pursue training beyond their primary specialty. Therefore, in order to succeed in a competitive academic environment, residents need to be mentored through the fellowship application process.

Currently...

The responsibility for finding a mentor is often left to the resident



Avenues for Mentorship

- Residency programs could provide residents with options for available, motivated and committed mentors
 - Residency programs could assist with matching residents with faculty mentors through formal mentorship programs
 - Faculty and program directors could cultivate an environment that fosters mentorship
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Challenges

1. What is the role of a mentor: *advisor, role model, confidant, teacher?*
2. The field of academic medicine has changed
 - Perceived lack of time due to increasing clinical, research and administrative responsibilities
 - Perceived lack of importance by faculty for mentoring if it is not a recognized academic activity (promotion)
 - Limited support and training for mentors
1. Inconsistent implementation, participation and evaluation of mentorship programs
2. Mentors feel isolated with limited opportunity to share challenges or celebrate successes with fellow mentors

Benefits

Mentee

- Career guidance and satisfaction
- Personal growth and development of academic/professional skills
- Enhanced networking opportunities
- Increased research productivity

Mentor

- Increased fulfillment with ones work
- Personal satisfaction of imparting experiences and knowledge gained throughout one's career
- Credit toward academic appointments/promotion

Organization

- Recruitment in clinical, academic and leadership positions
- Knowledge management and retention

Successful Programs

Five basic steps for a successful mentorship program (Ehrich et al.)

1. Structured organizational support, including opportunities for multiple mentors
2. Clarification of roles, responsibilities, and goals for both mentors and mentees
3. Appropriate matching of mentors and mentees
4. Orientation and training for both mentors and mentees
5. Monitoring and ongoing evaluation of mentoring program/relationship

Recommendations

1. We encourage Postgraduate offices, the Royal College, CFPC and Program Directors to work together to establish mentorship opportunities for all residency programs.
2. Medical schools and their postgraduate departments should establish a culture that values and promotes mentorship by providing incentives for mentors, such as:
 - a) Formal recognition for activities related to mentorship contributing to academic promotion
 - b) Awards and recognition for mentoring
 - c) Protected time for mentors
 - d) Professional development funding
3. Senior residents who adopt mentor roles with junior residents should have formal training in teaching and mentoring.



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