Role Modeling and Mentoring as Strategies for Connecting with the Next Generation

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Introduction

• Role modeling and mentoring are an integral part of medical education.

• They play an important factor in shaping the values, attitudes, behaviors and ethics of trainees.

(Wright, et al. 1998)
Introduction

- Role models and mentors have a strong influence on the career choices of medical students.  
  
  (Ambrozy, et. al, 1997)

- 70% of medical students could name a faculty member who influenced their choice of medical specialty.

  (Rueler & Nardone, 2004)
Introduction

A Question for You:

What is the difference between a role model and a mentor?
Introduction

Role Models

- teach by example
- brief contacts with learners
- can be a positive or negative influence

Mentors

- generally senior
- proactive
- longitudinal relationship with a learner
Introduction

Session Objectives
At the end of this session, you will be able to explain:

• the importance of role models

• strategies for being an effective role model

• what we know about mentoring junior colleagues

• strategies for being an effective mentor
Role Modeling

“Role modeling is the most powerful learning strategy”
Importance of Role Modeling

M.D.s are cleanliness role models

Study finds if doctors don’t wash, their interns, nurses probably won’t.

Associated Press

ATLANTA — If the doctor doesn’t wash his hands, the nurses, residents and medical students under his supervision probably won’t wash up either, a study found.

Overall, hospital staff members in the study washed their hands about half of the time after contact with a patient. But the influence of a senior doctor was so great that if he did not wash his hands while making rounds, the staffers with him washed up only about 10 percent of the time.

The study was conducted by the Centers for Disease Control and Prevention and Chicago’s Northwestern Memorial Hospital.

The findings underscore the need to educate hospital “role models” to wash their hands so that “students or technicians see it’s an important part of patient care,” said Dr. William Trick, a CDC epidemiologist.

The study observed hand-washing practices at the hospital’s old and new facilities in 1998 and 1999. It found that better access to sinks — more were installed in the new hospital — did not always lead to better hygiene. Workers washed up more frequently at the old hospital (53 percent of the time) than at the new hospital (23 percent of the time).

“Making things more convenient is not the answer,” said Elaine Larson, associate dean of research at Columbia University’s school of nursing.

An estimated 2 million infections occur in U.S. hospitals each year, causing about 90,000 patient deaths. Experts believe most hospital infections are from contact with health workers.
Importance of Role Modeling

Attributes of Excellent Physician Role Models

• enthusiasm for their specialty
• clinical reasoning skills
• clinical competence
• valued the doctor-patient relationship
• valued the psychosocial aspects of medicine
• enthusiasm for and skills of teaching
• communicated effectively with learners

NOT IMPORTANT
• excellence in research
• academic position

(Paice, et. al, 2002)
Strategies for Being an Effective Clinical Role Model

1. Work at being a positive example
   • do what you want learners to do

2. Role model your clinical reasoning skills
   • talk out loud as you work with patients

3. Tell learners why you did what you did
   • debrief common patients
Take Home Points

1. Role modeling is the most powerful learning strategy.

2. Learners are always observing their role models.

3. Make a conscious effort to be an intentional, effective role model.
Mentoring

Mentor—the Definition:

• someone with whom learners have had a longitudinal professional relationship;

• someone who has advanced knowledge or experience;

• someone to whom learners turn for advice or support; and

• someone who is committed to their career success.
What Do We Know About Mentoring Our Junior Colleagues?

• Clinician Educators are less likely than other faculty types to have a mentor. (Feldman, 2010)

• 67% of CE’s have at least one mentor. (Feldman, 2010)

• CE’s report having multiple mentors. (Wasserstein, 2007)

• Having a mentor strongly associated with overall job satisfaction. (Wasserstein, 2007)

• NSD between CE’s genders, races and ethnicities in mentor type, needs or satisfaction with mentoring. (Sambanjak, 2006)
Strategies for Being an Effective Mentor

1. Believe that mentoring is important
2. Set expectations for protégé
3. Meet regularly with protégé
4. Listen more than talk
5. Non-judgmental, but provide feedback
6. Help protégé solve problems
7. Give credit to protégé
8. Advocate, network & protect protégé

(Stritter, 2005)
Strategies for Being an Effective Mentor

Setting Expectations

1. Committed to being a successful junior faculty member.
2. Has a short and long-term career plan.
3. Accepts responsibility for their career.
4. Takes initiative in soliciting help and feedback.
5. Follows through with commitments.
6. Listens to advice.
7. Communicates honestly with the mentor.

(Boice, 1998)