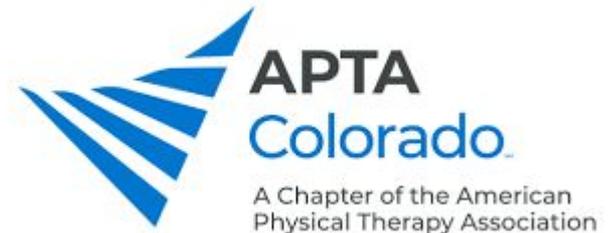


Mentorship Program Module for Mentees

Prepared by the APTA Colorado Student SIG and
Early Professional Leadership Committee



Introduction to Mentorship

What is mentorship?

Mentorship “centers on an emotional commitment, which focuses on the mentee’s **personal and professional growth.**”¹

The goal of the mentorship program is to provide participants with the necessary tools and knowledge to help establish a successful mentor-mentee relationship.

Introduction to Mentorship (continued)

*What is **NOT** mentorship?*

Mentorship is not a mentor teaching you foundational coursework or skills that you received during your DPT or PTA education.

For example, performing a Dix Hallpike Maneuver is content that can be received in continuing education training or during DPT education and therefore is NOT an appropriate goal for mentorship.

Roles and Responsibilities of Mentees:

Take the Initiative

Starting the relationship⁷

- Complete the **Mentorship Reflection Guide⁹** and present to your mentor at initial contact.
- Discuss expectations for meeting frequency, length of contact, and meeting schedule.

Develop explicit agreements²

- How often you will meet?
- What mode of communication will you use?
- Create plans for giving and receiving feedback.

Meeting checklist⁷

- Take notes and send your mentor an email summary after meetings.
- Identify goals for each session and revisit goals from previous sessions.

Consider the concept of “managing up”⁸

- Mentees should:
 - take ownership and direct the relationship.
 - Plan and set the meeting agenda
 - Be ready to ask questions and listen
 - Complete any assigned tasks
 - Request feedback

Roles and Responsibilities of your Mentor^{4,7}

Mentors will:

1. Identify the expertise and guidance they are willing to provide.
2. Establish shared expectations such as communication preferences and meeting schedule.
3. Provide positive and constructive feedback.
4. Create a safe and welcoming environment for mentorship.

Characteristics of a Successful Mentorship Relationship⁵

1. Reciprocity
 - a. Bilateral nature of mentoring
 - b. Wanting to make relationship mutually rewarding
2. Mutual Respect
 - a. Respect for each other's time, effort, and qualifications
3. Clear expectations
 - a. Expectations of the relationship are clearly outlined at the initial meeting and revisited throughout the relationship
 - b. Both parties are held accountable to these expectations
4. Personal Connection
 - a. Connection among the mentor and mentee
 - b. Should have the "same chemistry"
5. Shared Values
 - a. Mentor and mentee should have shared values around their approach to research, clinical work, and personal life

Suggested Activities⁶

Clinical Based Activities

- Review journal articles
- Discuss application of evidence based practice into the clinic
- Discuss and create goals
- Discuss CEUs and certifications
- Discuss difficult to treat cases
- Discuss clinical techniques
- Discuss new techniques vs. clinical norms

Leadership Based Activities

- Review a mentee's resume
- Practice interview skills for prospective job and clinical opportunities
- Discuss and create goals
- Create a networking list (key leadership/individuals that the mentee should meet and foster a relationship)
- Plan conferences to attend
- Discuss how the mentor attained their current/previous roles
- Be able to bring issues with current mentee positions to discuss with mentor

References

1. Lunsford LG, Baker VL. Great Mentoring in Graduate School: A quick start guide for protégés. *The Council of Graduate Schools*. 2016;4.
2. Wilson-Ahlstrom, A., Ravindranath, R., Yohalem, N., & Tseng, V. (2010, June). *Pay It Forward: Guidance for Mentoring Junior Scholars*. Washington, DC: The Forum for Youth Investment.
3. Best Practice in Mentoring in Physical Therapy. APTA. <https://www.apta.org/apta-and-you/leadership-and-governance/policies/best-practice-in-mentoring-in-physical-therapy>. Published August 30, 2018. Accessed April 12, 2021.
4. Straus SE, Johnson MO, Marquez C, Feldman MD. Characteristics of Successful and Failed Mentoring Relationships. *Academic Medicine*. 2013;88(1):82-89. doi:10.1097/acm.0b013e31827647a0.
5. PAEA's Committee on Clinical Education. Ask-Tell-Ask Feedback Model. PAEA. <https://paeaonline.org/wp-content/uploads/imported-files/Ask-Tell-Ask-Feedback-Model.pdf>. Published February 2017. Accessed April 11, 2021.
6. Duties of Mentors and Mentees. FPTA. <https://www.fpta.org/page/MentorDuties>. Accessed April 11, 2021.
7. Ammerman, C. & Tseng, V. (2011) *Maximizing Mentoring: A Guide for Building Strong Relationships*. New York, NY: The William T. Grant Foundation.
8. Zerzan JT, Hess R, Schur E, Phillips RS, Rigotti N. Making the most of mentors: a guide for mentees. *Acad Med*. 2009;84(1):140-144.
9. Rapport, M. and Canham, L., 2021. *Mentorship Reflection Guide*.