

Mentorship Program Module for Mentors

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



APTA
Colorado

A Chapter of the American
Physical Therapy Association

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 Mentors^{3,5}

Mentor Roles and Responsibilities

1. Establish shared expectations
 - Be explicit about the expertise and guidance that you are willing to provide
 - Identify preferences
 - How you will communicate
 - Frequency and duration of meetings
2. Provide positive and constructive feedback
3. Create a safe and welcoming environment for the mentee

Roles and Responsibilities of your Mentee³

Mentee Roles and Responsibilities

1. The mentee will take the initiative in reaching out to mentors
2. The mentee will be responsible for organization
 - Identify goals and topics for each session
 - Manage the meeting schedule
 - Regularly review and assess progress towards goals
3. The mentee will self-reflect to identify the types of guidance or expertise they are seeking

Characteristics of a Successful Mentor-Mentee Relationship³

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 Activities⁵

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

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3. 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.
4. 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.
5. Duties of Mentors and Mentees. FPTA. <https://www.fpta.org/page/MentorDuties>. Accessed April 11, 2021.
6. Ammerman, C. & Tseng, V. (2011) *Maximizing Mentoring: A Guide for Building Strong Relationships*. New York, NY: The William T. Grant Foundation.