


Diverse mentorship and mentorship for diversity

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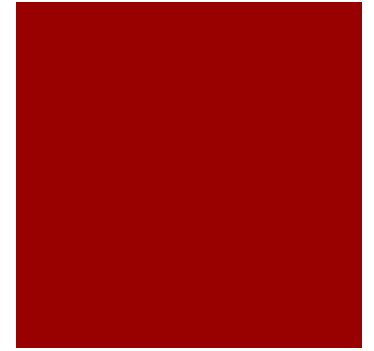
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Acknowledgments

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- Territorial acknowledgment
 - RedWorks Photography
 - Family, teachers, Elders, mentors

Outline



- Introduction
- Mentorship and why it matters
- Mentorship for equity, diversity and inclusion




- Introduction
- Self location
- Reflexivity

Mentorship



- “A process whereby an experienced, highly regarded, empathetic person (the mentor) guides another younger or more junior individual (the mentee) in the development and re-examination of their own ideas, learning and personal and professional development. The mentor, who often (but not necessarily) works in the same organization or field as the individual, achieves this by listening or talking in confidence to the mentee.”

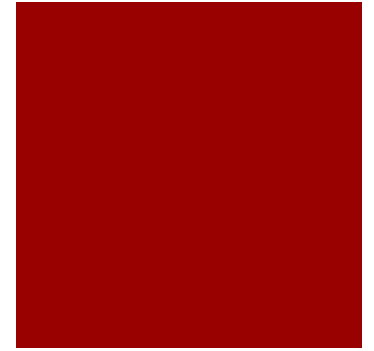
PG and Dental Standing Committee as cited in Strauss and Sackett, 2013



"One element that we think is missing from this definition is that mentorship is about an exchange between the mentor and the mentee and provides benefits to both parties."

Strauss and Sackett, 2013

Mentorship



- Informal vs. formal
- Distinct from role-modeling and coaching
- Benefits people at any stage in their careers (senior faculty often wanted mentorship on transitions)
- The needs of a mentee may evolve

Mentoring models



- Traditional dyad model
- Peer and near-peer mentorship
- Group mentorship
- Cascading mentorship
- Team mentorship

Characteristics of good mentors (personal)

Altruistic

Understanding

Patient

Honest

Responsive

Trustworthy

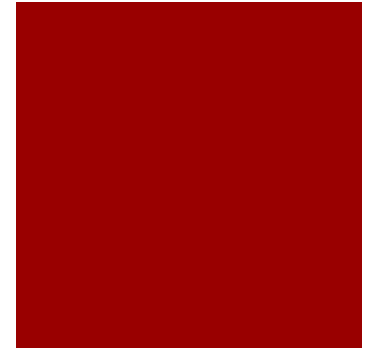
Nonjudgmental

Reliable

Active listener

Motivator

Characteristics of good mentors (relational)



Accessible

Sincerely dedicated to developing an important relationship with the mentee

Sincerely wants to offer help in mentee's best interest

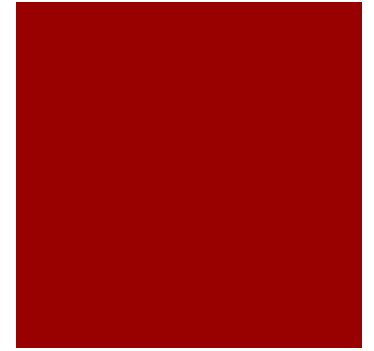
Able to identify potential strengths in their mentees

Able to assist mentees in defining and reaching goals

Holds a high standard for the mentee's achievements

Compatible (“good match”) in terms of practice style, vision and personality

Characteristics of good mentors (professional)



Senior and well-respected in their field

Knowledgeable and experienced

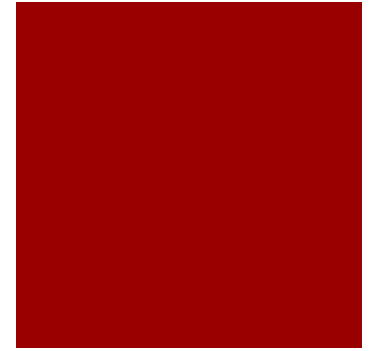
Sambunjak, Straus and Marusic, 2013



Mentorship

- Why does it matter?

Benefits of mentorship for academic clinicians include:



- Greater career satisfaction and job well-being
- Enhanced research productivity (grants)
- More protected time for scholarly activities and a greater number of publications
- Earlier promotion

Benefits of mentorship for academic clinicians include:



- Increased retention
- Greater belief in one's ability to succeed in medicine
- A sense of fulfillment at being able to “give back”, provide support, observe development of mentees; also renewed interest

Benefits of mentorship

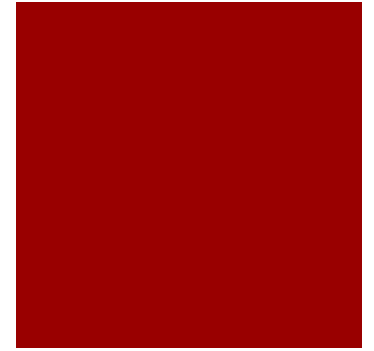


- Increased sense of personal satisfaction, decreased depersonalization
- Decreased burnout, increase in compassionate self-improvement”

Jordan et al, 2019 as cited on CMA website

News article about Stanford mentorship program for neurology residents, fellows and faculty as cited on CMA website

Mentorship checklist



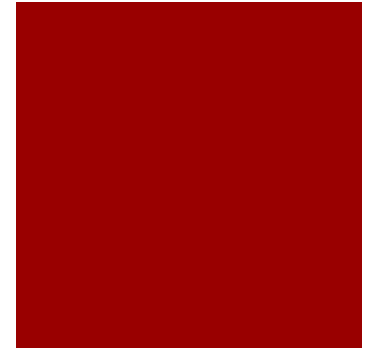
- Overall goals are to:
 - Advise
 - Provide resources
 - Provide opportunities
 - Protect

Mentorship checklist



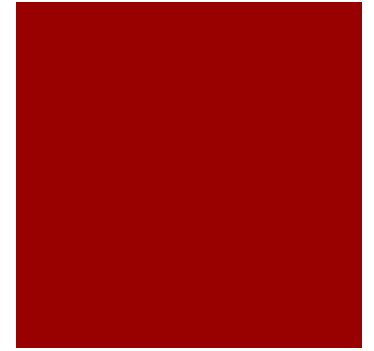
- <https://ktbooks.ca/mentorship-in-academic-medicine/additional-resources/mentorship-checklist/>
- Many others (for example, CMA, RDOCs, Harvard Business Review)

Mentorship for women in academic medicine



“A range of successful mentorship programs for women in academic medicine exists in the literature. The traditional dyad model of mentorship remains most common, though, increasingly, peer mentorship programs are emerging. Mentorship programs for women are met with high satisfaction and have been shown to improve the promotion and retention of women faculty... “

Mentorship for women in academic medicine



“While subsets of female faculty do value gender concordance in the mentorship, overall gender concordance was rated lower in importance and preference than other mentor characteristics such as institution, department, and career interests by female academic medical faculty...”

Farkas et al, 2019

Mentorship for those from groups underrepresented in medicine (URiM)



- Why do we need a more diverse physician workforce?
 - Benefits for patient care (increased patient satisfaction, perceived quality of care, communication, medication adherence, etc)
 - More likely to work in underserved communities
 - Innovation and impact

Bonifacino et al, 2019

Hofstra et al, 2020

Mentorship for those from groups underrepresented in medicine (URiM)



- Unfortunately, significant gaps still exist for physicians from URiM backgrounds, such as lower rates of promotion and career satisfaction, increased isolation
- Mentorship programs exist and many more are emerging to support students and physicians from URiM backgrounds

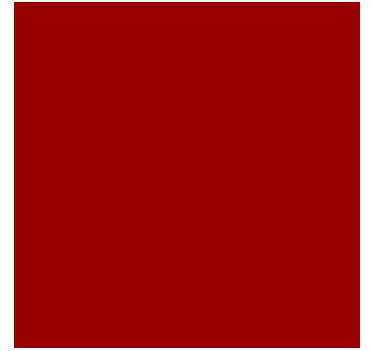
Mentorship for those from groups underrepresented in medicine (URiM)



- Four key themes from systematic review of mentorship programs for URiM physicians and trainees
 - Alignment with institutional goals and resources
 - Tailored to local context and specific needs
 - Can be effective even with discordance in backgrounds of mentor and mentee
 - Training of potential mentors is essential

Holistic mentorship

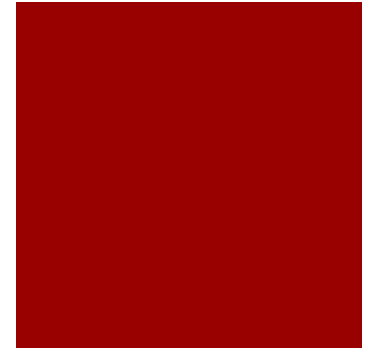
- Cultural safety
- Allyship
- Trauma-informed
- Anti-racist





Cultural Safety

- Providers, teachers, mentors must consider the social, cultural, linguistic and economic backgrounds of a patient/ learner/ mentee to care for them, teach them, mentor them



Allyship

- An ally is someone who is not in the group experiencing discrimination
- An ally supports the rights of marginalized people and acts when people face discrimination
- Depending on the situation, we can be an ally or need an ally ourselves

From presentation by Kuper and Richardson

What can an ally say?

"That wasn't cool."

"Do you want me to go with you to talk to anyone about this?"

"I'm so sorry that happened."

"What can I do to support you? I won't do anything unless you want me to, but I'm here if you need me."

"Is there anything I can do to help?"

Do you want to talk right now? Should we grab a coffee?

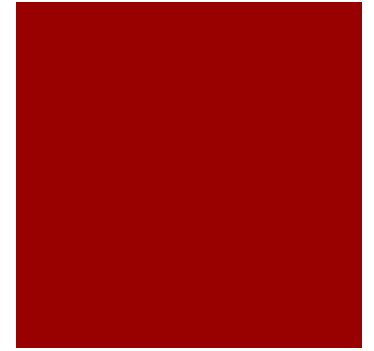


Also use these events to think about how you could do better next time – and, if you still feel like you're more junior, to remind yourself that you may be able to do even more as you become more senior

Don't try to take over unless the person specifically asks you to – the basic premise is doing "with" not "for".

Things to say to be supportive to the person who needs an ally

Trauma-Informed Care



- Increases the safety of care, education, mentorship we deliver by considering the possibility that every individual with whom we engage may have a history of trauma

The Trauma-Informed Toolkit of Klinik Community Health Centre available at trauma-informed.ca

Anti-Racist Practice



- Is an active process
- There are three overwhelming processes that can work in synergy to guide anti-racist practice:
 - **Seeing** the paths from stereotype to oppression;
 - **Understanding and connecting** paths of oppression to policy;
 - **Acting** for social change.

McGibbon and Etowa, 2009