Formal Mentoring Program Handbook

University of Alabama at Birmingham
Department of Obstetrics and Gynecology
Table of Contents

Competencies ....................................................................................................................... 3
Program Goal ........................................................................................................................ 3
Program Objectives .............................................................................................................. 3
Suggestions .......................................................................................................................... 3
Meeting Schedule and Responsibilities ................................................................................ 4
Individualized Learning Plan ................................................................................................. 6 – 12

Section 1 - ILP: Self-Assessment .................................................................................. 6
Section 2 - ILP: Development of Short-Term Learning Goals and Strategies ............ 7
Mentor Recommendation/Comments/Summary ............................................................... 9
Section 3 - ILP: Review of Short-Term Learning Goals and Strategies ....................... 10

Mentoring Meeting Schedule

<table>
<thead>
<tr>
<th>Meeting</th>
<th>When</th>
<th>Who</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July / Aug (or any time prior to Resident Retreat)</td>
<td>Vertical Team Members, including the Faculty Mentor</td>
</tr>
<tr>
<td>2</td>
<td>Sept / Oct</td>
<td>Resident Mentor / Resident</td>
</tr>
<tr>
<td>3</td>
<td>Oct / Nov</td>
<td>Faculty Mentor / Resident</td>
</tr>
<tr>
<td>4</td>
<td>Feb</td>
<td>Resident Mentor / Resident</td>
</tr>
<tr>
<td>5</td>
<td>Mar / Apr</td>
<td>Faculty Mentor / Resident</td>
</tr>
</tbody>
</table>
Resident’s Formal Group Mentoring Program Handbook

Effective mentoring is an essential element in the development of physicians in any field. Plain and simple, mentoring is a relationship - a one-to-one relationship between an experienced doctor and a resident. The goals of a mentor are:

- To be an encourager to the resident
- To help give direction to the resident
- To be a model to the resident

**Competencies Addressed:** Professionalism, Interpersonal and Communication Skills, Patient Care, Medical Knowledge, Systems-based Practice, Practice-based Learning

**Program Goal:** The goal of the Resident’s Formal Mentoring Program is to provide a support group of resident and faculty mentors to assist residents in their professional development.

**Mentors:**
1. A Department of ObGyn faculty member will serve as the group leader
2. Program residents will serve as role models and advisors to the other residents within his/her mentoring group.
   a. The Resident Mentor is defined as the resident level just above you. For example, the:
      i. RM for the PGY3 is the PGY4
      ii. RM for the PGY2 is the PGY3
      iii. RM for the Intern is the PGY2
   b. The meeting with the RM is at the discretion of the PGY4 on the team. The PGY4 can meet with all residents on the team or they can have the team member meet with the RM as outlined above or both.

**Program Objectives:**
This program is designed to:

- Provide each resident with a compatible mentor to serve in an advisory capacity.
- Provide each resident with a resident support group to advise on program responsibilities and requirements (as outlined in the PGY Calendars)
- Assist the residents with developing and attaining their annual Individualized Learning Plans (ILP), which are their personalized, clearly defined short-term goals as well as other career planning activities to meet their needs (e.g., educational, reading, research plan).
- Develop in the residents a high-level of professionalism, as manifested through a commitment to carrying out professional responsibilities
- Provide a non-threatening environment to discuss residents’ personal and professional concerns.
- Provide a non-threatening environment to discuss and offer constructive feedback (both positive and negative) regarding the residents’ performance — allowing for early interventions if necessary.

**Individualized Learning Plan (ILP)** – An ILP is a blueprint for professional development that is created by the learner. The main purposes of an ILP are to stimulate learner reflection about areas in which they could improve and to encourage learner commitment to address these areas. The content of a learning plan may be triggered by an M&M case, a critical incident, or a pattern of practice behaviors or outcomes discerned from a chart of log reviews. Each Short-Term Learning Goal must be associated with one of the six core competencies.

There are instructions on the ILP to help you with the proper and timely completion of the plan.
Meeting Schedule and Responsibilities

Meeting 1 w/ Team

When: July / August
- Meeting will be prior to Resident Retreat
- Team meeting, including the Faculty Mentor, to discuss any issues pertaining to the team, program, etc. – preferably in a social setting.

Meeting 2 w/ Resident Mentor (RM)

When: September / October (Will be held at Resident Retreat)
Setting (PGY4 will select setting):
- Group setting: PGY4 can meet with entire team
- Individual setting: PGY4 can meet with the PGY3, PGY3 with PGY2, and PGY2 with Intern.

Preparation:

Mentee
1. Review Resident’s Formal Mentoring Program Handbook
2. Complete “Section 1: Self-Assessment” in the ILP (page 6)
3. Reflect on a plan for your goals & strategies to discuss with your RM. The goals should initially be based on building your weaknesses.
4. Complete all items to date on your PGY Calendar
5. Print out a copy of your PGY Calendar and bring with you to the session with RM.

Session Overview (place checkmark beside items completed):
___ 1. Review mentee’s completed Self-Assessment
___ 2. Complete Section 2 of your ILP (page 7-8). Assist mentee with the development of 3 Short-Term Learning Goals and strategies.
___ 3. Ensure all items are completed to date on the PGY calendar, including the blue “Complete On Your Own” box.
___ 4. Discuss any concerns the resident may have about any personal or professional issues.

Meeting 3 w/ Faculty Mentor (FM)

When: October / November
Setting: One-on-One (FM with each mentee)

Preparation:

Mentor
1. Review ILP: Sections 1 and 2 (mentee will provide at least 1-week prior to meeting).
2. Review Resident Portfolio (mentee will provide to you at least 1-week prior to meeting).

Mentee
1. Provide your Resident Portfolio and ILP to your mentor at least 1-week prior to Meeting 3.
2. Reflect on your status of achieving your goals to briefly discuss with your FM.
3. Complete all items to date on your respective PGY Calendar
4. Print out a copy of your PGY Calendar and bring with you to the session with FM.

Session Overview (place checkmark beside all accomplished in session):
___ 1. Review and discuss Portfolio (will be reviewed with PD this month)
___ 2. Assist resident in modifying ILP goals and strategies (Section 2), if necessary.
___ 3. You and the resident will sign the ILP (page 8).
___ 4. Provide feedback on the feasibility of the ILP goals and strategies – make any suggestions in the space provided in the ILP (upper half of page 9).
___ 5. **Ensure all items are completed to date on the PGY calendar, including the blue “Complete On Your Own” box.**
___ 6. Discuss any concerns the resident may have about any personal or professional issues.

---

*** YOU WILL MEET WITH PD FOR A MID-YEAR MEETING IN NOVEMBER ***

---

**Meeting 4 w/ Resident Mentor (RM)**

**When:** February

**Setting** *(PGY4 will select setting)*:
- **Group setting:** PGY4 can meet with entire team
- **Individual setting:** PGY4 can meet with the PGY3, PGY3 with PGY2, and PGY2 with Intern.

**Preparation:**

**Mentee**

1. Update your portfolio and be prepared to discuss.
2. **Assess your progress towards your goals** and be prepared to discuss
3. **Complete all items to date on your PGY Calendar**
4. Print out a copy of your PGY Calendar and bring with you to the session with RM.

**Session Overview** *(place checkmark beside items completed)*:

___ 1. Assess mentees progress towards achieving their goals.
___ 2. **Ensure all items to date on the PGY calendar have been completed, including the blue “Complete On Your Own” box.**
___ 3. Discuss any concerns the resident may have about any personal or professional issues.

---

**Meeting 5 w/ Faculty Mentor (FM)**

**When:** March / April

**Setting:** One-on-One *(FM with each mentee)*

**Preparation:**

**Mentor**

1. Review Resident’s Portfolio and Section 3 of the ILP.

**Mentee**

1. Complete Section 3 of the ILP.
2. Provide your mentor with a copy of your ILP at least 1-week prior to Meeting 5.
3. Provide your portfolio to your mentor at least 1-week prior to Meeting 5.
4. **Assess your progress towards your goals and indicate if “achieved” or “not achieved.”**
5. Print out a copy of your PGY Calendar and bring with you to the session with FM.

**Session Overview:**

___ 1. Review and discuss Resident’s Portfolio
___ 2. **Review Section 3 of the ILP - Provide written feedback regarding resident’s progress towards meeting the goals and any comments regarding goals not achieved.**
___ 3. **Ensure all items are completed to date on the PGY calendar, including the blue “Complete On Your Own” box.**
___ 4. Discuss any concerns the resident may have about any personal or professional issues.
___ 5. Resident will copy page 9 (mentors comments and final summary) and submit it to PD.

---

*** YOU WILL MEET WITH PD FOR AN END-OF-THE-YEAR MEETING IN MAY / JUNE ***

**Complete Section 3 of the ILP prior to this meeting.**
**Individualized Learning Plan**

Resident’s Name: ___________________________

**Instructions:** Complete Section 1 prior to the Meeting 2 w/ your RM.

**SECTION 1: Self-Assessment** Please take this opportunity to reflect on your strengths (i.e., “I do this well.”) and weaknesses (i.e. “I could definitely improve.”) in regards to the 6 core competencies. This activity is designed to help you to create a learning plan for the upcoming academic year. Indicate each with a check mark.

[This self-assessment is an adaptation of an instrument developed by Theodore C. Sectish, MD, Director, Residency Training Program in Pediatrics, Stanford University School of Medicine (Ambulatory Pediatrics Vol 5, No 5, September-October 2005, pages 298-301).]

<table>
<thead>
<tr>
<th>Competency</th>
<th>Attributes/Abilities</th>
<th>Strength</th>
<th>Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Patient Care</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Clinical Skills)</td>
<td>Gathering essential and accurate info about the patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Making informed diagnostic and therapeutic decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Developing and carrying out management plans</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performing medical procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Counseling patients and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Providing effective primary care and anticipatory guidance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using technology to optimize patient care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-op preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Surgical ability and confidence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Complication management</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Patient Care</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Surgical Skills)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medical Knowledge</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowing the basic and clinical supportive sciences appropriate to ObGyn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critically evaluating and applying current medical info and scientific evidence for patient care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practice-Based Learning and Improvement</strong></td>
<td>Using life-long learning skills, including information technology, to improve knowledge, skills and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyzing practice to recognize strengths, deficiencies and limits in knowledge and expertise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Using feedback to improve performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applying evidence to patient care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participating in the education of patients, families, students, residents and other health professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interpersonal and Communication Skills</strong></td>
<td>Communicating effectively with patients and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicating effectively with other health professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teamwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acting in a consultative role to other health professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Maintaining comprehensive, timely and legible medical records</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating respect, compassion, integrity and honesty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating a responsiveness to the needs of patients and society that supercedes self-interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrating accountability to patients, society and the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adherence to ethical principles</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sensitivity to a diverse patient population</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Systems-Based Practice</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowing types of medical practice and delivery systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practicing cost-effective health care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocating for quality patient care and assisting patients in dealing with system complexities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advocating for health promotion and disease prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acknowledging medical errors and examining systems to prevent them</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Instructions:** Complete Section 2 in Meeting 2 with your RM.

**SECTION 2: Development of Short-Term Learning Goals and Strategies**

You **may use** the Self-Assessment activity in Section 1 to create 3 goals that will help you to strengthen and/or develop your competencies. These short-term (ST) goals should be attainable during this academic year. Your ST goals may be a component of a longer-term goal that you have for the coming year(s). By the end of your 3rd year, you must cover all six competencies in your goals and each year they need to increase in level of difficulty.

<table>
<thead>
<tr>
<th>Competency (circle competency goal addresses):</th>
<th>PC</th>
<th>MK</th>
<th>PBL</th>
<th>ICS</th>
<th>Prof</th>
<th>SBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term Goal 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategies to achieve Goal 1:**

<table>
<thead>
<tr>
<th>Competency (circle competency goal addresses):</th>
<th>PC</th>
<th>MK</th>
<th>PBL</th>
<th>ICS</th>
<th>Prof</th>
<th>SBP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short-Term Goal 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategies to achieve Goal 2:**
**Competency** (circle competency goal addresses):  PC  MK  PBL  ICS  Prof  SBP

**Short-Term Goal 3:**

**Strategies to achieve Goal 3:**

**Competencies addressed by goals** (circle all competencies for which you have written goals. By the end of your 3rd year, all 6 competencies should have been covered.)

<table>
<thead>
<tr>
<th></th>
<th>As a PGY1</th>
<th>As a PGY2</th>
<th>As a PGY3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patient Care</td>
<td>Patient Care</td>
<td>Patient Care</td>
<td>Patient Care</td>
</tr>
<tr>
<td>Medical Knowledge</td>
<td>Medical Knowledge</td>
<td>Medical Knowledge</td>
<td>Medical Knowledge</td>
</tr>
<tr>
<td>Practice-Based Learning</td>
<td>Practice-Based Learning</td>
<td>Practice-Based Learning</td>
<td></td>
</tr>
<tr>
<td>Interpersonal / Communication Skills</td>
<td>Interpersonal / Communication Skills</td>
<td>Interpersonal / Communication Skills</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Professionalism</td>
<td>Professionalism</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Systems-Based Practice</td>
<td>Systems-Based Practice</td>
<td>Systems-Based Practice</td>
<td></td>
</tr>
</tbody>
</table>

Resident Signature                Date                                              Mentor Signature                Date
Upon completion of this page, the resident will make a copy and submit it to PD.

Faculty Mentor Recommendation/Comments:
(Complete this section at Meeting 3)

Faculty Mentor Summary:
(Complete this section at Meeting 5)
Instructions: Complete Section 3 after Meeting 4 with your RM and prior to Meeting 5 with FM. You will need to briefly assess your progress/achievement of goal and include your evidence of goal achievement.

SECTION 3: Review of Short-Term Learning Goals and Strategies

☐ Achieved Goal ☐ NOT Yet Achieved Goal

Your assessment of progress/achievement of Goal 1 (list evidence to substantiate achievement):

☐ Achieved Goal ☐ NOT Yet Achieved Goal

Your assessment of progress/achievement of Goal 2 (list evidence to substantiate achievement):

☐ Achieved Goal ☐ NOT Yet Achieved Goal

Your assessment of progress/achievement of Goal 3 (list evidence to substantiate achievement):