The Art and Science of Mentoring Professionals in Cardiac Rehabilitation

3 November 2012

Vicky Alagandran

IJN College
Key Points

- Lack of Referrals for Cardiac Rehabilitation by Physicians
- Strong Clinical Leadership for Cardiac Rehabilitation.. Champion /political Influence
- Advocacy from the professional multi professional Team

Collaboration from the stakeholders.
Building Passion Develops Meaningful Mentoring Relationships among Canadian Physiotherapists

Allison M. Ezell
Monica R. Maly

Abstract

Purpose: To describe the meaning of mentorship among Canadian orthopedic physiotherapists. Methods: As part of a phenomenological qualitative study, 14 registered physiotherapists (13 women, 1 man) each participated in a single 90-minute, semi-structured, face-to-face interview. Participants reflected on their experiences in receiving and providing mentorship and described the impact of mentorship on their careers. Interviews were transcribed verbatim and analyzed using a phenomenological approach. Results: Participants described mentorship as any nurturing process in which they used their skills and experience to guide, teach, and encourage a less skilled or less experienced colleague for the purpose of promoting professional and personal development. Participants experienced mentorship as a positive, reflective phenomenon. According to participants, the process of building a shared passion for learning, as well as a mentor's commitment to the mentee's success, forms the foundation of meaningful mentorship in physiotherapy. These mentoring relationships enable physiotherapists to adapt to the changing healthcare system, advance patient care, and develop the profession.

Keywords: continuing education, mentors, physical therapy, qualitative research, rehabilitation

Résumé

Objectif : L'objectif de cette étude consistait à définir le signification du mentorat pour la communauté des physiothérapeutes orthopédiques au Canada. Méthode : Une méthode qualitative phénoménologique a été utilisée. 14 physiothérapeutes âgées (13 femmes, 1 homme) ont participé à une entrevue individuelle semi-structurée, en personne, d'une durée de 90 minutes. Les participants ont partagé de leur expérience en tant que mentor ou auprès d'un mentor et ont décrit l'impact de ce mentorat sur leur carrière. Les entrevues ont été transmises, puis analyses suivant une approche phénoménologique. Résultats : Les participants ont décrit le mentorat comme une expérience profitable et pour laquelle ils doivent utiliser leurs compétences et leur expérience pour guider, enseigner et encourager une personne moins compétente ou moins expérimentée avec comme objectif de favoriser le développement professionnel et personnel. Les participants ont décrit le mentorat comme une expérience positive et réfléchis.
Interprofessional Education

• Professions learning from and about each other to improve collaboration and quality of care

• to not only learn about the roles of other profession

• Learn how working together contributed to better patient care

• Marshall and Gordon (2005)
A National Health Service Hospital's cardiac rehabilitation programme: a qualitative analysis of provision

Jamie M O'Driscol MSc, Robert Shave MSc, PhD, Christopher J Cushion MSc, PhD

Article first published online: 18 SEP 2007
DOI: 10.1111/j.1365-2702.2007.01815.x
Mentoring & Cardiac Rehabilitation

• Key points

• Successful cardiac rehabilitation requires the ability to identify role and perceptions in the multi-agency/ multi professional collaboration and refer patients

• Services should be delivered by competent, skilled practitioners

• There is a need formal training program for cardiac rehabilitation healthcare professionals

• Communication

• Driscoll, Shave & Cushion (2007)
Why Mentoring ???

NEWS & TRENDS

Payments on medical malpractice claims approach $4 billion

Payments made for medical malpractice claims against physicians reached nearly $4 billion in 2006, with the average claims payment totaling more than $300,000, according to a Kaiser Family Foundation analysis of data from the National Practitioner Data Bank.

<table>
<thead>
<tr>
<th></th>
<th>Average claims payments</th>
<th>Total dollars in paid claims</th>
</tr>
</thead>
<tbody>
<tr>
<td>United States</td>
<td>$308,593</td>
<td>$3,861,429,200</td>
</tr>
<tr>
<td>Top 10 states</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois</td>
<td>$629,107</td>
<td>$225,220,250</td>
</tr>
<tr>
<td>Delaware</td>
<td>$560,970</td>
<td>$18,512,000</td>
</tr>
<tr>
<td>Wisconsin</td>
<td>$517,593</td>
<td>$13,678,750</td>
</tr>
<tr>
<td>Connecticut</td>
<td>$509,276</td>
<td>$78,990,750</td>
</tr>
<tr>
<td>Minnesota</td>
<td>$477,873</td>
<td>$30,106,000</td>
</tr>
</tbody>
</table>

SENATE COMMITTEE INVESTIGATES INSURERS’ HARD-SELL TACTICS TARGETING SENIORS

On the heels of numerous media reports alleging that insurance sales agents have used unethical or illegal practices to enroll Medicare beneficiaries into Medicare Advantage plans, the Senate Special Committee on Aging held a hearing on the matter in May.

Oklahoma state insurance commissioner Kim Holland testified, “Over the past year we have received hundreds of complaints from our citizens who have been misled or deceived during a sale. Unlicensed agents are setting up shop in pharmacies, Wal-Marts and nursing home lobbies to prey upon seniors’ confusion and concern over their medical care coverage. Certain insurers are exploiting their exemption from regulatory oversight with aggressive and frequently misleading advertising. Agent financial incentives that encourage high-pressure sales tactics; and a lack of responsiveness, if not outright neglect of a vulnerable population caught in the middle of an unbridled free market.”

Citing a survey conducted by the National Association of Insurance Commissioners, Wisconsin insurance commis-
The South West Peninsula Deanery

Getting support and guidance through mentoring

The quality of support you receive during your period as a Foundation Doctor, Core Trainee or Specialist Trainee is vital to enable you to get the best out of your future career.

To foster this, the Peninsula Deanery has set up a confidential mentoring programme for Doctors in training as an independent source of support outside of the assessment process.
Mentoring & Clinical Learning

- Clinical Learning is a fundamental part of the training of all health care professionals, and it needs supervision and mentoring.

- Mentoring fosters professional and personal growth.
Historical Overview

• From Greek mythology
• Faithful companion of Odysseus
• Trojan Wars
• Mentor took charge of royal household
• Raises Odysseus’ son, Telemachus
• Father figure, teacher, role model, approachable counsellor, trusted advisor, challenger and encourager
Mentoring

- The RELATIONSHIP of Mentor and young Telemachus
- Mentorship
Historical Overview

- Telemachus seeks out his father, with help of Mentor
- Found his father and returns to Greece
- Discovers that Pallas Athene, Goddess of wisdom, had assumed shape of Mentor and helped him
Healthcare professionals perceive themselves after a mentoring experience? A qualitative study based on the reflective exercise of writing a letter to yourself’

Cesarina Cattaneo, Anna Brugnolli & Luisa Saiani

8 January 2011
# Participants’ characteristics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Age (years)</th>
<th>Profession</th>
<th>Years of professional experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>31</td>
<td>Nurse and pedagogue</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>40</td>
<td>Nurse</td>
<td>20</td>
</tr>
<tr>
<td>F</td>
<td>54</td>
<td>Physician</td>
<td>25</td>
</tr>
<tr>
<td>F</td>
<td>41</td>
<td>Physiotherapist</td>
<td>21</td>
</tr>
<tr>
<td>F</td>
<td>31</td>
<td>Nurse</td>
<td>10</td>
</tr>
<tr>
<td>F</td>
<td>47</td>
<td>Nurse</td>
<td>27</td>
</tr>
<tr>
<td>F</td>
<td>36</td>
<td>Midwife</td>
<td>16</td>
</tr>
<tr>
<td>F</td>
<td>52</td>
<td>Lab technician</td>
<td>32</td>
</tr>
<tr>
<td>F</td>
<td>29</td>
<td>Nurse</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>41</td>
<td>Nurse</td>
<td>21</td>
</tr>
<tr>
<td>F</td>
<td>50</td>
<td>Physiotherapist</td>
<td>25</td>
</tr>
<tr>
<td>F</td>
<td>39</td>
<td>Nurse</td>
<td>20</td>
</tr>
<tr>
<td>F</td>
<td>30</td>
<td>Nurse</td>
<td>8</td>
</tr>
<tr>
<td>F</td>
<td>34</td>
<td>Nurse</td>
<td>14</td>
</tr>
<tr>
<td>M</td>
<td>40</td>
<td>Nurse</td>
<td>20</td>
</tr>
</tbody>
</table>
Inductive Analysis

- Mentoring is an “in progress” that does not finish with the course.

- The mentoring program was a positive experience for group process and it creates a useful web of professionals to refer in order to receive support in future mentoring practice.
MENTORING

• Mentoring is a complex and profound relationship aimed to develop competencies.

• Mentoring aims for professionals to reflect on themselves, analyze their reaction to events and people.

• Reflective competencies improve self awareness and self confidence.
Mentorship

Mentoring is a professional practice.

It is a combination of Arts and Sciences.
Mentoring is a complex activity that requires specific training.
Mentorship

- The Key component is
- REFLECTION…
- Understanding OURSELVES
- well as those whom we mentor
MENTORING

• The Mentorship Program can be a strategy for career advancement and professional development

• The program teaches one not only how to mentor but to BE one

• ROLE MODELING
Mentoring

• A strategy for learning to CARE both for the students and one’s own development and the

• participants may perceive a sense of personal and professional growth leading to a change in their IDENTITY
**Self Identity**

- **Self identity** describes a person’s perception, expression of his or her individuality.
- **Psychological identity**.....self image, self esteem, overall self perception.
- **Cognitive identity** ....capacity for self reflection, awareness
- **Social Identity**....Roles learnt through experience as individuals negotiates with society the meaning of role identity and behaves accordingly.
Carl Rogers

- The focus is to
- UNDERSTAND the SELF,
- ACCEPT the SELF,
- have the OPENESS to EXPERIENCE
- and EVOLVE
- without being defensive, contributes to an impact on the domains of family life, EDUCATION, leadership, conflict resolution, politics, community health etc.
I can’t change the direction of the wind,
But I can adjust my sails
Mentors

Exemplars
A caring professional attitude.
Doing the Best at all times
People look to us for professional guidance
buddy  coach  Preceptor
personal tutor  Mentor  clinical supervisor  link tutor
Clinical Practice Teacher
Clinical Educator
Practice placement educator
Mentoring

• Mentoring is an honor.

• Except for LOVE there is no greater gift one could give than as the Gift of Growth.

• It is a rare privilege to help another learn, have the relevant wisdom useful to another, and have someone benefit from that wisdom

• Bell 1996
**Mentorship**

- Guidance in learning new skills...

- Adopting new behaviors and acquiring new attitudes

- The ability to stimulate reflection, promotes learning.

- Reduces clinical shock, reality shock, theory-practice gaps

- Jordon (2005),
- Higgins and Mc Carthy (2005)
Mentoring is related to

- Job satisfaction
- Commitment
- Advancements
- Mechanism to address transition of new graduates to professional positions
Valuable and helpful characteristics

- Model
- Envisioner
- Energiser
- Investor
- Supporter
- Standard-prodder
- Teacher-coach
- Feedback giver
- Eye opener
- Door opener
- Idea bouncer
- Problem solver
- Education counsellor
- Challenger
Important characteristics of good mentors

• Approachability
• Effective interpersonal skills
• Adopting a positive teaching role
• Paying attention to learning
• Providing supervisory support
• Professional development ability

(Andrews & Wallis, 1999)
communication
Health care professionals conduct and mishaps erode confidence of the patient and impact recovery.

The bridge is effective communication.
Effective Communication

- JCI Analysis of 2455 sentinel events Hospital Accreditation revealed the primary root cause in over 70 % was communication failure.
- 75% of these patients died.
- Many of the Joint Commission Patient safety Standards are aimed at structuring and improving communication.
- The human factor: the critical importance of effective teamwork and communication in providing safe care.
The human factor: the critical importance of effective teamwork and communication in providing safe care

M Leonard, S Graham, D Bonacum

Effective communication and teamwork is essential for the delivery of high quality, safe patient care. Communication failures are an extremely common cause of inadvertent patient harm. The complexity of medical care, coupled with the inherent limitations of human performance, make it critically important that clinicians have standardised communication tools, create an environment in which individuals can speak up and express concerns, and share common “critical language” to alert team members to unsafe situations. All too frequently, effective communication is situation or personality dependent. Other
Effective Communication

• The Human Factor
• The Silent Treatment
• Interdisciplinary Communication and communicating with Family
• Touch
VitalSmarts, AORN, & AACN present:

The Silent Treatment
Why Safety Tools and Checklists Aren’t Enough to Save Lives

Silent Treatment Resources
Benefits to Mentors

- Increased access to educational programs
- Connection to the scientific basis of health care program
- Recognition
- Job satisfaction
- Increased learning skills and potential career advancement
- Milisen et al 2009
Benefits of Mentorship

- Improved self-confidence and self esteem
- Increased motivation
- Broadened horizons and experience
- Raised achievements and aspirations
- Improved performance
- Increased job satisfaction
- Networking opportunities
- Establish a balance between life and work
- Self Directed Learning
- Increased career mobility and career opportunities
- Opportunity to give and receive feedback
- Ability to get assistance with ideas
- Opportunity to demonstrate strengths and explore potential
- Develop visibility within or outside an organisation
- Challenged to use talents and share expertise
Coaching and mentoring

Authors: Naureen Bhatti, Rebecca Viney

Publication date: 14 Jul 2010

Naureen Bhatti and Rebecca Viney discuss the London Deanery’s attempts to set up a coaching and mentoring service.

In 2008-9 the London Deanery created a coaching and mentoring service for NHS doctors and dentists working in London. Over the next three years the deanery will offer coaching and mentoring skills to doctors and dentists, educators, and multidisciplinary teams of leading clinicians. We have also started to map the coaching and mentoring networks that have developed in trusts, primary care trusts, and the royal colleges.

Why we need coaching and mentoring

View rapid responses to this article(1)
THE OPEN OCEAN

Always Open for New Discoveries & Freedom

Change your life by keeping an Open Mind!!
Mentor who made a difference in my life

- Madonna Purcell
- Founder of the Assunta School of Nursing, Malaysia.
- Australian Nun
- Quote
- Health care professionals have a very privileged role of a support to their patients and their family during a very vulnerable period in their life.
Mentorship Level 2
Benefits of Mentors to the organisation

• Improved quality of care

• Increased retention and commitment of staff

• Reduction in turn over hence reduced costs

• Barton et al (2005)
BUT…gallery of toxic mentors

- **Dumpers:** unavailable, throw into new roles, leave to sink or swim

- **Blockers:** refuse requests, withhold information, over-supervise

- **Destroyer / criticisers:** subtle or open verbal attacks, or constant put-downs
POOR MENTORS ...

- Break promises
- Lack knowledge
- Lack expertise
- Have poor teaching skills
- Have no structure to their teaching
- May overprotect students
- Or throw in at deep end
- Delegates unwanted jobs to students
- Dislike own job
- Dislike students
Successful Mentoring programs

- Should be of high quality
- Organizational support
- Training for the mentors and protégés
- Screening for motivated mentors
- Allowances for input into matching process.. mentor / mentee
- Frequent meetings between mentor & mentee
Mentoring the new generation

• **Empathic and directive listening**…leaders / employers /

• **Emotional support**…set goals

• **Playful communication**..telling stories/ humour / teasing, …development and maintenance of good interpersonal relationship

• **Social attraction**…friendly/ gregarious / warm

• Young and Cates 2010. Valdosta state university
• Listening, play and social attraction of young teachers
Mentoring and Cardiac Rehabilitation programs

- There is need for a structured CR program
- Perhaps we are able to network after the program and get together to
- Design cardiac rehab educational programs involving the Interprofessional / multiprofessional TEAM of HEALTH Care professional.
I asked God for a flower, he gave me a garden.
What value am I adding to his creation?
Thank you for Listening