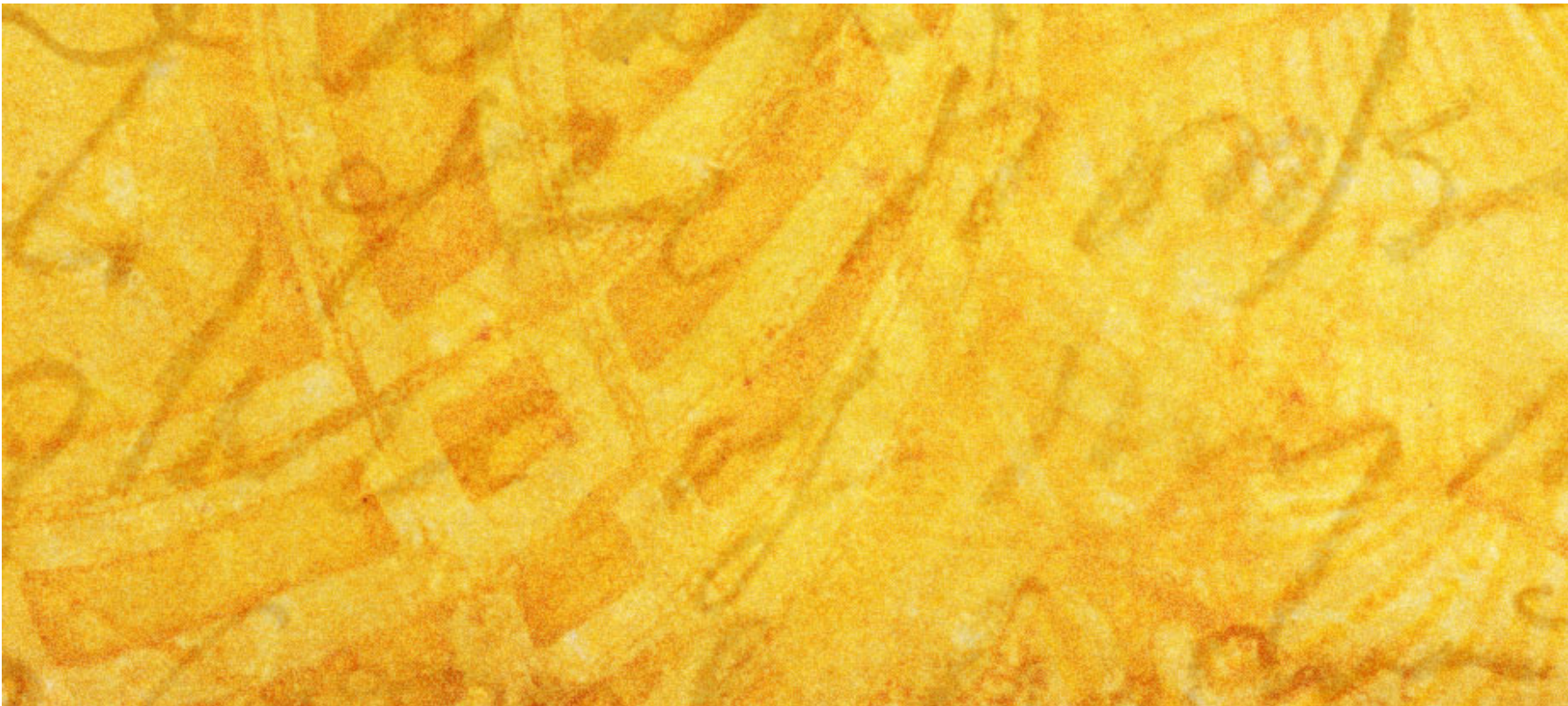# Multilayered Mentoring

By Julia Budd and Mandia Mentis, Massey University SPEVI Jan 2013.
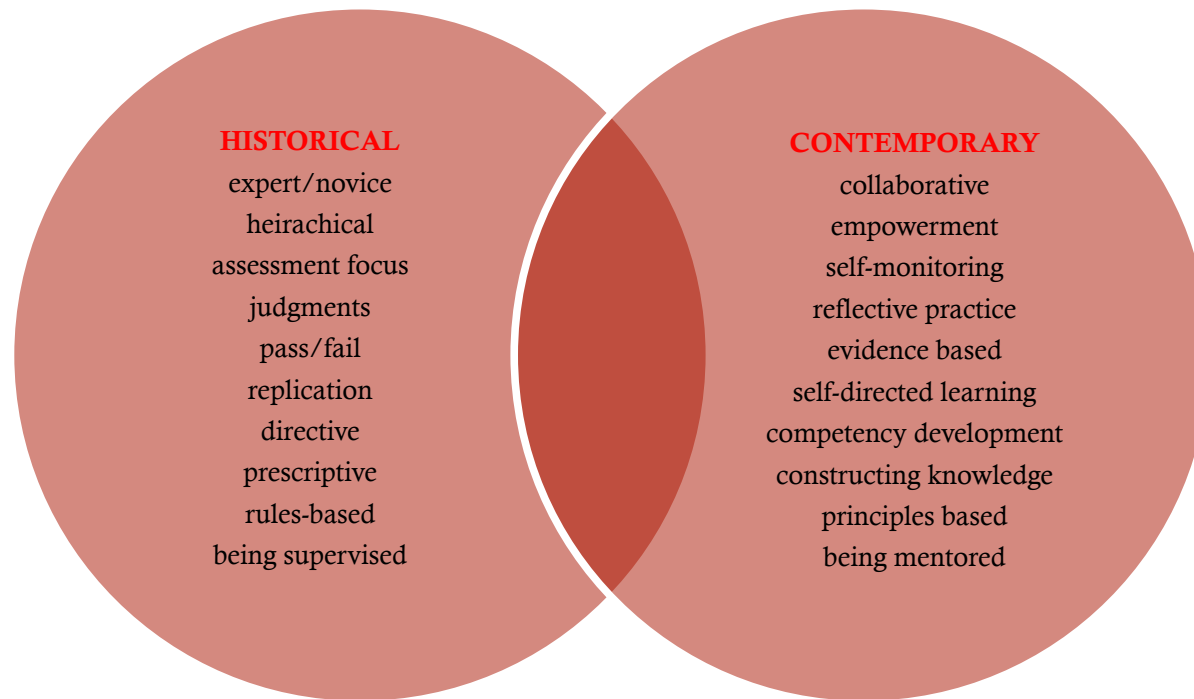
Mentoring Experiences

Most of us have either mentored or been mentored.

- What were your experiences, were they good or bad?
- What was helpful?
- What was a challenge?

Models of Mentoring

HISTORICAL
expert/novice
heirachical
assessment focus
judgments
pass/fail
replication
directive
prescriptive
rules-based
being supervised

CONTEMPORARY
collaborative
empowerment
self-monitoring
reflective practice
evidence based
self-directed learning
competency development
constructing knowledge
principles based
being mentored

Purpose

- What is the purpose of mentoring?

Professional Identity

Professional Identity is a 'state of mind' – identifying oneself as a member of a professional group.

(Crossley, Pirashanthine, Vivelandanda-Schmidt, 2009)

Developing Professional Identity

- Interpret oneself as a specific kind of person

- Built in relationship

- Subjective and Intersubjective

Professional Identity

Four Features of Professional Identity

- On-going Process
- Person and Context
- Multiple Identities
- Actively Participate

Personal Identity (cont)

Derived from …

- Personal
- Social
- Cultural
- Societal
- Professional

Mentors

Mentors need to

- Understand the process of how professional identities are developed

- Understand own professional identity and how it might impact the mentoring process

- Understand what it like to be another practitioner

- Understand mentees contexts

- Balance what expected by profession and what mentee wants and thinks is good.

Need for Interprofessional Training

- New Collaborative Era (Wagner, 2012)

- Beneficial but not always easy (Ryan et al., 2008)

- Recommendation interprofessional training (Endberg, 2007)

Interprofessional Training

- Needs to include
  - Communication and team building skills
  - Understanding the interrelated nature of different professions and perspectives
  - Interprofessional ethics

(Interprofessional Education Collaborative, 2011)

- Theory and Practice (D'Eon, 2004)

- New Mentoring Models Needed (Annan & Ryba, 2012)

Networked Mentoring

- Networked Forms of Mentoring (Dobrow, Chadler, Murphy & Kram, 2012)

- Community of Practice (Annan and Ryba, 2012)
  - Interprofessional Groups

  - Multiple Mentors

  - Support and Advice

  - Formal and Informal

Postgraduate Diploma in Specialist Teaching

PG Dip Specialist Teaching Practicum

- Self-directed, inquiry learning

- Within an Interprofessional Community of Practice

- Encouraging reflective evidenced-based practice

Multilayered Mentoring Programme

MENTORING MODEL FOR ST PROGRAMME (networked, interprofessional, CoP)

PRACTICUM COORDINATION
(Paper coordinators & specialist endorsement coordinators)
* select interprofessional mentor team * sign off practicum plan * mark practicum evaluation sheet *mark portfolio

INTERPROFESSIONAL MENTOR TEAM
(Experienced practitioners ACROSS endorsement areas)

MENTORING & SUPERVISION COURSE including PRACTICUM MENTORING
* provide principal-based support and advice * share resources

FIELD ADVISORS (VISION, DEAF, EI) / **FIELD PRACTITIONER** (L&B lead practitioner, ASD, G, CEN – experienced practitioner)
(Experienced practitioners WITHIN endorsement areas)
* provide specialist advice and support *feedback on practicum plan * observation of practice * practicum feedback)

PEERS (Course & fieldwork)– * *forum,* * *resource sharing*   **PRACTICE–** * *client* * *family* * *whanau feedback*

STUDENTS – networking
- 2 block courses (12 hours) • practicum plans (50 hours) • Practicum (150 hours) • Portfolio (78hours)

PRACTICUM MENTORING ACTIVITIES Possible feedback /sharing. …	DUE DATES	Self reflect	Peers Practice	Field Pract/er (L&B ASD, G & CEN)	FIELD advisor V, D, EI	INTERPROF mentor	Co-ordinators
						MENTORING MODEL FOR STUDENTS	
Practicum plan	(Assignment 1)	√	*Optional*	√	√	*Optional*	**MARK**
Journal reflections	ongoing	√	*Optional*	*Optional*	*Optional*	*Optional*	√
Forum exchange (discussion, Q & A)	ongoing	√	√	-	-	√	√
Resource sharing	(glossary)	√	√	*Optional*	*Optional*	√	√
Artefacts of practice	(x times)	√	*Optional*	*Optional*	*Optional*	*Optional*	√
Observation by student of practice	(x times)	√	*Optional*	*Optional*	*Optional*	-	-
Observation of student	(X times)	√	*Optional*	*Optional*	√	-	-
Feedback from practice context	(X times)	√	-	-	-	-	-
Practicum	(Assignment 2)	√	*Optional*	*Optional*	√	-	**MARK**
Portfolio	(Assignment 3)	√	*Optional*	*Optional*	*Optional*	*Optional*	**MARK**

Practicum and Endorsement Coordinators

- Interprofessional and Professional Oversight

- Practicalities of the Paper

- Advocacy and Liaison

Interprofessional Mentors

- Interprofessional groups

- Range different professionals

- Learn with from and about

- On-going general professional support

- Share resources

- Discussions

Field Advisors

- Assist Access to Practicum Contexts

- Formative Feedback on Practicum Plan

- Endorsement Specific Professional Support and Advice

- Identify Goals and Resources for Learning

- Feedback on Practice

- Promote Student Self-reflection and Awareness

- Help Student Identify Strengths and On-going areas for PD

Feedback on Practicum

- Learner
- Whanau
- Support Workers
- Classroom Teachers
- Other Professionals
- Peers

Student Reflections

- "The connections made with other learners and the growth through interprofessional practice. The time allocated for reflection and community of practice groups. Taking the theory into practice and the practice into theory."

- "The practicum was great, working along side an experienced professional and capable learner was very worthwhile the opportunity to reflect and engage with other learners. The value I now place on interprofessional teamwork is far greater."

(PGDip Spec Teach 2011 cohort)

References

- Annan, J., & Ryba, K. (2012). Networks of Supervision. Unpublished manuscript.

- Endberg, M. (2007). Educating the workforce for the 21st century: A cross-disciplinary analysis of the impact of the undergraduate experience on students' development of a pluralistic orientation. *Research in Higher Education, 48(3), 283-317.*

- D'Eon, M. (2004). A blueprint for interprofessional learning. *Medical Teacher, 26, 604-609.*

- Dobrow, S. R., Chadler, D. E., Murphy, W. M., & Kram, K. E. (2012). A review of developmental networks; Incorporating a mutuality perspective. *Journal of Management, 38(1), 210-242.*

- Interprofessional Education Collaborative Expert Panel. (2011). Core competencies for interprofessional collaborative practice Washington, D.C.: Interprofessional Education Collaborative.

- Kolb, D. A. (1984). *Experiential learning. Englewood Cliffs, NJ: Prentice Hall.*

- Ryan, B., Gill, D., Eppel, E., & Lips, M. (2008). Managing for joint outcomes: connecting up the horizontal and the vertical. *Policy Quarterly, 4(3), 14-21.*

- Wagner, C. (2012). *The collaborative in science: can we truly become a collective intelligence? Paper presented at the The Third Annual International Science of Team Science Conference*

- Thank you for listening ☺
- Any questions?