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Experiences with a Mentor Program Model

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Training and Orientation



In 2016-17, we evaluated a mentoring program for first-year anaesthesia registrars within the North-Western Training Scheme, Victoria in comparison to prior mentoring experiences.

Goals



First Meeting



The benefits of mentoring to mentors, mentees, and organisations are well-demonstrated.[1] In recent years, international anaesthesia training bodies have become aware of the relative lack of mentorship of trainees in comparison to other specialties.[2] Many health services and departments include some form of mentoring program. To date, there is a paucity of evidence in the scientific literature regarding mentoring in Australian anaesthesia trainees. A first-year anaesthesia mentoring scheme, the “Primary Examination Mentoring Scheme” (PEMS) was evaluated in 2016-17.

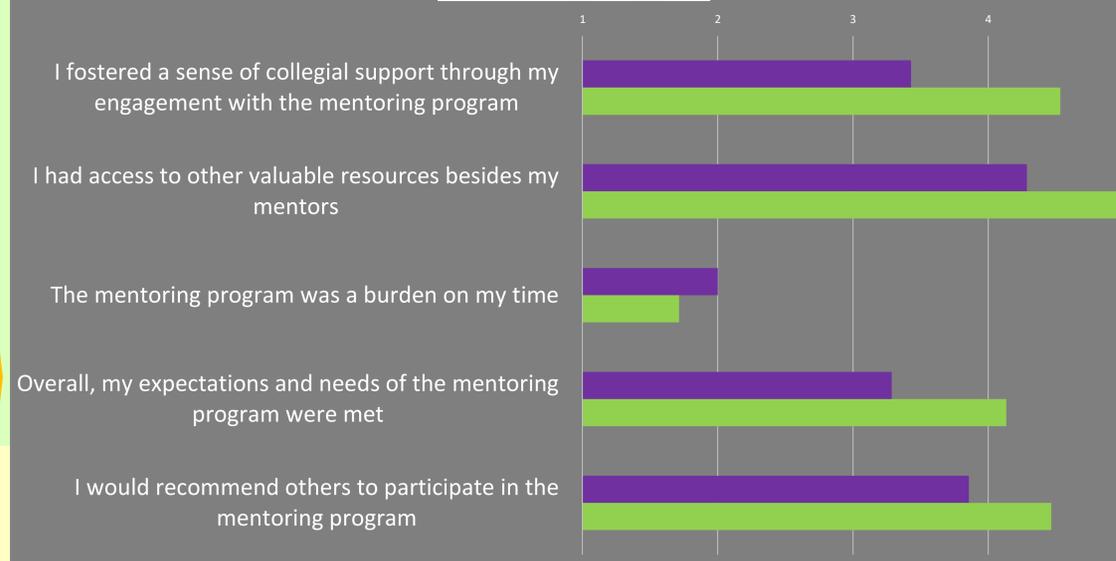
Results

There were 22 participants across two years (2016-2017), from which 17 responded initially in the pre-implementation phase, with 15 post-program evaluation surveys. Of those that initially responded, seven had previously participated in another mentoring program. Survey results showed that for those who had previously participated in mentoring programs had an improved experience—despite meeting mentors less regularly—after the PEMS program. Regular occurring themes were related to organised leadership by the Program Coordinator, having goals but maintaining flexibility, and the dual (oftentimes conflicting) focus on preparing for exams and focusing on commencement of training.

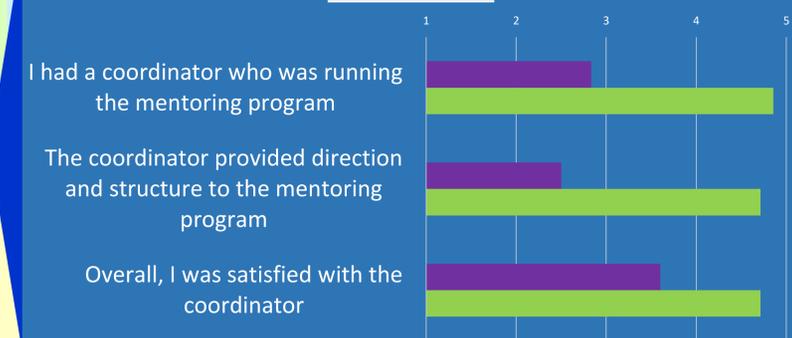
Mentor



Mentoring Program



Coordinator



Legend:



- Ethics approval: Western Health Low Risk Human Research Ethics Panel (QA2015.109)
- Purpose: Providing content and support during exam preparation
- Mentees: Anaesthesia trainees from six different health networks (metropolitan and regional), divided into approximately four per study group
- Mentors: Second year anaesthetic trainees nominated by Supervisors of Training, provided education and training by the Program Coordinator
- Recruitment: opt-in process by self-nominated study groups of approximately four mentees
- Matching: The Program Coordinator matched two mentors to every mentee group using a pre-program questionnaire

- Program:
 - Orientation of mentors and mentees and education of roles
 - First meeting arranged by program coordinator
 - Subsequent meetings arranged between mentors and mentees, with support by coordinator

- Evaluation:
 - Data: Likert scales and solicited comments
 - Mentees were also asked to fill in a pre-program evaluation survey
 - Mentees were invited to participate in a post-program evaluation survey after undertaking the Primary Examination

Conclusion

Mentoring first-year anaesthesia trainees from diverse geographies and hospital cultures carries its unique challenges. We suggest further follow-up to ensure ongoing improvement and ensure sustainability, as long-term data for successful mentor programs is scarce.

References

- Burgess et al. The Clinical Teacher. 2018.
- Chakravarti et al. CJA. 2016;64(2):199-210.

Introduction

Methods