Innovations in Mentorship: Implementation of a Mentorship Program in Psychiatry that Encourages Reflection on Intersectionality and Wellness

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Background

- Mentorship supports professional development, academic outcomes, and wellness.
- Effective mentoring relationships can engage and develop careers of broader faculty groups through greater access, equity, inclusion, and diversity (EDI).
- Survey showed > 60% Psychiatry faculty without mentors and would like one.
- 75% current mentors received no training nor resources to support mentorship.

Methods

Mentoring Working Group formed:
1. Considered literature, reviewed current programs at U. of T.; identified key important components of successful mentorship.
2. Designed comprehensive program with core values and goals.
3. Developed evaluation plan with logic model (Figure 3).

Mentorship Program (Figure 1)

Relevant for All Roles (Equal Value)

Vision
Facility excellence, fulfillment of academic and career goals, and wellbeing

Mission
To create a sustainable, evidence-based, mentorship program that promotes academic excellence, EDI, and wellness.

Values & Principles
Excellence and Impact
Inclusivity
Equity
Wellness and Safety
Career Fulfillment
Person-Centeredness
Accountability
Transparency
Community

EDI Considerations
- Acknowledgement of levels of systems and hierarchies, systemic bias and power dynamics.
- Recognition of importance of social identity with intersectionality lens.
- Looking for opportunities to support psychological safety and wellness.
- Matching of pairs.
- Education and training for mentors/mentees.
- Tools and self-reflective exercises/evaluations.
- Evaluation and Implementation monitoring plan.

Figure 1: Visual Mentorship Model

Figure 2: Areas of Mente Develooment

Figure 3: Evaluation Plan

Goal: To implement and evaluate a mentorship program for the purpose of improving access to mentorship, satisfaction with career development, awareness of steps towards and academic promotion and perceptions of support and well-being.
Components: Baseline and yearly quantitative surveys and qualitative data collection methods.

References

Mentor Workshop (September 2021)

Objectives: Overview of program, online components, processes to matching and best practices associated with mentorship. Review of scenarios with mentee/mentor.

Post-Workshop Evaluation (n = 15)
93% reported workshop met objectives.
87% increased awareness of best practices.
87% reported stimulated reflection/self-awareness on potential challenges.
86% reported information presented were relevant to mentor’s needs.
80% reported overall “excellent”.

Mentor Baseline Survey (n=41)

A. Mentor Motivations for Joining Mentorship Program
- To facilitate career growth of more junior faculty: 83.9%.
- To further develop my mentorship skills: 77.4%.
- To further develop my professional relationships: 58.1%.
- To strengthen my leadership skills: 51.6%.
- To gain opportunity to share my areas of expertise: 48.4%.
- To enhance job satisfaction: 45.1%.
- To gain opportunities for self-reflection: 41.9%.
- To gain access to resources, webinars, and opportunities: 32.3%.
- To increase peer recognition and expansion of networks: 29.0%.
- Other: 12.9%.

B. Mentors Interested in:
- Workshop/webinar on best practices for mentorship: 87.1%.
- Templates to record and guide mentee goals/plans: 74.1%.
- Workshop/webinar on strategies to set/negotiate goals with mentees: 64.5%.
- Workshop/webinar on having difficult conversations and conflict resolution: 54.8%.
- Workshop/webinar on sponsorship and allyship: 48.4%.
- Workshop/webinar on implicit bias training/learning: 45.1%.
- Workshop/webinar on the importance of social identity in mentorship: 45.2%.

C. Top 3 anticipated challenges identified by mentors:
1. Having different goals from that of my mentee(s): 80%.
2. Lack of time: 13%.
3. Managing difficult conversations/conflict: 7%.

D. Guidance, support or advice on work-life balance received from the Department of Psychiatry:
- 80% No
- 13% Yes
- 7% Unsure

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