Leveling up the Addiction Mentorship Workforce

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Disclosures

- No conflicts to disclose

- Some content adapted from Society of General Internal Medicine (SGIM) TEACH Program, Curbsiders Teach podcast, and National Center for Faculty Diversity and Development (NCFDD)

Presenters & Facilitators

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Learning Objectives

1. Define key terminologies in the current state of mentoring in health sciences

2. Devise a plan for expanding your mentorship network

3. Practice mentorship strategies to support individuals who are underrepresented in substance use research, education, clinical care, and policy arenas

Workshop Overview (Roadmap)

1. Introduction – 10 minutes

2. Didactics – 15 minutes (have phone ready for live participation)

3. Small group activity (Mentor Map)– 10 minutes

4. Large group debrief/reflection – 10 minutes

5. Didactics – 10 minutes

6. Small group activity (Core identity) – 10 minutes

7. Case-based activity (Mentorship across differences)– 10 minutes

8. Large group discussion – Case report back – 10 minutes

9. Final wrap-up and evaluations – 5 minutes

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Visual settings

Edit

What comes to mind when you hear the word "Mentor"?

Nobody has responded yet.

Hang tight! Responses are coming in.

What is Mentoring?

Mentoring is a reciprocal learning relationship in which a mentor and mentee agree to a partnership where they will work collaboratively toward achievement of mutually defined goals that will develop a mentee's skills, abilities, knowledge and/or thinking.

Robert Wood Johnson Foundation, Mentorship Toolkit 3rd Ed, 2017.
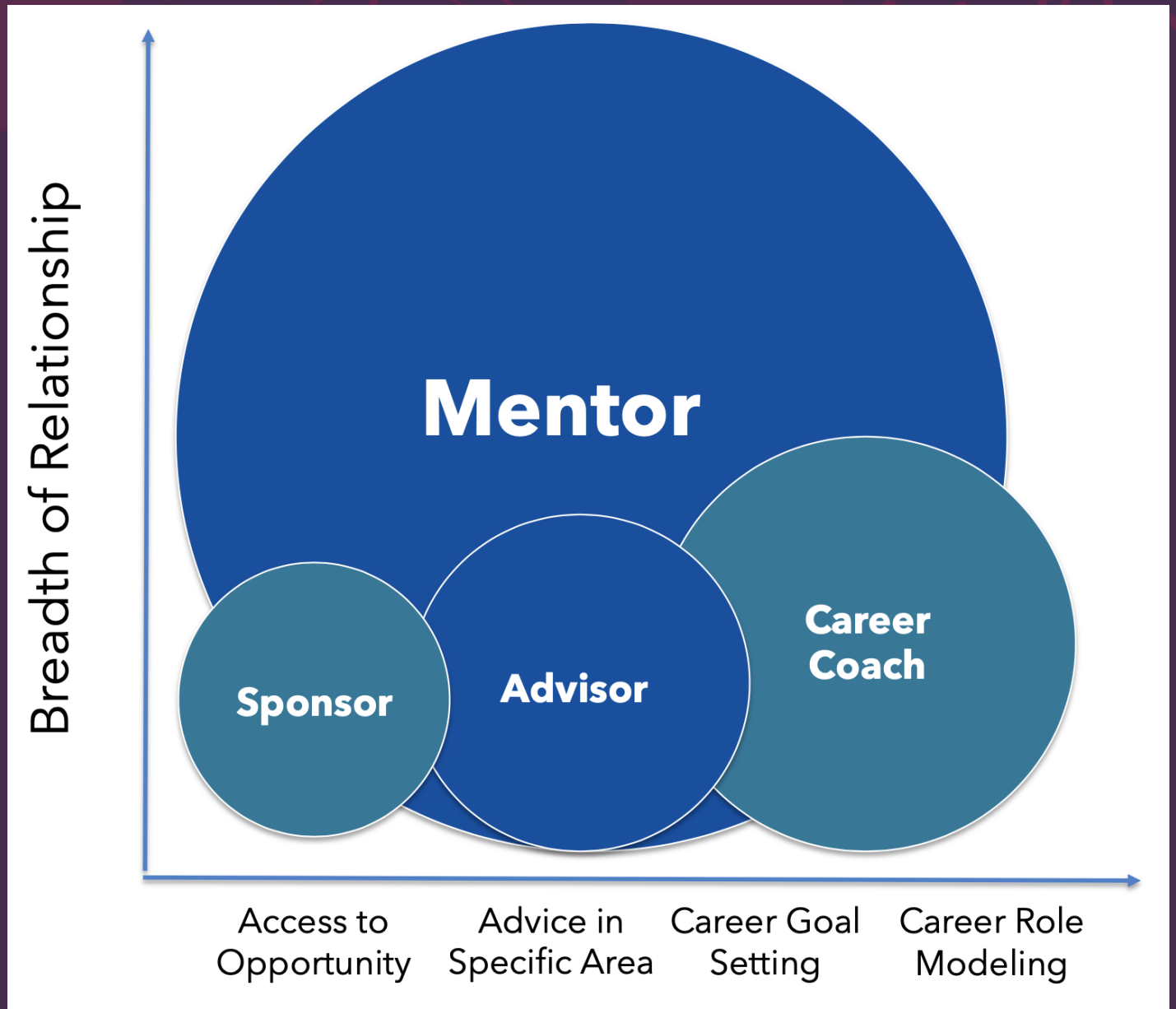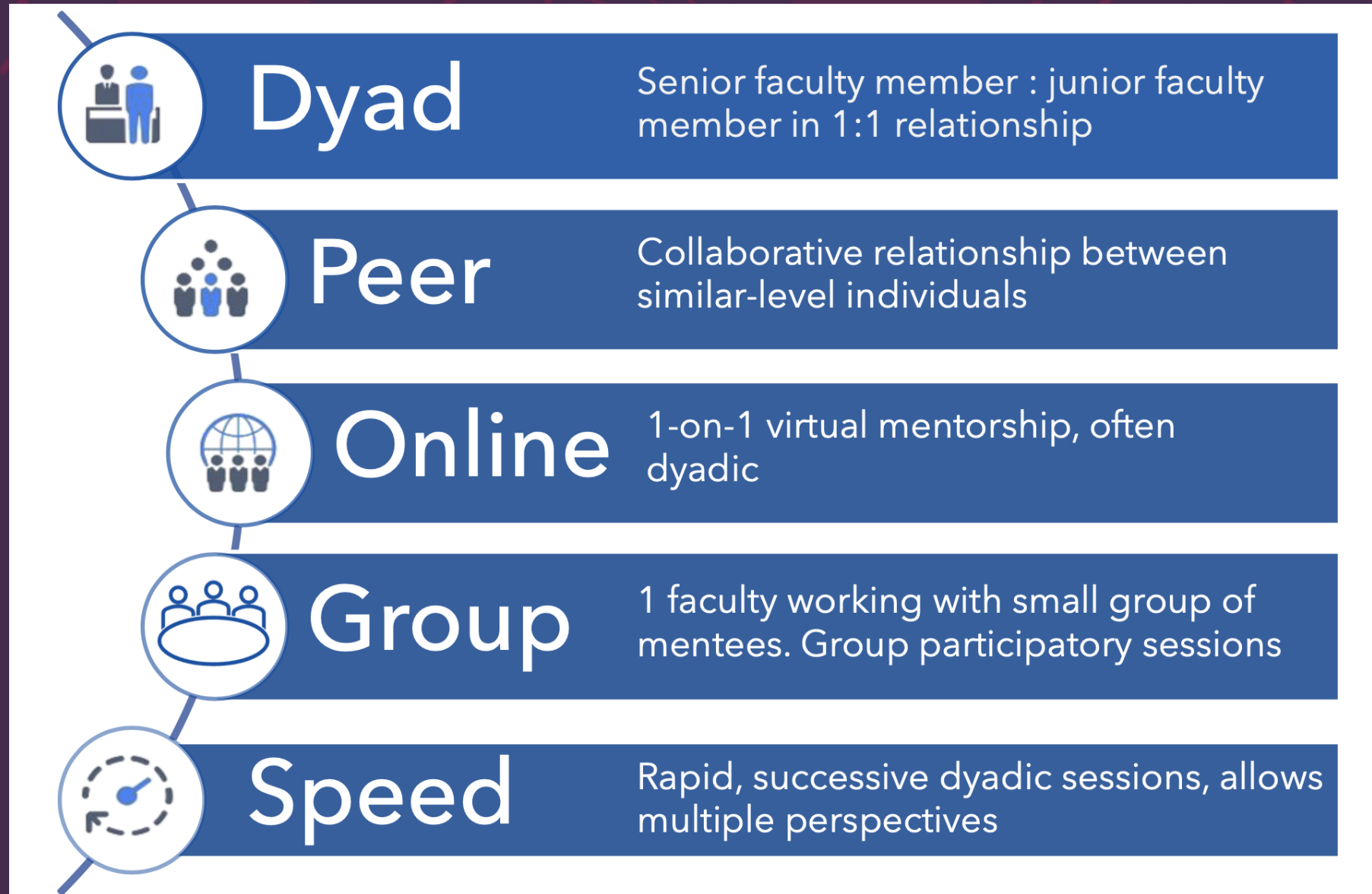
Sponsor vs Coach vs Mentor

- Sponsor
  - Identifies and creates opportunities by recognizing and promoting strengths
- Coach
  - Helps improve job performance by assessing, advising, and giving feedback and resources
- Mentor
  - Helps guide and set career goals by checking in, sharing wisdom, supporting, and collaborating

MENTORSHIP 101 KEY TERMS

SPONSORS "TALK ABOUT YOU"
COACHES "TALK TO YOU"
MENTORS "TALK WITH YOU"

Achkar et al, Family Medicine, 2023.

Roles often overlap

Figure courtesy of SGIM TEACH 201, 2022.

Mentorship Models

Dyad	Senior faculty member : junior faculty member in 1:1 relationship
Peer	Collaborative relationship between similar-level individuals
Online	1-on-1 virtual mentorship, often dyadic
Group	1 faculty working with small group of mentees. Group participatory sessions
Speed	Rapid, successive dyadic sessions, allows multiple perspectives

Figure courtesy of SGIM TEACH 201, 2022.

Roles of Mentees

Self-reflection

Clarify values

Identify gaps in skills/knowledge and set goals

Take Initiative

Identify mentors

Plan and set agendas

Communicate clearly

Ask questions

Request feedback

Manage Up

Be the leader of the relationship

Direct flow of information

Follow through

Zerzan et al, Academic Medicine, 2009.

Roles of Mentors

Coaching
Support new skill development / motivate & inspire

Networking
Connect with intra- & inter-institutional resources

Socialization
Navigate structure & culture of larger organization / institution

Communicate/Feedback
Review progress towards goals & communicate feedback & expectations

Support
Encourage & advise on failures, conflicts & personal challenges

Career Development
Guide mentee towards professional goals & make career transitions

Figure courtesy of SGIM TEACH 201, 2022.

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What is a Mentor Map?

- Mentors are important to your professional <u>and</u> personal success but <u>one person</u> cannot fulfill your diverse needs

- A mentor map is a tool to

  - Visualize your existing network of mentors

  - Identify gaps and unmet needs

  - Clarify your central goals

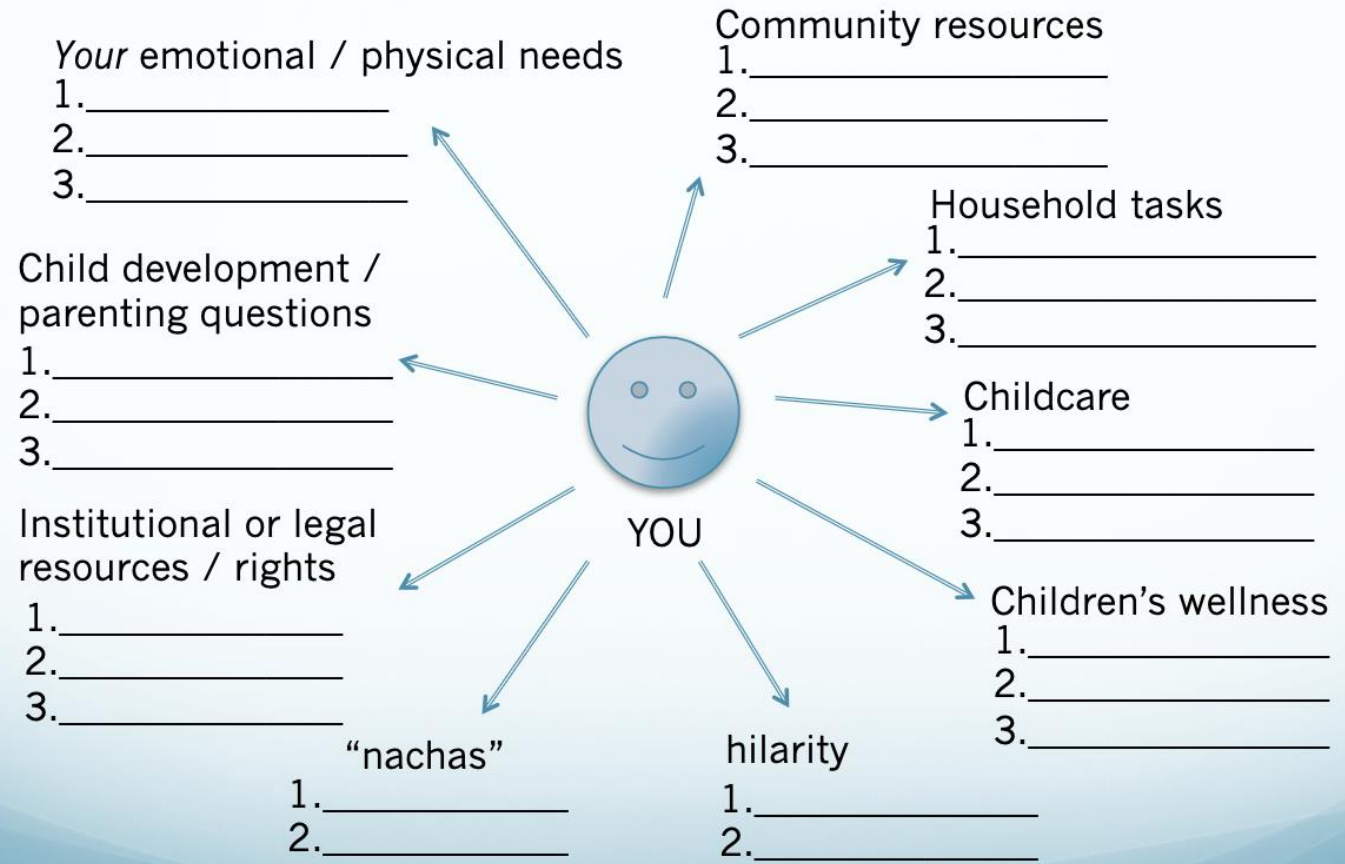 - Expand your existing network

Examples of Mentor Maps

NCFDD Mentoring Map
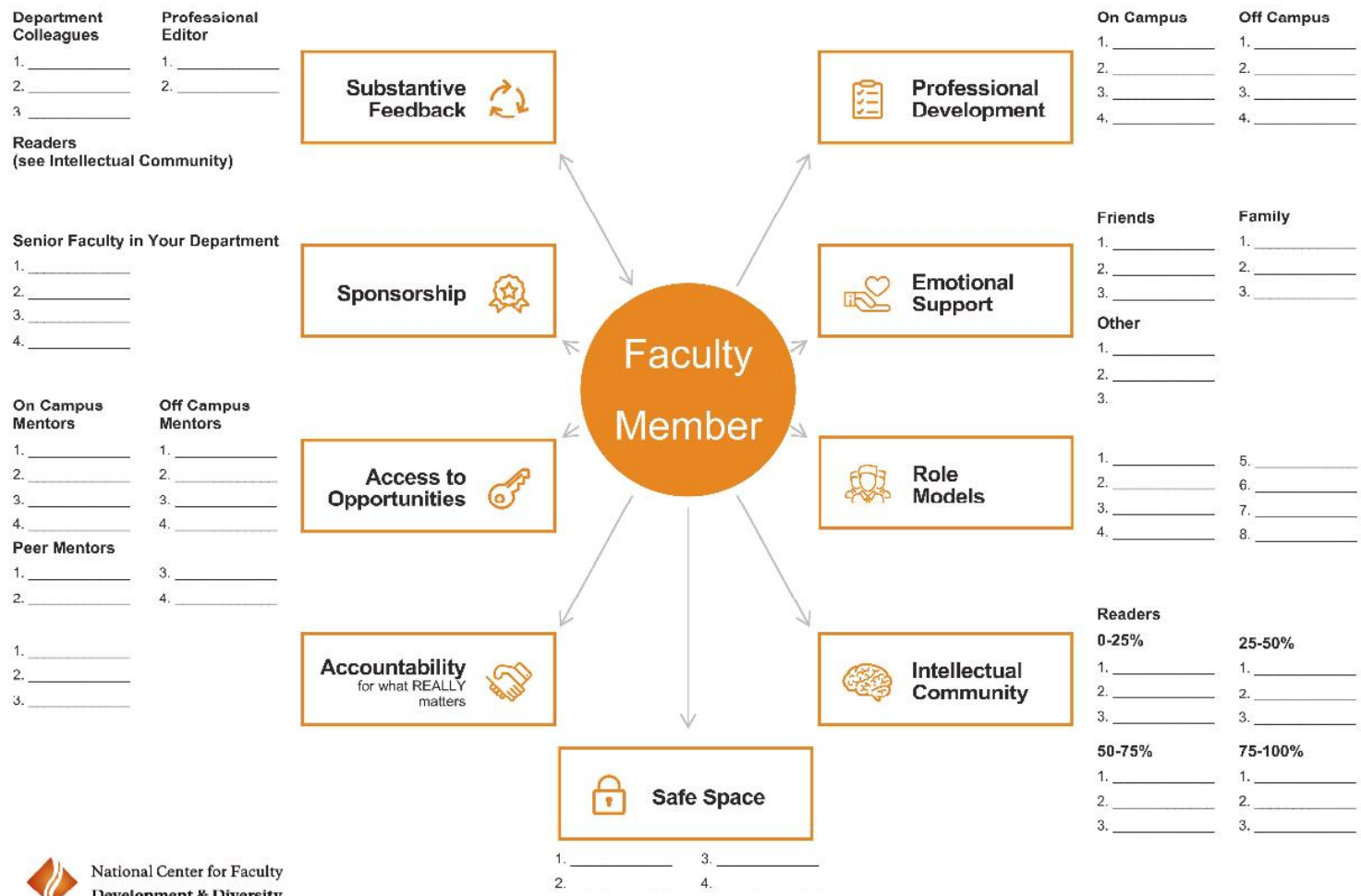
Examples of Mentor Maps

Identify Your Mentor Map
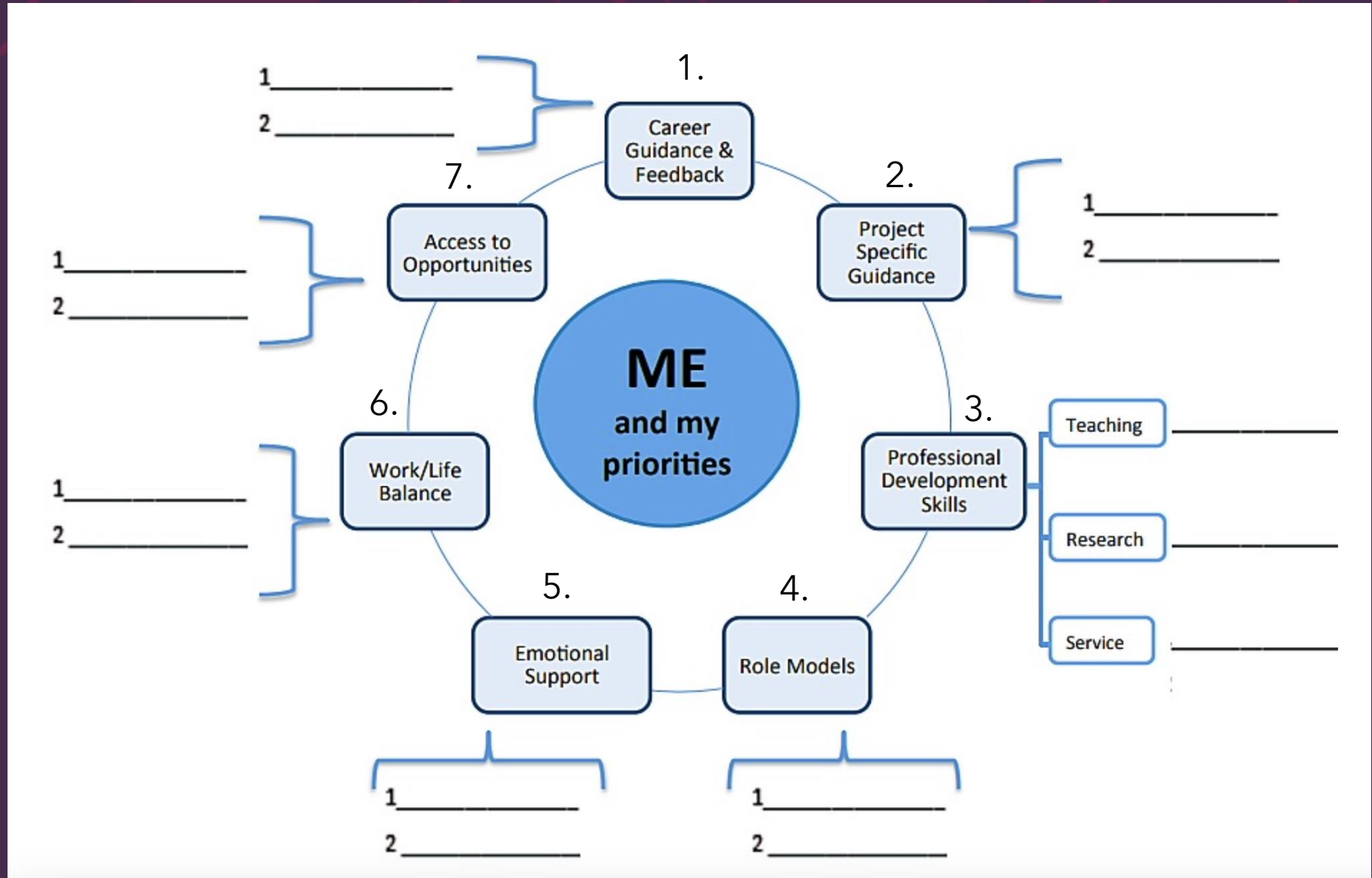
When poll is active respond at **PollEv.com/rnorthup385**   Send **rnorthup385** and your message to **22333**

What emotions, thoughts, or observations came up for you while completing your mentor map?

Nobody has responded yet.

Hang tight! Responses are coming in.

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Mentoring for underrepresented groups and across disciplines in SUD clinical care and research

Stages of Mentorship Development

Completed Structure: Established Mentorship

Foundation: No Mentorship/System in Place

01

02

03

Frame: Some Mentorship in Place

Foundation: No Mentorship/System in Place

Mentee	Mentor

- <u>Assess benefits of mentorship</u>
- <u>Reflect on being an active mentee</u>
- Identify potential mentor
- Create 2-3 goals for mentorship relationship
	- Delineate Mentor vs. Coach
	- Identify motivation, expectations and goals
	- Clarify current obligations and responsibilities to define capacity
	- Approach to mentorship
	    - Individual mentorship
	    - Group mentorship
	    - Micro-mentor
	    - Reverse mentorship

Frame: Some Mentorship in Place

Mentee	Mentor
- Outline individualized development plan - Choose self-assessment to use quarterly - Create Mentor Map	- Select instrument for self-assessment - Tools for feedback - Reflect on the role of equity and equity-minded mentorship—Dr.Kimberly Griffin

Completed Structure: Established Mentorship

Mentee	Mentor
- Evaluate goals - Discuss mentee-mentor relationship feedback - Refine Mentor Map	-Expand Professional Network -Embrace challenging conversations -Engage in training and workshops to hone skills -Inquire about opportunities at local institution

Mentoring in Nursing

- Mentoring is not the same as precepting which is a short-term, task-focused, one-way relationship that focuses on preparing a new RN to be successful in their role.

- Mentoring in nursing provides benefits to mentor, mentee and the organization:
  - Role models
  - Exploration of "the art of nursing"
  - Support, encouragement, honest feedback
  - Opportunities for personal and professional growth
  - Improves nurse recruitment, nurse retention and patient care

Gularte-Rinaldo, et al., 2022
ANA, 2024

How to make mentoring the "standard of care" in nursing and other professions

- Next steps:
  - Define mentoring and differentiate it from precepting, sponsorship, coaching
  - Recognize that to be successful, mentoring should be an organizational intervention. There are associated costs
  - Need to quantify the value: staff retention, healthcare outcomes and decreased costs
  - Identify local champions—culture change doesn't happen in a vacuum

Factors that Influence Your Identity

Let's Reflect: Your Core

1. Choose 1 partner next to you.
2. Obtain 6 index cards from the middle of the table.
3. Write 1 descriptor word significant to your identity of each index card. There will be a total of 6 descriptor words.
4. Refer to your mentor map—**How do your identity descriptors align with current and desired mentors?**
5. Remove 5 descriptors.
6. Share the number 1 descriptor with your partner.

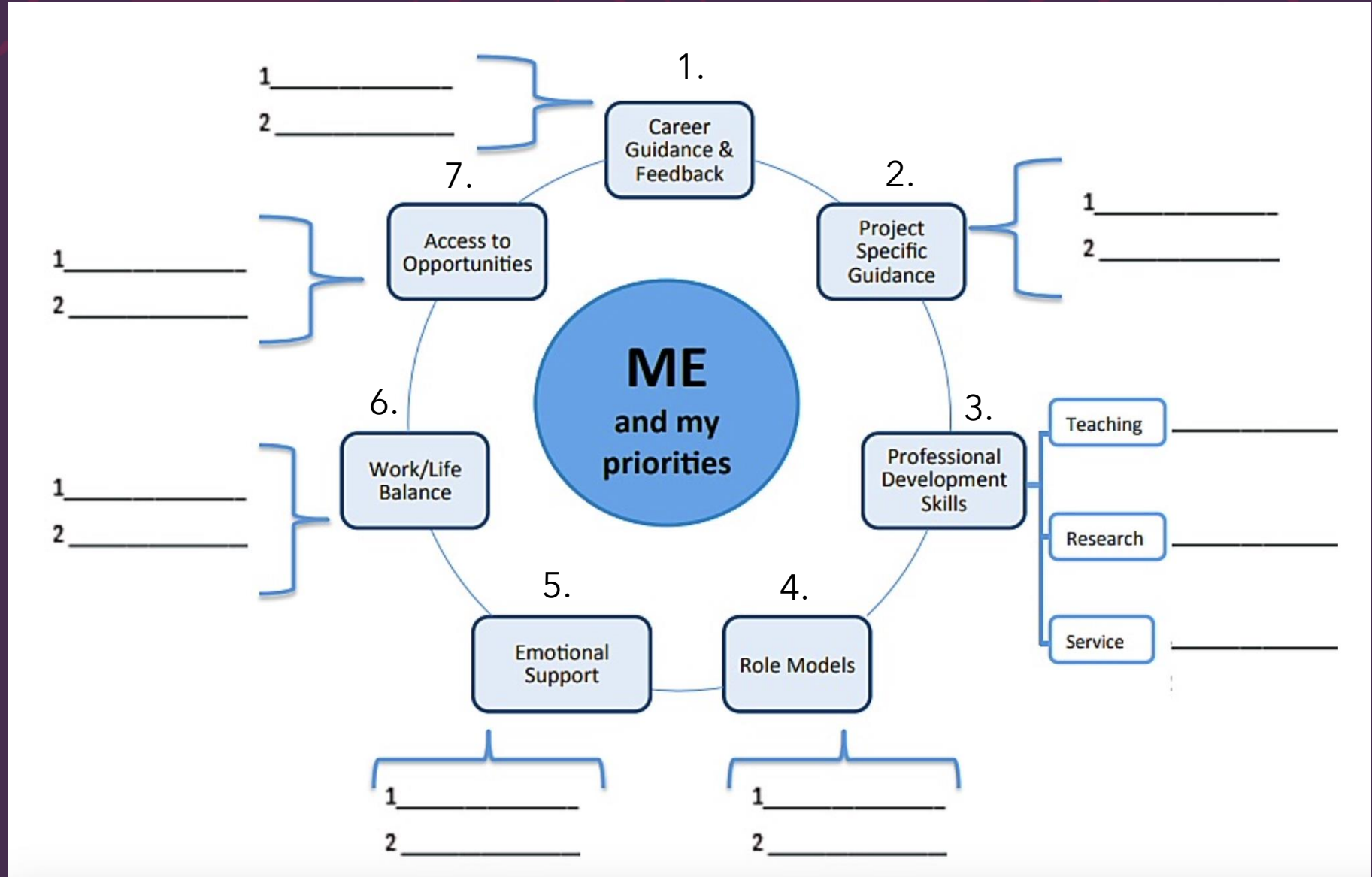# Core Identities and Your Mentor Map

Future Reflection Questions

1. Is the number one identity descriptor a demographic label or is it a value? How does this impact your understanding of self?
2. Describe if the number one identity descriptor is prominent in both a professional and personal setting.
3. When reviewing your identity descriptors, do you believe any descriptor impacts your ability to foster a connection with others and why?
4. What identity descriptors might be applied to you regardless of whether you accept them or not?
5. How does your self-awareness of these identity descriptors manifest themselves in a mentor-mentee relationship?

Mentorship Across Differences:
- Understanding the complexities and navigating challenges
- Identifying the various roles of a mentor

Breakout - Small group case review (1-3)

Case 1: Forming a Mentorship Partnership

A new person just started working in Addiction. You have been specializing in Addiction for 10 years. This junior person has been working with you for the past four months. You become more invested in the junior person's career goals and you think this would be a potentially valuable mentorship experience. There is no established mentorship structure at your institution.

1. What factors should you consider when engaging in this conversation?
2. How do you initiate conversation?
3. How do you start to build trust in this initial encounter? What could potentially impede on building trust?

Case 1: Forming a Mentorship Partnership

Best Practices:
-Opportunities in mentorship are available outside formal programs and across disciplines
-Consider mentee and mentor fit – important to identify values of mentee and mentor
-Take the initiative to formalize the mentorship relationship
-Reflect on one's level of honesty and transparency
-Identify clear goals

Case 2: Is this still working?

Two individuals have been paired with each other as mentee and mentor for the last 8 months. There has been shift in the relationship. The mentee has experienced more challenges in the work environment and has inquired about increasing their meeting frequency. The mentor is working on multiple initiatives and mentoring 2 other individuals. As a result, it has been over 1.5 months since they have met.

1. What conditions can lead to a shift in the mentee-mentor relationship?
2. How do you initiate the conversation?

Case 2: Is this still working?

Best Practices:

-Recognize that the core of difficult conversations is rooted in emotion

-Early intervention is imperative and determine the antecedent condition leading to current state

-Framework for challenging feedback:

    -SBI: Situation/Behavior/Impact

    -COIN: Context/Observation/Impact/Next Steps

-Pivot and end relationship when appropriate

Case 3: Connecting Across Differences

You have signed up as a mentor for a program for underrepresented individuals in the field of Addiction. You have been meeting regularly with your mentee for the last 2 months. At the third meeting, your mentee shares the following: " I have been intentional about meeting deadlines and completing my work. Team meetings have become challenging due to increased scrutiny. I just don't feel like I belong."

1. What are common pitfalls when having sensitive conversations?
2. How could immediate support be provided?
3. What tools could be used to validate others' experiences?

Case 3: Connecting Across Differences

Best Practices:

-Provide a brief reflection

-Revisit support needed at this time; helpful to discuss what support looks like for mentee and mentor during initial meetings

-Create opportunities to foster community for mentee

Additional Resources

Take Home Points

- Mentoring is a reciprocal learning relationship that's collaborative to work toward achieving defined goals

- Sponsors, coaches, and mentors have defined roles, but there's often overlap

- Mentor map is a useful tool that can be adapted to visualize your mentor network and unmet needs

- Both mentors and mentees bring their own identities to the relationship

- Mentorship across differences requires intentionality and awareness of individual values and identities

Acknowledgments

- AMERSA Mentorship Committee

- AMERSA Diversity Committee

- Our own mentors

Questions & Comments