Prevocational Doctor Mentor Program

Program Guide
## Contents

**Introduction** ......................................................................................................................... 3  
**Program mission statement** ................................................................................................. 4  
**Pilot plan** ............................................................................................................................. 4  
**Stages of mentoring** .............................................................................................................. 5  
**Mentor** .................................................................................................................................. 5  
Mentor responsibilities in the PDMP: ......................................................................................... 7  
**Mentee** .................................................................................................................................. 7  
Mentee responsibilities in the PDMP: ......................................................................................... 8  
**Role of the MEU** .................................................................................................................... 8  
**Confidentiality** ....................................................................................................................... 9  
**Program evaluation** ............................................................................................................... 9  
**Notes:** ..................................................................................................................................... 11  
**Appendix 1: PDMP LibGuide** .............................................................................................. 12  
**Appendix 2: Guidelines for mandatory notifications** ........................................................... 13  
**Appendix 3: PDMP Forms** ..................................................................................................... 14  
PDMPPM meeting template .......................................................................................................... 14  
PDMPPM Mentee self-reflection .................................................................................................. 15  
PDMPPM Mentor self-reflection .................................................................................................. 16  
PDMPPM mentor session summary ............................................................................................. 17  
**Appendix 4: PDMP evaluation survey** .................................................................................. 18  
**Appendix 5: Queensland Health 2018 Term Dates** .............................................................. 22  
**References** ............................................................................................................................. 23
**Introduction**

Mentoring represents the structured promotion of individuals within a professional group with the aim of optimally supporting their professional careers as well as their personal development. In medicine, mentoring is a positive developmental opportunity targeting the needs of the prevocational doctor, fostering career development in all areas of the profession, including non-technical skills.

Mentoring ensures the human aspect of medicine is nurtured in the prevocational doctors, supporting Caboolture hospitals Caring Together philosophy. Mentors can inspire prevocational doctors, fostering idealism and humanness in medicine. Empathy, a core component of emotional intelligence, is fostered by mentoring, ultimately impacting patient care.

In addition to providing a supportive environment for the career and personal development of Prevocational Doctors, mentoring provides an opportunity for the ongoing development of the profession, in addition to improving the engagement of medical staff at Caboolture hospital, enhancing workplace culture and communication.

The Caboolture Hospital Prevocational Doctors Mentor Program (PDMP) is another element the Caboolture Hospital Medical Education Unit (MEU) can add to the learning and development opportunities prevocational doctors receive at Caboolture Hospital in addition to increasing the level of well-being support, supplementing the existing support services depicted in Figure One.
Program mission statement

The vision of the PDMP is to create a medical culture at Caboolture Hospital that fosters collegiality and positive role-modelling, where peers support each other’s learning, development and career progression, whilst maintaining a patient centred approach to care. The mission state of PDMP is to:

*Provide prevocational doctors with mentoring by near-peers during their transition from medical school to medical practice in order to promote well-being, professional development and initial career planning.*

The PDMP program complements the *Caring Together* culture of Caboolture hospital, in addition the program will have business benefits through staff development and creating a positive work environment, which in turn may assist recruitment and retention of prevocational medical staff.

Pilot plan

The PDMP pilot is planned to run in line with the 2018 training year. A mentoring program that aligns with the Prevocational Doctors teaching year will provide a manageable commitment for both mentors and mentees, accounting for staff transitions within this group of doctors which occur primarily on an annual basis in accordance with this calendar (*Appendix 5*).
Stages of mentoring

There are four stages of mentoring that build successful mentor-mentee relationships:

- Preparing for mentorship
- Building the relationship
- Developing the mentee
- Transitioning the relationship.

Forms (included in this guide) will assist mentors and mentees with tasks for each stage of the relationship.

Mentor

Mentoring is a professional relationship, in which an experienced person, the mentor, shares knowledge, skills and perspective to develop the personal and professional growth of another, the mentee. Mutual trust, respect and communication are important elements of successful mentoring. The mentor and mentee will need to meet regularly to set goals, exchange ideas and discuss progress.

As you prepare for mentoring, take some time to reflect on your reasons for deciding to take on this role. Consider the skills, knowledge and experiences that you would like share with your mentee.

The mentor will gain benefits from being involved in the PDMP, such as:

- Recognition of your experience and expertise
- Extension of your professional development and networks
- Networking opportunities, including opportunities to collaborate with projects and research arising from the PDMP, in addition to access to training opportunities as they arise
- Ability to influence and shape the development of future departmental leaders
- Exposure to fresh perspectives, ideas and approaches through interaction with junior staff
- Opportunity to reflect on their own goals and practices
- Development of their personal leadership and coaching styles, including ability to provide feedback, communication and interpersonal skills
- Staying in touch with emerging issues relevant to Caboolture hospital.

The role of the mentor is to empower the mentee to take charge of their own development (adapted from the RACS Mentoring – A practical guide, p7). Your role includes:
- **Relationship building**
  - Build trust and a strong rapport with your mentee
  - Support and encourage your mentee to build confidence
  - Be respectful of and sensitive to individual differences
  - Respond promptly to requests for meetings

- **Information sharing**
  - Share your knowledge of the department, profession, networks and experiences
  - Offer career advice
  - Refer to third-party services for issues outside your expertise

- **Facilitative**
  - Actively listen and question to elicit facts
  - Assist your mentee to achieve short and long-term goals by encouraging them to find their own way
  - Encourage your mentee to take responsibility for their development and decision making
  - Support the mentee in challenging situations and foster development of reflective skills to aid personal and professional growth

- **Challenging**
  - Constructively and respectfully challenge your mentee’s expectations and ideas allowing them to gain insight into their decisions and actions
  - Encourage your mentee to listen, to clarify understanding, review and consider different perspectives
  - Stimulate your mentee’s critical thinking and develop problem-solving skills

- **Modelling**
  - Be a role model for your mentee by sharing life experiences and thoughts
  - You are a change agent. Through changes in your mentees, you are creating ripples of change throughout the organisation. Be the change you want to see in our organisation

- **Visionary**
  - Help them to envision their future and build their career by exploring options and offering opportunities

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**Criteria for being a Mentor in the PDMP are;**

- Being a ‘near peer’, maximising your ability to relate to and understand the experiences of Interns whilst allowing you to provide contemporary advice on practical aspects of their role
- Work at Caboolture Hospital for the period of the pilot
- Are available and accessible to your mentee and to fulfil the commitments of the program
Please note that as a mentor you are not the mentee’s;

- **Line manager**
  - Any issues relating to your mentees performance should be appropriately escalated. The MEU is available to provide advice on the appropriate path for escalation.

- **Supervisor**
  - You are not responsible for setting scope of practice or orientation

- **Trainer**
  - You are not responsible for training your mentee for specific skills or performance improvement

- **Decision maker**
  - You are not responsible for your mentees career progression or success.

**Mentor responsibilities in the PDMP:**

- Read the PDMP pilot guide
- Complete the mentor self-reflection ([Appendix 3](#))
- Be available and accessible to your Mentee
- Arrange a commencement meeting with your allocated mentee within the first half of Term 1
- Establish the mentor/mentee relationship, including discussion of confidentiality and setting of the mentoring agreement ([Appendix 3](#))
- Maintain contact with your mentee throughout the training year, be it via phone, email, etc. but also ensuring to meet face-to-face at least once per term
- Be responsible for records of mentor/mentee meetings ([Appendix 3](#))

**Mentee**

The move from a medical student to an Intern is a challenging period, and the aim of the PDMP is to assist you in this transition period by providing you with support and assistance to ensure the development of the skills you will require as a prevocational doctor.

The opportunity to have a mentor is one of the most effective and valuable opportunities you can be offered, as you are being provided with the encouragement and support of a trusted and experienced mentor who can provide the mentee with a broad range of personal and professional benefits, ultimately leading to improved workplace performance.

The PDMP will facilitate the mentees to maintain emotional and psychological wellbeing during their internship year, in addition to other benefits, including;

- Exposure to new ideas and ways of thinking
- Advice on developing strengths and areas requiring development
- Guidance and clarification on professional development and career advancement
- Increased visibility and recognition within the organisation
- The opportunity to develop new skills, knowledge and expertise
- Access to a network and support/opportunities in the workplace
- Increased strategic view of organisation

To make the most of this opportunity it is important for you have a clear idea about what you want to achieve through being mentored (adapted from the RACS Mentoring – A practical guide, p6). Remember, it remains the mentees role to:

- Be responsible for their own development
- Identify developmental goals, priorities and career interests
- Communicate clearly and honestly when sharing their concerns and achievements
- Use their mentor as a ‘sounding board’ to discuss issues and review their own progress
- Respectfully listen to feedback with an open mind and expect to be challenged with alternative points of view
- Treat their mentor with courtesy and respect
- Maintain confidentiality

As you prepare for mentoring, take some time to consider your future and what you would like to achieve during the mentoring process. Consider some short and long-term goals to discuss with your mentor.

**Mentee responsibilities in the PDMP:**

- Read the PDMP pilot guide
- Complete the mentee self-reflection ([Appendix 3](#))
- Initiate contact with your mentor on a regular basis
- Establish the mentor/mentee relationship, including discussion of confidentiality and setting of the mentoring agreement ([Appendix 3](#))
- Maintain contact with your mentor throughout the training year, be it via phone, email, etc. but also ensuring to meet face-to-face at least once per term
- Be responsible for records of mentor/mentee meetings ([Appendix 3](#))

**Role of the MEU**

Potential mentors and mentees were advised of the plan for the pilot PDMP in 2018 via email in September to October 2017. In addition, at the commencement of term 1 2018 interns confirmed their willingness to participate in the program.

All who responded were tabled and considered for suitability as a candidate in the pilot. Questions relating to their career path and preference for a male vs female mentor/mentee were asked of all. The MEU will allocate mentors to mentees and notify each member via email, providing them with the opportunity to feedback on the match should
there be any concerns. For the initial weeks of term 1 the interns and junior doctors undertook to settle into their new roles. The PDMP first meeting was encouraged during ‘Doctors Health and Wellbeing Week – 26-29 March 2018

During the PDMP pilot, the MEU will be available to:

- Provide advice and guidance on the mentor/mentee relationship
- Assist with the escalation of issues identified by mentors
- Monitor the progress of the pilot throughout the year
- Evaluate the pilot
- Present and discuss pilot evaluation at CabMEC in order to decide on future progression and development of the program
- Maintain the LibGuide as a reference point for mentors and mentees
- Provide access to training resources for mentors as need arises
- Provide opportunities for social networking for PDMP participants
  - Introductory lunch and education on the resources available to PDMP participants, namely the MEU LibGuide
  - Doctors Appreciation and Well-being week lunch and education
  - Pilot summation lunch with education on the future of the existing mentoring relationships, in addition to an update of the program and outcomes of the evaluation

Confidentiality

The foremost commitment by mentors to their mentees is confidentiality.

To enable the mentee to speak openly about issues that may be of concern to them it is vital that all discussions between mentee and mentor remain confidential. Much more can be achieved when working through workplace issues in an environment where you know that information will not be shared with your colleagues or supervisor. There are some exceptional circumstances where legal obligations may require you to break this confidentiality.

Be sure mentees are aware at the beginning of the relationship that there are exceptions to maintaining confidentiality, such as where notifiable conduct has been disclosed by the mentee, where there is potential for a mentee to harm either themselves or others, or where a court has ordered that the information be disclosed. Ensure that you are both aware of your current legal reporting obligations. A factsheet can be found on the Australian Health Practitioner Regulation Agency website (Appendix 2).

Program evaluation

As detailed in Figure Two: PDMP training plan, the MEU will check-in with Mentors and Mentees at stages through the program including:

- Second half of Term 1 – to ensure the initial meeting has occurred
- Social gatherings including Introductory lunch, Doctor’s week and Summation lunch’s
- End of term 3 to ensure meetings are occurring
A formal evaluation will be circulated in Term 5 as per Appendix 4, with results reported back to CabMEC for discussion as to the future path of the program. Results of this evaluation will be reported to all participants in PDMP program at the summation lunch.

The survey looks to see whether the program met its mission statement, seek suggestions for areas requiring further development and improvement and also to consider the benefits of the program to the working environment at Caboolture Hospital in comparison to the increased responsibility.
Appendix 1: PDMP LibGuide

Accessible via [http://redcab.libguides.com/MedicalEdCab/Mentor](http://redcab.libguides.com/MedicalEdCab/Mentor)

The Prevocational Doctor Mentor Program is running as a pilot in the 2018 training year.

The PDMP mission statement is:

Provide prevocational doctors with mentoring by near-peers during their transition from medical school to medical practice in order to promote wellbeing, professional development and career advancement.

If you are interested in being involved in the program, please contact the MEU.
Appendix 2: Guidelines for mandatory notifications

Appendix 3: PDMP Forms

PDMP meeting template

Accessible via [http://redcab.libguides.com/MedicalEdCab/Mentor](http://redcab.libguides.com/MedicalEdCab/Mentor)

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**PDMP mentoring agreement**

*Please complete this agreement at your first meeting.*

<table>
<thead>
<tr>
<th>Mentee name</th>
<th>Mentor name</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Start date</th>
<th>End date</th>
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<tbody>
<tr>
<td>22/01/2018</td>
<td>20/01/2019</td>
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**Meetings**

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<th>Frequency</th>
<th>Meeting length</th>
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**Communication**

*Between meetings we will contact each other by,*

- [ ] email
- [ ] phone

*The day(s) that best suit us both to communicate are:*

**Mentee goals**

*These are the key goals that we have agree to focus on during the period of the agreement*

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
</tr>
</thead>
</table>

**These goals will be reviewed every __________ weeks**

**Cancellation policy**

*If the mentoring relationship is not working out, we agree to discuss any issues and make every effort to resolve them together before cancelling this agreement*

**Confidentiality**

*We agree to keep the content of our mentoring partnership confidential*

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<thead>
<tr>
<th>Mentee signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Mentor signature</th>
<th>Date</th>
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1 Adapted from the RACS Mentoring – A practical guide, p14
PDMP mentee self-reflection

As you prepare for mentoring, take some time to consider your future and what you would like to achieve during the mentoring process. Consider some short and long-term goals to discuss with your mentor.

Take this completed form to your first meeting.

1. What would you like to achieve in the next five years?

2. What would you like to achieve during your Intern year?

3. What do you consider your strengths?

4. What do you consider your areas requiring development?

5. What are you hoping to achieve as a result of the mentoring program?

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2 Adapted from the RACS Mentoring – A practical guide, p9
PDMP mentor self-reflection

As you prepare for mentoring, take some time to reflect on your reasons for deciding to take on this role. Consider the skills, knowledge and experiences that you would like to share with your mentee.

Take this completed form to your first meeting.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Why did you volunteer to be a mentor?</td>
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<td>What events have you experienced that have significantly impacted your career?</td>
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<tr>
<td>How might these events influence who you are as a mentor?</td>
<td></td>
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<tr>
<td>What are you hoping to achieve as a result of the mentoring program?</td>
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<tr>
<td>What skills, knowledge and insights do you have that would be valuable to share with your mentee?</td>
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3 Adapted from the RACS Mentoring – A practical guide, p10
# PDMP mentoring session summary

Both mentor and mentee should keep a copy to ensure future planning occurs.

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
<th>Date</th>
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### Session agenda

### What we discussed

### What we will do before our next meeting

<table>
<thead>
<tr>
<th>Mentee</th>
<th>Mentor</th>
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### What we might do more of next time

Next meeting date:

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4 Adapted from the RACS Mentoring – A practical guide, p15
Appendix 4: PDMP evaluation survey

Web-link for data collection: https://www.surveymonkey.com/r/PDMP2018
4. How often did you meet?

- Less than once a term
- At least once a term
- At least twice a term
- More than twice per term

Comments

5. For your meetings,

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>were they easy to arrange?</td>
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<td>did you complete a session summary?</td>
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<td>did they assist your professional development?</td>
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<td>did they assist your career development?</td>
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<td>did they assist your general well-being?</td>
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<td>was confidentiality maintained?</td>
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Comments

6. Did the PDMP

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<th>Yes</th>
<th>No</th>
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<tr>
<td>improve your level of engagement in the workplace?</td>
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<tr>
<td>enhance your level of performance and motivation in the workplace?</td>
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<tr>
<td>contribute to a positive culture at Caboolture hospital?</td>
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<td>enhance your hospital wide knowledge and ideas?</td>
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<td>promote an environment of personal and professional growth?</td>
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7. What aspect of your meetings did you find;

Most enjoyable?

Least enjoyable?

Requiring improvement?
8. Do you view the PDMP as being successful in fulfilling its mission statement to "provide prevocational doctors with mentoring by near-peers during their transition from medical school to medical practice in order to promote well-being, professional development and career advancement"?

- Yes
- No

Other (please specify)

9. Do you have any additional comments or suggestions for development in relation to the PDMP?

Thank you for taking the time to complete this evaluation.

This data will be used to shape the future of the PDMP, as a means of developing best practice and continuing advancement of our medical staff here at Caboolture Hospital.

If you have any questions, do not hesitate to contact the MEU on 5433 8243 or MEU-Caboolture@health.qld.gov.au
## Appendix 5: Queensland Health 2018 Term Dates


### Queensland Health 2018 Term Dates

<table>
<thead>
<tr>
<th>2 x Terms for Principal House Officers and Registrars</th>
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<th>4 x Terms for Principal House Officers and Registrars</th>
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<td>Term</td>
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<th>5 x Terms for Interns/Junior House Officers/Senior House Officers</th>
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<td>Term</td>
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Version 1: 21 October 2016

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1 Staggered start dates exist for Resident Medical Officers in the interest of patient safety. Principal House Officers and Registrars will commence two weeks after Interns, Junior House Officers, and Senior House Officers.

Consultation: MSLC & EDMS Forum (October 2016 meeting)
References
Royal College of Surgeons, Australia, *Mentoring A Guide for Surgeons, A practical guide*

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www.surgeons.org