

Advanced Mentoring

Lesson Plan

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2 INSTRUCTOR BIOGRAPHY – KRIS PORTER, PT, DPT, OCS

Dr. Porter, an Alabama native graduated from The University of Alabama at Birmingham with a Bachelor of Science in Health Sciences in 2004 and a Doctorate in Physical Therapy in 2007. Dr. Porter has worked at the Jackson Clinics in Northern Virginia (outside of DC) for the last 10 years. He graduated from the orthopedic physical therapy residency program at The Jackson Clinics in 2009, and since that time has served as a mentor in the residency program and eventually took on the role of residency director in 2011. He is an active member of the American Physical Therapy Association and the orthopedic & education sections and is involved or serves on committees for several SIGs (special interest groups) to include the RFESIG (Residency/Fellowship Education SIG), ORFSIG (Orthopedic Residency/Fellowship SIG), the Foot/Ankle SIG and the Clinical Reasoning SIG. Dr. Porter is an APTA certified “advanced clinical instructor” and is the instructor for The Jackson Clinics “Advanced Mentoring” course. He is also the lead instructor for 3 courses within The Jackson Clinics, Eval and Manual Therapy of the Lumbar Spine, Eval and Manual Therapy of the Foot/Ankle, and the Movement Systems of the Spine course within The Jackson Clinics Residency Program. He has had the opportunity to teach one & two week seminars in Peru, Ethiopia, Kenya and Bhutan and teaches courses. Dr. Porter is the co-author of the “Pelvic Girdle” Current Concepts monograph published by the APTA Orthopedic Section in 2011 and 2016 and he wrote a chapter on “Plantar Heel Pain” in 2015.

LinkedIn Profile: <https://www.linkedin.com/in/krisporterdt/>



3 COURSE BACKGROUND

- **Summary:** This course is focused on building on foundational mentoring skills as outlined in the Basic CI credentialing course, a pre-requisite for this course. This intermediate level course is ideally suited for the clinician with some mentoring experience (minimum of 1 full time student) and a moderate or greater level of clinical expertise.
- **Audience:** Physical Therapists, Physical Therapy Assistants, Athletic Trainers, and “Gym Staff” and is involved or will soon be involved in some form of mentoring licensed professionals clinically.
- **Required Pre-Requisites:** 1 year of clinical experience. For PTs and PTAs, you must have taken the Basic CI Credentialing Course. For non PTs and PTAs, you must prove that you have basic competence with mentoring which will be determined on an ad hoc basis (email kporter@thejacksonclinics.com).
- **Suggested Pre or Post Course Assignment(s):**
 - [Review Mentoring Resource manual published by ABPTRFE.](#)
 - Successful Mentoring Course on APTA Learning Center (currently down).
 - Participate in “Clinical Skills in Teaching and Mentoring” on Coursera.
 - Advanced APTA CI credentialing course.
- **Location:** The Jackson Clinics, Centreville
- **Dates & Times:** Friday March 16th (3pm-7pm) and Saturday March 17th (8am-4:30pm).
- **Format:** Lecture & round table discussion
- **Items to Bring:** laptop & charger, PDF file of course materials on R Drive (posted around lunch the day of the course)
- **CEU approval:** YTD
- **Lead Instructor:** Kris Porter, PT, DPT, OCS
- **Teaching Assistant/Lab Instructor:** YTD
- **Equipment needed to be provided by host:** round table, comfortable chairs for sitting as there are no physical labs, projector/screen, laser pointer with slide control
- **Survey:** Written course feedback from course participants immediately following course to be shared with course instructor to include summative/narrative comments.
- **Food:** Coffee and light breakfast provided on Saturday morning at the start of the course

4 OBJECTIVES FOR LECTURE, DISCUSSION & LAB:

By the end of the Advanced Mentoring course, all participants will be able to understand and apply >70% of the following principles and methods into their mentoring practice. For the remaining 30%, the course participants will have exposure to key concepts and preliminary understanding to enhance future formal and informal learning in this topic area.

Introduction

- Objectives
- Difference between student mentee and licensed mentee

What is a mentor in our context?

- Definition of Mentor¹
- Roles of Mentor (collaborator, coach, role model, questioner)
- Qualities of Excellent Mentors²⁻⁴
- Your Mentoring Philosophy
- EBP and mentoring (don't be a dinosaur)^{5,6}

The Learning Environment

- Orienting your mentee to your philosophy & their learning preferences
 - Personality & Learning styles/Preferences
- Community of Learning and Practice (formal and informal)
 - TJC learning continuum
- Psychological Safety
- Building Entrustment
- Motivation and Grit⁷

Learning Theory

- Learning Styles and Preferences
- KSAB's (Knowledge, Skills, Attitudes/Behaviors) – Based on Bloom's Taxonomy
- Cone of Learning (Information retention)
- Zone of Proximal Development (aka ZPD): to determine where you should focus your mentoring energies
- Scaffolding and Unlearning: knowing when to build the foundation or just repair it.

Clinical Application of Learning Theory

- Forward vs. Backward Reasoning
- Narrative Reasoning & building the Therapeutic Alliance
- Using the ICF model as a clinical reasoning framework^{8,9}

Reflection & Questioning

- Self-Assessment ([Click here for ortho residency self assessment tool](#))¹⁰
- Metacognition & "Mindful Practice"¹¹
 - Reflection In-On-For Action
- Effective Questioning (Socratic method)
- SNAPPS (Summarize, Narrow differential, Analyze differential, Probe for uncertainty, Plan steps in care, Select Self-Study options)

Feedback & Goal Setting

- “Diagnosing & Treating” your Mentee
 - Assess – Treat – Re-Assess – Discharge (applying the patient care model to the mentee)
 - Questioning as your primary tool
- Goal Setting
 - GNOME Model (goals, needs, objectives, methods, evaluation)

Mentoring Tools

- 5 Microskills of Clinical Teaching (aka. One Minute Mentor)¹²¹³¹⁴¹⁵
- POSE method (apprenticeship method)
- Forms
 - Clinical Reasoning Forms (PDF, Adobe Acrobat)
 - Mentor feedback forms (Google Drive)
- Using documentation within clinic controller

Grading the Mentee

- Vector Model
- RIME Model
- TJC Residency/Fellowship Grading Scale (integrating all the above models)
- Performance Review (based on the Description of Orthopedic Practice)¹⁶
- Mentees as teachers¹⁷

Grading the Mentor¹⁸⁻²⁰

- TJC Mentor Grading Scale

Putting it All Together

- Watch 3 short real life video examples of mentor/mentee debriefing within a TJC residency program. Attendees will be broken up into groups of 2-3 and present their findings

5 TIMETABLES

(Content & Sequence Subject to Change)

Friday (3pm-7pm)

TIME	CATEGORY	CONTENT	Last Slide #
3:00 – 3:15	Lecture	Introduction from Kris	15
3:15 – 4:00	Lecture	What is a mentor in our context	32
4:00 – 4:45	Lecture, Videos and Discussion	Learning Environment	49
4:45 – 5:45	Think/Pair/Share	Group led discussion on personal mentoring experience (from the mentee side and mentor side)	
5:45 - 6:15	Lecture/Discussion	Learning Theory	60
6:15 – 7:00	Lecture/Discussion	Application of Learning Theory	75

Saturday (8am-5pm)

TIME	CATEGORY	CONTENT	Last Slide #
8:00 – 9:15	Lecture, Videos, Discussion	Reflection and Questioning	92
9:15 – 10:00	Lecture, Videos, Discussion	Feedback and Goal Setting	109
10:00 - 11:00	Videos and Discussion	Mentoring Tools (5 Microskills & POSE Method)	133
11:00 – 11:30	Review & Discussion	Mentoring Tools (clinical reasoning and mentoring forms)	
11:30 – 12:00	Review real documentation	Mentoring Tools (Documentation as a Mentoring Tool)	
12:30 - 1:30	WORKING LUNCH DELIVERED (DISCUSSION ON PERSONAL APPLICATION OF COURSE)		
1:30 – 2:30	Lecture & Discussion	Grading the Mentee (using various grading scales)	
2:30 – 3:00	Lecture and Discussion	Grading the Mentor (using TJC grading scale)	
3:00 – 4:10	Videos & Discussion	Putting it All Together	
4:10 - 4:30	Written Surveys and Verbal Feedback from participants		

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