KESSLER INSTITUTE FOR REHABILITATON RESIDENCY IN NEUROLOGIC PHYSICAL THERAPY

MENTOR TRAINING PROCESS

What is noteworthy about Kessler's Mentor Training process:

What is noteworthy about the mentor training program of Kessler Neuro PT Residency program is the consistency with which the program strives to train mentors and keep them communicating about the progress of the resident.

- All new mentors participate in a mentor training program in which they attend a presentation by our Residency Leadership Team on the 5 Microskills of Clinical Teaching, including reviewing clinical examples related to each skill.
- New mentors also are trained in utilizing the Mentor Prep Forms used throughout the program, which is based around the ICF model. ICF concepts are reviewed, as are examples of forms that were exceptional and those that required improvement.
- Existing mentors participate in an Annual Faculty meeting in which the program goals, mission, and processes are reviewed. In this annual meeting, mentors collaboratively share ideas regarding mentoring experiences, and reflect as a group on different sessions in terms of what went well, what could have been improved, and how to integrate those approaches going forward.
  - We have our experienced mentors prepare examples prior to the workshop. Then, when we get to the section of the workshop regarding defining resident performance, we have the mentors provide the example to the audience, to spark a discussion about how to define that resident's level of performance. The residency directors facilitate discussion, and sometimes provide a hypothetical based on the given example ("If she had said XXXX instead, would that indicate that the resident is at a higher level?"). I don't have these examples documented anywhere, unfortunately.
  - Our OT residency director utilized some principles found in clinical education literature in her portion of the workshop. These resources provided different language/framework to assessing a resident's performance and then tools for mentors to help the resident progress.
  - Audetat, M., Laurin, S., Dory, V., Charlin, B., & Nendaz, M. (2017). Diagnosis and management of clinical reasoning difficulties: Part I. clinical reasoning supervision and educational diagnosis. Medical Teacher, 39(8), 792-792-796.
  - Audetat, M., Laurin, S., Dory, V., Charlin, B., & Nendaz, M. (2017). Diagnosis and management of clinical reasoning difficulties: Part II. clinical reasoning difficulties: Management and remediation strategies. Medical Teacher, 39(8), 797-797-801.
  - Audetat, M., Laurin, S., sanche, G., Beique, C., Fon, N. C., Blais, J., & Charlin, B. (2013). Clinical reasoning difficulties: A taxonomy for clinical researchers (web paper). Medical Teacher, 35, e984.
  - The Annual Faculty meeting also centers around a review of mentoring videos which are made available through a consortium of neuro PT residency programs.
- Outside of this formalized mentor training, mentors meeting an average of monthly throughout the program to discuss Resident progress and provide feedback to each other, along with Residency Leadership, about communication skills, probing questions, integration of evidence, and other mentoring strategies.

What videos and/or learning activities/tools (beyond ABPTRFE resources) does your program use? Focus on your most innovative or exceptional activities/processes.

Kessler's Neurologic Residency utilizes the Mentoring 101 video provided by the Physical Therapy Neurologic Consortium. The video is available for a cost of $200 for one-year, so it can be utilized for varied training purposes. Our Residency also uses a range of scholarly articles on topics that mentors are expected to have advanced knowledge of, ranging from neuroplasticity to pharmacology. The articles are typically reviewed in journal club format with existing Residents and a Mentor Facilitator, but mentors review them via self-study as well.

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