

Mentoring In Academic Medicine Teaching Medicine

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~~Mentoring by Marjorie Greenfield, MD~~ ~~Mentoring In Academic Medicine Teaching~~

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Context Mentoring, as a partnership in personal and professional growth and development, is central to academic medicine, but it is challenged by increased clinical, administrative, research, and other educational demands on medical faculty. Therefore, evidence for the value of mentoring needs to be evaluated.

~~Mentoring in Academic Medicine: A Systematic Review ...~~

in academic medicine.³⁵ Although informal mentoring provides a more effective mentoring model,³² the recognition that many faculty lack mentors^{36,37} has led institutions to increasingly implement formal mentoring programs. Unlike informal mentoring, for-mal mentorship is planned, often institutionally supported or

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Research in academic medicine indicates that mentoring has an important impact on career choice and guidance, faculty retention, as well as personal development. 1 Though the research is limited, less than one-half 2 of faculty nationally report having a mentor. These studies don't discriminate between formal and informal mentoring, nor the length of these relationships.

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Offering knowledge and insight from a range of experienced physician-educators and others involved in medical education, Mentoring in Academic Medicine provides a unique perspective on medical professionalism in the coming decades as well as a comprehensive approach to developing programs for mentorship and guidance.

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mentoring in academic medicine teaching medicine Sep 05, 2020 Posted By Gilbert Patten Ltd TEXT ID 5481ed4f Online PDF Ebook Epub Library md msc prcp ana marusicm md phd edical schools and residency and fellow ship programs are charged with training health care professionals and with ad

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Mentoring and coaching foster a professional relationship that helps individuals to acquire skills needed to remain relevant and competitive in the Higher Education academic environment . However, as evident from the data presented in this paper this professional relationship will yield better results if it is harnessed rather than forced or coerced.

~~Mentoring and coaching in academia: Reflections on a ...~~

What does a Teach First academic mentor do? Academic mentors are hired to support very specific issues within schools. Exactly what your role entails depends on both the needs of your school and your individual skillset. However, most can expect to do the following type of work once in the classroom: Subject-specific work with small groups.

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Abstract. Background: Mentoring is considered a fundamental component of career success and satisfaction in academic medicine. However, there is no national standard for faculty mentoring in academic emergency medicine (EM) and a paucity of literature on the subject.

A part of the new Teaching Medicine Series, this new title acts as a guide for mentoring and fostering professionalism in medical education and training.

Mentorship in Academic Medicine is an evidence-based guide for establishing and maintaining successful mentoring relationships for both mentors and mentees. Drawing upon the existing evidence-base on academic mentoring in medicine and the health sciences, it applies a case-stimulus learning approach to the common challenges and opportunities in mentorship in academic medicine. Each chapter begins with cases that take the reader into the evidence around specific issues in mentorship and provides actionable messages and recommendations for both correcting and preventing the problems presented in the cases. Accompanying the text is an interactive, online learning resource on mentorship. This e-tool provides updated resources for mentors and mentees, including video clips and podcasts with effective mentors who share their mentorship tips and strategies for effective mentorship. It also provides updated departmental and institutional strategies for establishing, running, and evaluating effective mentoring programs. Mentorship in Academic Medicine provides useful strategies and tactics for overcoming the common problems and flaws in mentoring programs and fostering productive and successful mentoring relationships and is a valuable guide for both mentors and mentees.

This IAMSE Manual, *Mentoring Across the Continuum*, is a product of its co-editors' and authors' lifetime work in mentoring faculty and studying the impact of this mentoring. The book defines the field of academic medicine as highly dependent on finding and relating to mentors at virtually every stage of a doctor's career. It describes and analyzes successful mentor/mentee relationships, examining the authors' personal experiences, as well as a data-driven approach, to explore the many different roles and perspectives on mentoring relationships and ultimately the mentoring culture. The editors look at the data with respect to the success of different strategies in mentoring, as well as different structures of diverse mentoring programs. As well, proven ways to deliver these programs successfully for all professionals who lead mentoring programs or are active participants as mentees. There is a special emphasis on the mentoring of medical educators. However, the themes explored in this book are generalizable beyond the medical educator to include diverse academic roles across the continuum. In particular, enumerating the many specific roles of a mentor beyond just the traditional concepts adds breadth and depth to understanding what can be gained from mentor-mentee relationships. This Manual is a valuable resource for clinicians, educators, and trainees in addition to anyone involved in medical education and progressing through the stages of practicing, teaching, and learning in medicine. This Manual represents a meaningful addition to the literature on this most important professional subject.

Graduate medical education (GME) is a continually evolving, highly dynamic area within the complex fabric of the modern health-care environment. Given the rapidly changing regulatory, financial, scientific and technical aspects of GME, many institutions and programs face daily challenges of "keeping up" with the most recent developments within this ever-more-sophisticated operational environment. Organizational excellence is a requirement for the seamless functioning of GME programs, especially when one considers the multiple disciplines and stakeholders involved. The goal of the current book cycle, titled *Contemporary Topics in Graduate Medical Education*, beginning with this inaugural tome, is to provide GME professionals with a practical and readily applicable set of reference materials. More than 20 distinguished authors from some of the top teaching institutions in the US, touch upon some of the most relevant, contemporary, and at times controversial topics, including provider burnout, gender equality issues, trainee wellness, scholarly activities and requirements, and many other theoretical and practical considerations. We hope that the reader will find this book to be a valuable and high quality resource of a broad range of GME-related topics. It is the Editors' goal to create a multi-tome platform that will become the definitive go-to reference for professionals navigating the complex landscape of modern graduate medical education.

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Mentorship is a catalyst capable of unleashing one's potential for discovery, curiosity, and participation in STEMM and subsequently improving the training environment in which that STEMM potential is fostered. Mentoring relationships provide developmental spaces in which students' STEMM skills are honed and pathways into STEMM fields can be discovered. Because mentorship can be so influential in shaping the future STEMM workforce, its occurrence should not be left to chance or idiosyncratic implementation. There is a gap between what we know about effective mentoring and how it is practiced in higher education. The Science of Effective Mentorship in STEMM studies mentoring programs and practices at the undergraduate and graduate levels. It explores the importance of mentorship, the science of mentoring relationships, mentorship of underrepresented students in STEMM, mentorship structures and behaviors, and institutional cultures that support mentorship. This report and its complementary interactive guide present insights on effective programs and practices that can be adopted and adapted by institutions, departments, and individual faculty members.

Faculty Success through Mentoring provides practical tools for higher education leaders to implement a formal mentoring program that will lead to a vital and diverse faculty across all stages of an academic career. The authors not only describe the tangible benefits of formal mentoring programs, but they also outline the characteristics of effective mentors and mentees, and they cover other models such as group and peer mentoring.

This guide offers helpful advice on how teachers, administrators, and career advisers in science and engineering can become better mentors to their students. It starts with the premise that a successful mentor guides students in a variety of ways: by helping them get the most from their educational experience, by introducing them to and making them comfortable with a specific disciplinary culture, and by offering assistance with the search for suitable employment. Other topics covered in the guide include career planning, time management, writing development, and responsible scientific conduct. Also included is a valuable list of bibliographical and Internet resources on mentoring and related topics.

There is a huge need for supportive mentoring among students, doctors in training and general practitioners. Mentoring is an effective way of supporting doctors and preventing problems. The author argues that all doctors should seek a mentor. Medical training involves transitions; school to university, student to junior doctor and trainee to GP. It is at these transition points that mentoring is most valuable. This book - Medical Mentoring - is a practical guide to using mentoring to help doctors with their professional development, support them when difficulties arise and prevent problems developing. If you're considering mentoring, want to adapt your approach or develop your mentoring skills, this is the book for you. This practical guide, illustrated by case stories will give prospective mentors the confidence to improve student/doctor relationships, defines the role of a medical mentor and the benefits of providing support to doctors and students, discusses reasons why medical students and doctors struggle during their careers, gives practical advice on identifying the student/doctor in difficulty, discusses what students/doctors value in a mentor, and offers a practical guide to mentoring using a clinical model. The book shows how clinical skills can be adapted effectively in mentoring, while acknowledging that mentees are not patients. This guide aims to give prospective mentors the confidence to improve student/doctor support and so will improve recruitment and retention of students and GPs, and enable doctors to deliver more effective patient care.

Today's medical school coaching programs integrate a wide variety of personalized goals, including professional identity formation and academic performance, as well as community building, leadership and lifelong learning skills, clinical skill development, and more. Coaching in Medical Education, part of the American Medical Association's MedEd Innovation Series, is a first-of-its-kind, instructor-focused field book that equips educators to coach medical students or run an effective medical student coaching program, increasing the likelihood of medical student (and thus physician) success.

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Gives clear guidance on coaching, as well as how to design, implement, and evaluate a coaching program in today's institutions. Explains the difference between coaching and traditional advising. Provides various approaches for different levels of learners-remedial to advanced, UMG through GME. Offers practical frameworks for individual, team, and peer coaching. Discusses how to use coaching to enhance wellbeing, strengthen leadership skills, foster personalized academic and career development, and resilience during change and acute uncertainty. Contains tools for creating an ethical, equitable, and inclusive coaching program. Includes a chapter focused on Assessment and Program Outcomes. One of the American Medical Association Change MedEd initiatives and innovations, written and edited by members of the Accelerating Change in Medical Education Consortium - a unique, innovative collaborative that allows for the sharing and dissemination of groundbreaking ideas and projects. Enhanced eBook version included with purchase. Your enhanced eBook allows you to access all of the text, figures, and references from the book on a variety of devices.

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