Leicester Medical School Medical Student Mentor Scheme

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Aims of the session

1. To provide clinicians with understanding of the different roles of a mentor, the necessary knowledge, skills and attitudes to be able to fulfil the mentoring role effectively, and to outline the different support mechanisms available to mentors. (Mentoring)

2. To raise awareness of the problems faced by medical students and guide mentors as to the best ways to support and direct students in addressing their issues. (Individual Student Issues)
Background

- Currently no personal tutor system in Phase 2 (ceased 2014)
- Medical School wished to design a new programme with the help of the student body
- Student consultation process recently undertaken
- A high proportion of students felt that a mentoring role should include:
  - facilitating students’ personal and professional development (84%)
  - supporting students through personal challenges (85%)
Findings: Junior Rotation

- ‘One mentor for the whole of Phase 2, as students may not connect with their consultant in each block: someone to talk to’
- ‘I feel lost at the moment. A mentor would be really helpful’
- ‘Mentor should be clinical’
- “Professionalism” makes me feel downtrodden: need more support, and understanding that situations can be pressured and mistakes can be made
- ‘Mentors should volunteer, and really want to do it’
Findings: Senior Rotation

‘Felt I missed out through not having a long-term clinical phase tutor who knows me personally, and has overview of marks, etc.’

‘Specific tailored advice, eg. a consultant advised a student to present at a conference, felt to be useful’

‘There is already an informal “buddying-up” between senior and junior rotations, but to have this formalised would be helpful’

‘Favoured structure is: a main clinical mentor plus a block mentor, with addition of senior rotation supporting junior, and FY’s supporting senior’
UG Mentoring - Findings From Research

‘Exploring the experiences and impact of mentoring and buddying for undergraduate medical students’

Masters in Medical Education: Dr Hayley Andrews. December 2015

Uses Egan “skilled helper model” (structured problem solving)
SKILLED HELPER MODEL

Stage I
What’s going on?
What’s the present state of affairs?

Stage II
What solutions make sense to me?
What do I need or want instead of what I have?

Stage III
How do I get what I need or want?
How do I get what I need or want?
‘That happens a lot at the medical school, that I’ve gone through some time periods where I think I’m just a number rather than a person’ [while mentoring seemed to overcome this sensation of loss of identity]

‘Just having somebody there that cares less about your academic achievements and more about how you’re doing’

‘I still know that person is there and I can still go talk to them. I think that’s what it’s all about’
It made me crack on with some things which I had sort of put on a back burner, so that was really good.

‘I think it helps you to reflect on what you’ve achieved, where you are, and also what you could achieve or potential problems in between not to do with it’
What is mentoring?

The process whereby a highly regarded person (mentor) guides another individual (mentee) in the development of his or her own ideas, learning and personal and professional development.

(Standing Committee on Postgraduate Medical Education)
Definition of Role:

• To provide developmental advice and support to Medical Students during the Clinical Phases of the Leicester MB ChB Course.

• GMC Good Medical Practice (2013) states: *You should be willing to take on a mentoring role for more junior doctors and other healthcare professionals*
Aim:

1. Provide support from Senior Clinicians to help medical students to manage their personal challenges more effectively

2. Use the experience of Senior Clinicians to support the development of medical student professional identity

3. Facilitate student personal and professional development including career decision-making and where appropriate signpost to appropriate specialty advice and support

4. Support professional engagement with all educational resources
What the scheme is not about:

1. Formal “supervision” and monitoring
2. Formal assessment and student progression decisions
3. Form filling and tick boxes
4. Detailed support for the UK Foundation Programme – this process is now centralised at Leicester Medical School including the Medical School reference
Adapted from presentation by Tuajuanda Jordan, Xavier University of Louisiana
What Do Mentees Want?

- Accessibility
- Confidentiality
- Feedback
- Respect
- Empathy
- Patience
- Honesty
- Personal Support
- Advocacy
- Careers Advice

*Medical Mentoring: Supporting students, doctors in training and general practitioners, By David Jeffrey*
Setting Ground Rules

- Helps mentor/mentee understand what to expect from mentoring relationship – meetings, when, who will contact, cancelling, frequency
- Assists mentors to discuss and establish a framework within which to facilitate mentees personal and professional development
- Clarifies responsibilities of both parties
- Clarifies issue of confidentiality
Frequency of meetings:

- Three times per year over 3 years in Phases 2, 3 and 4 of the new MB ChB curriculum
- Three students in total – one from each Phase to enable peer to peer buddying
- Individual meetings preferred and/or group meetings are fine
- You may choose to meet your group within or outside the Trust/ University of Leicester to foster a positive group experience
Interactive Curriculum Map Overview

Here is a broad overview of the new MBChB curriculum at Leicester. Click on the image below for more detailed information regarding teaching units that comprise the larger syllabi for Phase 1 and Phases 2-4.

Please visit this link to see an Interactive Curriculum Map
Leicester Medical School

MBChB (A100)
Discover the Leicester medical degree in detail

New Centre for Medicine
New state of the art home for research and teaching

Admissions Updates
Keep up to date with news regarding our selection procedure

Curriculum Redesign 2016
Motivated by major changes that have already occurred in the practice of clinical medicine Leicester Medical School has initiated a full redesign of its curriculum

Student Experience
Students share experiences of their time at Leicester

Intercalating
Undertake an additional year of intercalated study exploring an area in depth and gain some research experience

Please visit Curriculum Redesign at: Leicester Medical School
Mentor Support:

- Medical Student Mentor Handbook
- University e-Resources
- Medical School Mentoring Programme Contact
SUPPORT AND STUDENT ISSUES

Dr Sophie Parkinson
Introduction

GP
GPwSI ED
Teaching Medical Students for at least 15 years
Head of Pastoral Support 3 years
Pastoral Support at Leicester Medical School

Dedicated Pastoral Support Unit (PSU)

Sophie Parkinson (GP)
Christina Oppenheimer (O&G)
Erik Van Diepen (Psychiatry)
Sheila Preston (Admin)
PSU

Face to face appointments
Bookable in advance or emergency
Email contact
Telephone consultations
PSU

Support
Listening
Signposting (GP, Welfare, Counselling, OH, AccessAbility, Careers etc)
Liaising with other members of staff
Support for staff and clinical teachers
Medical Student Personality Traits

- Perfectionism
- Conscientiousness
- Neuroticism
- Extroversion
Database from PSU
2014/15 academic year

Total number of appointments – 1027

Number of unique students seen – 265

Average number of appointments – 3.9
Female:Male 2:1
This is 25% of the total medical student population seen in the last academic year!
What do they present with?

- Depression (222 appointments ie 25%)
- Stress/Anxiety (25%)
- Generalised anxiety disorder (15%)
- Exam issues (eg failure or mitigating circumstances 17%)
- Physical illness (10%)
- Course termination or suspension of studies (8%)
What do they present with?

Family problems
Eating disorders
Drug/Alcohol misuse
OCD
Careers advice
Where next?

• Nothing else necessary
• Follow up PSU
• GP
• Counselling
• Academic Support
• Occupational Health
• Welfare/AccessAbility/Careers
I want to try and help myself, so I've joined Big White Wall.

Big White Wall provides safe, anonymous support for mental health and wellbeing

Free to students at Leicester Medical School
Go to www.bigwhitewall.com to join
All you need is your university email address

Join a Course
Register for online Guided Support courses using recognised therapies

Post a Talkabout
Talk to other Big White Wall members who may be experiencing the same thing as you

Start your journey to feeling better.
Leicester Medical School Rules and Regulations

http://www2.le.ac.uk/departments/medicine/regulations
Rules

- Mitigating Circumstances
- Suspension of Studies
- 7 year rule
- Fitness to Practice
- GMC Regulations
- Confidentiality Policy
Take home messages

- PSU here to help – both students and clinical teachers
- Better to tackle problems early rather than leave to get worse
- Most problems can be dealt with completely confidentially
How do you access support

• Leaflet with PSU contact details
• Telephone number 01162523336
• Email psu@le.ac.uk or sp502@le.ac.uk
• Information on Blackboard and University website under Support – Pastoral Support Unit
http://www2.le.ac.uk/departments/medicine/regulations
Summary

1. A mentoring role can be rewarding!
2. An opportunity to influence the next generation of doctors through acting as excellent role models
3. Students will have different needs
4. Perspectives on cultural issues and student diversity may affect the mentoring relationship
5. Setting ground rules is important
6. On-going support will be available
Questions